

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JAMES S. HUNT ELEMENTARY SCHOOL

District Name: Broward

Principal: Ernie Lozano

SAC Chair: Stephanie Wrobel

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012: McNab Elementary School Grade - A 68% of students reading at or above grade level 77% of students made a years worth of progress in reading 79% of struggling students made a year's worth of progress in reading 68% of students at or above grade level in math 78% of students made a year's worth of progress in math 69% of struggling students made a year's worth of progress in math 88% of students met state standards in writing 55% of students scoring at or above level in science  2010-2011: McNab Elementary School Grade - B 82% of students reading at or above grade level 63% of students made a years worth of

Principal	Ernie Lozano		1	7	<p>progress in reading  40% of struggling students made a year's worth of progress in reading  87% of students at or above grade level in math  62% of students made a year's worth of progress in math  52% of struggling students made a year's worth of progress in math  94% of students met state standards in writing  62% of students scoring at or above level in science  Satisfied 95% of Adequate Yearly Progress requirements</p> <p>2009-2010: McNab Elementary School Grade - A  81% of students reading at or above grade level  67% of students made a years worth of progress in reading  56% of struggling students made a year's worth of progress in reading  89% of students at or above grade level in math  74% of students made a year's worth of progress in math  64% of struggling students made a year's worth of progress in math  90% of students met state standards in writing  54% of students scoring at or above level in science  satisfied 95% of Adequate Yearly Progress criteria</p> <p>2008-2009: McNab Elementary School Grade - B  85% of students reading at or above grade level  78% of students made a years worth of progress in reading  71% of struggling students made a year's worth of progress in reading  87% of students at or above grade level in math  70% of students made a year's worth of progress in math  58% of struggling students made a year's worth of progress in math  92% of students met state standards in writing  64% of students scoring at or above level in science  Satisfied 100% of Adequate Yearly Progress Criteria</p>
Assis Principal	Laneia Hall	BS-Early Childhood Education, Murray State University MA-Eduational Leadership, Florida Atlantic University	1	10	<p>2011-2012: Hunt Elementary Grade A  FCAT Reading Mastery: 60%  FCAT Math Mastery: 68%  FCAT Science: 39%  FCAT Writing Mastery: 85%</p> <p>2010-2011: Country Hills Elementary Grade A  FCAT Reading Mastery: 92%  FCAT Math Mastery: 92%  FCAT Science: 73%  FCAT Writing Mastery: 95%  AYP: All subgroups met criteria with exception to our Black subgroup in Math and Reading and in Math for our Economically Disadvantaged and Students with Disabilities</p> <p>2009-2010: Grade A  FCAT Reading Mastery: 87%  FCAT Math Mastery: 93%  FCAT Science: 69%  FCAT Writing Mastery: 89%  AYP: Made AYP for all subgroups with exception to ESE students in the area of Reading</p> <p>2008-2009: Grade A  FCAT Reading Mastery: 87%  FCAT Math Mastery: 91%  FCAT Science: 71%  FCAT Writing Mastery: 98%  AYP: Made AYP for all subgroups</p>

					2007-2008: Grade A CAT Reading Mastery: 88% FCAT Math Mastery: 91% FCAT Science: 73% FCAT Writing Mastery: 81%  AYP: Made AYP for all subgroups
--	--	--	--	--	--

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kim Chamberlin	Elem 1-6; Primary Ed. K-3; ESOL	13	6	2011-2012: Hunt Elementary Grade A FCAT Reading Mastery: 60% FCAT Math Mastery: 68% FCAT Science: 39% FCAT Writing Mastery: 85%  2009-2010 Grade: A Reading Mastery: 81% Math Mastery: 85% Science Mastery: 59% Writing Mastery: 94% AYP: ELL students did not make AYP in Reading 2008-2009 Grade: A Reading Mastery: 86% Math Mastery: 89% Science Mastery: 54% Writing Mastery: 98% AYP: All subgroups met criteria 2007-08 Grade: A Reading Mastery: 80% Math Mastery: 88% Science Mastery: 454% Writing Mastery: 95% AYP: All subgroups met criteria 2006-07 Grade: A Reading Mastery: 80% Math Mastery: 89% Science Mastery: 47% Writing Mastery: 96% AYP: All subgroups met criteria

## 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	Regular meetings of new teachers with other new teachers in zone, along with NESS coaches	NESS Liaison	Ongoing	
2	Partnering new teachers or teachers new to the school with veteran teachers	Asst. Principal; NESS Liaison	Ongoing	
3	Maintaining an open door policy with leadership team.	Principal Asst. Principal; Team Leaders	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Nine instructional staff members teaching out-of-field for ESOL.	All nine teachers will take coursework in ESOL to earn ESOL certification.

## 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
52	7.7%(4)	3.8%(2)	48.1%(25)	36.5%(19)	40.4%(21)	100.0%(52)	11.5%(6)	11.5%(6)	82.7%(43)

## 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
Kim Chamberlin	Sandy Moise	Change of grade Level/reviewing grade level expectations	review of curriculum, standards modeling of lessons, lesson planning
Latonya Coldros	Patricia Samuels	Change of grade Level/reviewing grade level expectations	review of curriculum, standards modeling of lessons, lesson planning
Jackie Northrop	Georeane Nigro	New to Hunt 12-13 school year Level/reviewing grade level expectations	review of curriculum, standards modeling of lessons, lesson planning
Kim Chisling	Heather McKenna	New teacher 11-12 school year	review of curriculum, standards modeling of lessons, lesson planning
Elizabeth Mann	Sandy Heffner	New teacher 12-13 school year	review of curriculum, standards modeling of lessons, lesson planning
Kim Chamberlin	Jessica Frias	New teacher 12-13 school year	review of curriculum, standards modeling of lessons, lesson planning

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I funds are used for parental activities, such as workshops, that will assist parents in helping their child improve his/her academic performance. These funds also provide stipends for the teacher presenters and supplies and materials. Salaries of

teachers who provide supplemental support for students are also funded through Title I. Extended learning opportunities are supported through Title I.

Title I, Part C- Migrant

To meet the needs of our students, the Title 1 funds received are used for parent workshops. These trainings provide parents with the necessary tools to work with their children at home to improve academic performance. Teachers utilize support materials to facilitate activities to provide tutorials and remediation. We utilize our Community liaison, guidance counselor and Creole Title 3 teacher to work with outside agencies to ensure families get the services needed.

Title I, Part D

NA

Title II

NA

Title III

These funds are used to fund a percentage of our Community Liaison and a Certified Classroom Assistant who works closely with our ESOL students and parent community. Support materials provided to school through the Multicultural Department are utilized in the classroom to support the development of language and reading activities.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

A percentage of SAI funds are used to fund an instructional support staff person, who provides academic support to students during the school day.

Violence Prevention Programs

Gang Resistance and Drug Education (GRADE) is taught to fifth grade students by the School Resource Office. This program is sponsored and funded by the City of Coral Springs and the Coral Springs Police Department.

Nutrition Programs

First grade students are provided a dental hygiene program during the year. This is provided by a local dentist.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

ESE Specialist- Leader of the team and provides the team with focus; Assistant Principal- Administrative support; Guidance

Counselor- To assist in addressing the emotional needs of the students; Speech/Language Pathologist- To provide input and interventions; Reading Coach- Academic interventions and instructional support; School Psychologist- Testing and diagnostic information; ESE Teacher- To provide interventions and assist with decision making; School social worker-will provide resources to the families if needed as well as complete any psycho-social reports for students Classroom Teacher (as needed)- Provide information on individual students and update on interventions used.

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 RtI Leadership Team meets regularly to address teacher concerns about individual students. The team meets once a week, with individual teachers, to provide evidence based interventions to use in the classroom and to evaluate the effectiveness of interventions already in place. Student data (FCAT, BAT, Mini-Assessments, etc.) is reviewed to determine if progress is being made. Further interventions are introduced to assist with addressing the student's needs.

The ESE specialist provided training for the staff and case managers was held during the pre-planning days August 13-16, 2012.

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?

As an intervention support team the RtI Leadership Team reviews current interventions and results of implementations, effective data collection, progress monitoring, evaluation of interventions to determine the most appropriate instruction and resources to increase student performance.

The RtI Leadership team meets with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The development of the RtI problem solving process is as follows:

Tier 1 :

Teachers will collaborate with their individual grade level team to discuss core curriculum strategies or school wide behavior plans that are used for all students. This will identify those students that need additional academic and behavioral support. Interventions will be developed and reviewed by the teacher and team for over a period of 6 weeks with FIDELITY (baseline and ongoing data). If Tier 1 interventions are not working move to Tier 2:

Tier 2:

( while continuing Tier 1 strategies) teachers will meet with the CPST RtI team to review documentation graphs, test scores, (DAR, F.A.I.R, benchmarks, DIEBELS) discipline data (Use BASIS, teacher referrals, teacher reports, suspension records). Additional interventions targeted strategies are based on the above data will be developed by the team. Students who continue to make insufficient progress toward age or grade level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. Timeline is dependent upon intervention /selected strategy recommended at this meeting.

Tier 3:

At Tier 3 it is a highly individualized strategies ( a more intensive level). If progress monitoring data indicates that the student is not closing the performance gap with Tier 2 methods, then Tier 3 strategies showed be implemented and tried. The essential change from Tier 2 to Tier 3 is intensity. That is change in frequency of intervention( i.e from three days a week to five days a week), duration of intervention (i.e. from 30 minutes per session to 45 minutes per session), method of intervention (i.e. from group counseling for problems with anger management to a PBIP along with individual counseling, or a combination of some or all of these increase intensity of intervention delivery.

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.

Tier 1:

Classroom Data, Reading Assessments, End of the year book tests (Reading and Math), Classroom Placement Assessments, BAT testing, FCAT, DAR, FCAT test results, F.A.I.R.

\* Refer to Struggling Math and Reading Charts.

Tier 2: Tier 1 data will be used to determine Tier 2 status which provides a frequency duration method.

Tier 3: Tier 3 will be determined based on the results of ongoing progress monitoring.

Also with RtI implementation the following includes: effective data collection, progress monitoring and interpretation of data leads to hypotheses about the causes of problems and to identify the desired replacement behaviors to improve student

achievement.

Baseline Data:

- \* Broward assessment Test (BAT 1 and BAT 2 for Reading, Math and Science)
- \* Florida Comprehensive Assessment Test (FCAT)
- \* District Approved Basal Reading and math Placement Tests
- \* Kindergarten- FLKRS/F.A.I.R
- \* ESOL- IPT

Progress Monitoring:

- \* Mini Benchmark Assessments
- \* FCAT Stimulation
- \* Rigby/DRA Assessments
- \* Diagnostic Assessment for Reading (DAR)
- \* Early Reading Diagnostic Assessment (ERDA)

End of Year:

- \* Florida Comprehensive Assessment Test (FCAT)
- \* Primary Reading and math Assessments Grades One and Two
- \* ESOL/CELLA

Describe the plan to train staff on MTSS.

Professional development on the RtI process will be provided for the entire staff during faculty meetings. Small group sessions will be held during teachers' common planning time and after school. These sessions will occur throughout the school year and as the RtI team deems necessary.

Describe the plan to support MTSS.

Microtech will make sure technology is up to date and staff receives ongoing training on using technology to manage student data.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Reading Coach- Leader of the team, who provides the team with focus.  
Assistant Principal- Administrative support  
Team Leaders- To assist with choosing an initiative for the year; provide ideas to support the initiative and assist with communicating initiative to faculty.

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

The LLT meets regularly to monitor the progress of the current initiative and examine, revise as needed based off the data collected. The team will also develop a new initiative for the upcoming school year, based off the end of the year data.

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

Using data for monitoring student progress to create a culture of collaborative planning of effective instruction and intervention.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/18/2012)

\*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.

Kindergarten Round-Ups will be held throughout the year to attract incoming kindergarten students and transition them to kindergarten.  
Leadership team will work with local preschool programs serving our school to align instructional programs.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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?

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

### Postsecondary Transition

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](#)



## 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:	Students achieving proficiency in Reading (FCAT Level 3) will increase on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(119) of students are currently achieving proficiency (Level 3) in Reading.	Students achieving proficiency (Level 3) in Reading will increase to 33% on the 2013 FCAT Reading Assessment.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase critical thinking skills to answer higher order questions.	Incorporate more complex questions into daily lessons.	Classroom teacher, Reading Coach, Administration	Classroom observation, Student Data	FCAT; Teacher Assessments
2	Students need to increase the amount of written response answers to literature.	Provide multiple opportunities and formats in classroom instruction.	Classroom teacher, reading coach, administration	classroom observation, student data	Teacher made assessments, Classroom Observation
3	Communicating school and individual student goals and expectations with all students and parents effectively	Provide individual "coaching" to review student goals and data; review school goals/expectations at all parent meeting and conferences.	Administrative Team	Data Chats on a quarterly basis	BAT Testing, 2013 FCAT Reading scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students achieving proficiency in Reading (FCAT Level 4 and 5) will increase on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (119) of students are currently achieving above proficiency (Level 4 and 5) in Reading.	Students achieving above proficiency (Level 4 or 5) will increase to 33% on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase critical thinking skills to answer higher order questions.	Incorporate more complex questions into daily lessons.	Classroom Teacher, administration, reading coach	Classroom observation, Student Data	Teacher observation, FCAT
2	Students need to increase ability to respond to different writing prompts as related to literature.	Provide students with multiple types of literature.	classroom teacher, reading coach, media specialist	classroom observations, written responses from students	FCAT Writes, teacher observation, County Writing Prompts
3	Human resources to provide push-in/pull-out enrichment groups	Use all available school personnel (guidance counselor, ESE Specialist, etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2	BAT 1 and 2 test results
4	Students limited exposure to various literary genres such as: poetry, myths, and non-fiction	Through collaborative lesson planning and PLCs teachers will incorporate into IFCs. Teacher modeling of higher order thinking strategies. Students will read and analyze various genres through literature and integrating content materials as part of the reading program	Reading Coach, Administration	Classroom Observations, Data chats with teachers and students	MiniBenchmarks, BAT, curriculum assessments, 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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students making a Learning Gain in Reading will increase on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(201) of students are currently making a Learning Gain in reading.	Students making a Learning Gain in Reading will increase to 75% on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel(guidance counselor, ESE specialist, etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2	mini Benchmarks, BAT, FCAT
2	Parent involvement in evening academic workshops.	Provide refreshments for attendees, offer child care for school age children, provide interpreters to assist parents, and increase advertisement of workshops	Administrative team	Increase in attendance of workshops from previous year	Workshop sign-in sheets
3	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel (guidance counselor, ESE Specialist,etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2 Monitor the ongoing assessments	BAT 1 and 2 test results
4	Limited vocabulary of students	increase student vocabulary skills through the use of various vocabulary programs and activities	Classroom teacher, Reading coach, Administration	Classroom observations, Analysis of program assessments	Mini-Benchmarks, BAT 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:

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Students in the lowest 25% making a Learning Gain will increase on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (61) of students in Lowest 25% are currently make learning gains in Reading	Students in the Lowest 25% making a learning gain will increase to 82% on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student commitment and motivation	Students will participate in small and whole group instruction and remediation	Classroom teacher, Support Staff, Reading Coach, Administration	Student Performance on assessments, classroom observation	MiniBenchmarks, Formal and informal observations, BAT, FCAT
2	Limited background knowledge for students entering school	Provide vocabulary rich environments and experiences for students. Instruction through small/whole group, read alouds, and shared reading with reading proficient students.	Classroom teacher, reading coach, administration	Classroom observations, assessments which measure mastery of key reading strategies and comprehension.	classroom assessments, formal and informal observations
3	Limited vocabulary of students	Increase student vocabulary skills, through use of various vocabulary programs and incentives	Classroom teacher, Reading Coach, Administration	Classroom observation, teacher monitoring, Analysis of program assessments	Classroom assessments, Formal and informal observations
4	Lack of parental involvement/attendance in evening academic workshops	Provide refreshments for attendees; Offer childcare for younger school aged children; provide interpreters to assist parents; increase advertisement of workshops	Administrative team	Increase in attendance of workshops from previous year	Workshop sign-in sheets
5	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel (guidance counselor, Title 3 teacher, ESE Specialist, etc.) to provide remediation groups	Administrative team	Increase in student proficiency from BAT 1 to BAT 2	BAT 1 and BAT 2 test results

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

Reading Goal #
----------------

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		For 2012-2013, 67% of ALL students will meet proficiency requirement in reading.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

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:	Black, Hispanic
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (109) of black students are currently making AYP in Reading. 60% (81) of Hispanic students are currently making AYP in Reading.	Students in the black subgroup making AYP will increase to 65% on the FCAT Reading Assessment. Students in the Hispanic subgroup making AYP will increase to 63% on the FCAT Reading Assessment.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL parent involvement in evening academic workshops	Offer child care for younger school aged children, provide interpreters to assist parents with materials, increase advertisement of workshops in multiple languages	Administrative team	Increase in parent attendance from prior year	Workshop sign in sheets
2	Language as a barrier to ELL parent knowledge of school events, testing schedules, parent contact and flow of information.	Provide newsletters, workshop flyers, website in multiple languages, especially Spanish and Creole. Interpreters at school to assist with parent/teacher communications	Administrative team	Increased parent involvement in workshops and other events. Parent/ teacher usage of interpreters	Workshop sign in sheets, increase in parent/teacher conferences for ELL students as documented by teachers.
3	Student's limited exposure to various literary genres in both native language and english. (Genres include but are not limited to poetry, myths, non-fiction passages, etc.)	Through collaborative lesson planning and PLC's teachers will incorporate multiple opportunities for exposure to different genres in both small and whole group instruction.	Classroom teacher, Reading Coach, Administration	Observations, data chats with teachers and students, teacher observation	Mini-Benchmarks, BAT, curriculum based assessments, FCAT
4	Limited background Knowledge for students entering school	Provide vocabulary rich environments and experiences for all students. Instruction through small /whole group, read aloud and shared reading	Reading Coach, Administrator	Classroom observations, assessments which measure mastery of concepts	Classroom assessments, Formal and informal observations
5	Student commitment and motivation	Students will participate in small and whole group instruction and remediation	Support Staff, Reading Coach and Administration	Student Performance on assessments, classroom observations	MiniBenchmarks, formal and informal observations, BAT and 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	ELL students scoring Level 3 or higher on FCAT 2.0 will increase on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of ELL students scored a Level 3 or higher on the FCAT 2.0 Reading Assessment.	ELL students scoring a Level 3 or higher on FCAT 2.0 Reading will increase to 57% on the 2013 FCAT Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Human resources to provide push-in/pull-out remediation groups of ELL students.	Use of Title 3 teacher to perform small group instruction using ELL methods and strategies.	Administration, Reading Coach	Increase in student proficiency from BAT1 to BAT2	BAT1 and BAT2 test results, FCAT 2.0
2	Home language and parent literacy	Provide interpreters at workshops and parent conferences; encourage attendance at English workshops; parent link automated calling in multiple languages to announce upcoming important events or information, monthly newsletter in multiple languages	Administration	Increased parent involvement in workshops, increased attendance at parent/teacher conferences	Parent sign in forms at workshops, Teacher reported attendance of conferences by ELL parents
3	Home language of parent community	Provide interpreters at workshops and parent conferences; encourage ELL parents to attend English workshops at community locations	Volunteer Coordinator; Community Liaison	Increase in ELL parents attending workshops/conferences	Workshop sign-in sheets
4	Limited vocabulary of students	Increase student vocabulary skills, through the use of various vocabulary programs and activities	Reading Coach, Administration	Classroom Walkthroughs, Analysis of program assessments, Lesson plan activities	Mini-Benchmarks, BAT, FCAT
5	Limited background knowledge for students entering school	Provide vocabulary rich environments and experiences for all students. Instruction through small/ whole group, read alouds, and shared reading	Reading Coach, Administration	Classroom observations, assessments which measure mastery of concepts	Classroom assessments, Formal and informal observations

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	In 2012 - 2013, we will increase the percentage of students scoring a Level 3 or higher on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 - 2012, 31% of students in this subgroup scored a Level 3 or higher on the FCAT 2.0 Reading Assessment.	In 2012-2013, 53% of students will score a Level 3 or higher on the FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective implementation of intervention materials	Teachers will be trained on implementing interventions off the Struggling Readers Chart.	Reading Coach Administration	Walk-throughs Student Assessment Review meetings	Intervention Assessment Materials
2	Providing students below level with a rigorous curriculum.	Teachers will implement Common Core lessons into instruction.	Reading Coach Administration	Walk-throughs Lesson plan review	Student Work Samples IObservation

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:	Students in the economically disadvantaged subgroup making AYP will increase on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (178) of economically disadvantaged students are currently making AYP in Reading.	Economically disadvantaged students making AYP will increase to 58% on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge for students entering school.	Provide vocabulary rich environments and experiences for all students. Instruction through small/whole group read alouds, and shared readings. Exposure to real life experiences through SEAS field trips, and use of video enrichment in class.	Classroom teacher, Reading Coach, Administration	Classroom observation, assessments which measure mastery of concepts and comprehension	Classroom assessments, Formal and Informal Observations, student generated feedback on field trips and video experiences
2	Parental support as related to student motivation and commitment	Increase parental involvement through use of community liason/guidance counselor, student participation in small group and whole group instruction and remediation	Classroom teacher, Administration, Reading Coach, Community Liason, Guidance Counselor	Classroom observations, student performance on assessments	Mini Benchmarks, formal and informal observations, BAT1, BAT2, FCAT 2.0
3	Parent involvement in evening academic workshops	Provide refreshments for attendees, offer childcare for younger school aged children, provide interpreters to assist parents, increase advertisement of workshops	Administrative Team	Increase in attendance of workshop from previous year	Workshop sign-in sheets
4	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel (guidance counselor, ESE specialist, etc.) to provide remediation groups	Principal	Increase in students being proficient from BAT 1 and BAT 2	BAT 1 and BAT 2 test results

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
shifting to the common core	K-5- Reading	Kim Chamberlin, Reading Coach Laneia Hall, Assistant Principal	Grade Level team leaders	Monthly beginning on Sept 13 through May, 2013	Classroom observations, collegial conversations	Administration and Reading coach
Common Core based materials	K-2- Reading	Kim Chamberlin, Reading Coach Laneia Hall, Assistant Principal	Kindergarten through 2nd grade teachers	Monthly	Classroom observations, collegial conversations	Administration and Reading coach

Reading Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Primary teachers will receive projectors to deliver instruction through technology.	Projectors	General Fund	\$3,600.00
			Subtotal: \$3,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Primary Grade teachers will attend Common Core Institutes.	Substitutes, Training materials	Title I	\$3,780.00
Kindergarten - Fifth Grade teachers will participate in Shift to The Common Core Activities	District webinars, substitutes	Title I	\$4,000.00
Teachers will receive training in Robert Marzano's High-Yield strategies.	The Art and Science of Teaching	Title I	\$2,000.00
Teachers will attend trainings on teaching literacy across the content areas.	Substitutes for teachers to attend trainings.	Title I	\$5,091.00
Teachers will receive training on Common Core Standards and Appendices	Common Core Standards & Appendices	Title I	\$700.00
			Subtotal: \$15,571.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$19,171.00



## 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:			In June 2012, 32%(89 of 282) of the ELL students in grades K-5 scored proficient on the speaking/listening sub-test of the CELLA. By June 2013, 35% of the ELL's will score proficient on the speaking/listening sub-test of CELLA.		
2012 Current Percent of Students Proficient in listening/speaking:					
32% (89 of 282)					
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	Transient students coming in throughout the year as well as lack of the English language being spoken at home	Provide students opportunities to listen to literature in the English language through teacher directed instruction as well as listening centers	Administration, Title III teacher	Classroom observations	CELLA

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:			In June 2012, 34% of the ELL students in grades K-5 scored proficient on the reading sub-test of the CELLA. By June 2013, 37% of the ELL's will score proficient on the reading sub-test.		
2012 Current Percent of Students Proficient in reading:					
34% (96 of 282)					
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 language experiences in the English language	provide small group pull-out with the Title III teacher and para	Title III Teacher	classroom observations/iobservations	CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			In June 2012, 23% (64 of 282) of the ELL students in grades K-5 scored proficient on the writing subtest of the CELLA. By June 2013, 30% of the ELLs will score proficient on the writing subtest of CELLA.		
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
1	Lack of academic and English vocabulary.	Provide small group instruction on English Language.	Title III teacher Title III teacher assistant	Writing samples Walk-throughs	Writing samples

## CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Foreign language dictionaries	Foreign Language Dictionaries	General Fund	\$700.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computers for IStation	IStation, laptops	General Fund	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be trained in implementing and reading reports from IStation	IStation, substitutes for training	General Fund	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,800.00

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:	Students achieving proficiency in Math (FCAT Level 3) will increase on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(127) of students are currently achieving proficiency (Level 3) in mathematics.	Students achieving proficiency (Level 3) in Math will increase to 35% on the 2013 FCAT Math Assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase critical thinking skills to answer higher order questions.	Incorporate more complex questions into daily lessons.	Classroom teacher, Reading Coach, Administration	Classroom observation, Student Data	FCAT; Teacher Assessments
2	Students need to increase the amount of written response answers to literature.	Provide multiple opportunities and formats in classroom instruction.	Classroom teacher, reading coach, administration	classroom observation, student data	Teacher made assessments, Classroom Observation
3	Vertical alignment across grade levels K-5 in understanding the scientific process.	Beginning in Kindergarten through grade 5, all teachers will provide students with multiple exposures to the Scientific Process.	Classroom teachers, reading coach, administration	Classroom observation, student labs	FCAT Science assessment, Science Fusion tests
4	Opportunities to communicate school and individual student goals and expectations with all students and parents effectively	Provide individual "coaching" to review student goals and data; review school goals/expectations at all parent meeting and conferences.	Administrative Team;	Increase in students achieving Level 3	2013 FCAT Math scores
5	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel (guidance counselor, ESE Specialist, etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2	BAT 1 and 2 test results
6	Students need to be able to communicate and justify the strategies and methods used to solve problems in written form.	Incorporate multi-step problems into daily math lessons. Allow collaboration with peers to solve and develop written answers that demonstrate understanding of strategies and methods used.	Classroom teacher, Administration	Classroom observations, teacher/student informal group conversations	BAT 1 and 2 test results, FCAT 2.0 results, curriculum based assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	N/A
---	-----

Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Students achieving proficiency in Math ( Level 4 and 5) will increase on the 2013 FCAT Math Assessment.
---	---

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

34%(131) of students are currently achieving above proficiency (Level 4 or 5) in mathematics.	Students achieving above proficiency (Level 4 or 5) will increase to 36% on the 2013 FCAT Math Assessment.
---	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase critical thinking skills to answer higher order questions.	Incorporate more complex questions into daily lessons.	Classroom Teacher, administration, reading coach	Classroom observation, Student Data	Teacher observaation, FCAT
2	Students need to provide explanations of methods obtained to solve a given problem.	Provide students with opportunities to work cooperatively in solving mathematical problems which involve multiple steps.	Classroom Teacher, reading coach	Classroom observations, student data	FCAT 2.0 math, teacher made assessments, teacher observation
3	Communicating goals and expectations with all students and parents effectively	Provide individual "coaching" to review student goals and data; review school goals/expecations at all parent meeting and conferences..	Administrative Team;	Increase in students achieving Level 3	2012 FCAT Math scores
4	Providing enough human resources for push-in/pull-out enrichment groups	Use all available school personnel (guidance counselor, ESE Specialist, Title 3 teacher, etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2	BAT 1 and 2
5	Students need to think and communicate their thinking on higher level, multi-step mathematical problems.	Increased opportunities to work in groups to solve complex problems and discuss the steps involved in finding the solution. Instruction on how to develop written	Classroom teacher, Administrative team	teacher observations, classroom observation, student data on curriculum based assessments	FCAT 2.0, teacher created assessments, teacher observation

		solutions detailing the strategies and methods used.		
--	--	--	--	--

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Students making a Learning Gain in Math will increase on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(177) of students are currently making a Learning Gain in mathematics.	Students making a Learning Gain in Math will increase to 67% on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel(guidance counselor, ESE specialist, etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2	mini Benchmarks, BAT, FCAT
2	Parent involvement in evening academic workshops.	Provide refreshments for attendees, offer child care for school age children, provide interpreters to assist parents, and increase advertisement of workshops	Administrative team	Increase in attendance of workshops from previous year	Workshop sign-in sheets
3	Students need to improve their basic mathematical vocabulary and operations skills (addition, subtraction,	Provide additional materials for remediation within classrooms. Use of technology based program for additional	Administrative Team, Classroom Teacher	Program analysis, classroom observations, teacher observation	program assessments, student data, teacher generated tests

multiplication & division)	remediation		Mini-benchamrks, BAT 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Students in the lowest 25% making a Learning Gain will increase on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(43) of students in Lowest 25% are currently making a learning gain in Mathematics.	Students in the Lowest 25% making a Learning Gain will increase to 64% on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student commitment and motivation	Students will participate in small and whole group instruction and remediation	Classroom teacher, Support Staff, Reading Coach, Administration	Student Performance on assessments, classroom observation	MiniBenchmarks, Formal and informal observations, BAT, FCAT
2	Limited vocabulary of students	Increase student vocabulary skills, through use of various vocabulary programs and incentives	Classroom teacher, Reading Coach, Administration	Classroom observation, teacher monitoring, Analysis of program assessments	Classroom assessments, Formal and informal observations
3	Parent involvement in evening academic workshops	Provide refreshments for attendees; Offer childcare for younger school aged children; provide interpreters to assist parents; increase advertisement of workshops	Administrative team	Increase in attendance of workshops from previous year	Workshop sign-in sheets

4	Human resources to provide push-in/pull-out remediation groups	Use all available school personnel (guidance counselor, ESE Specialist, etc.) to provide remediation groups.	Principal	Increase in students being proficient from BAT 1 to BAT 2	BAT 1 and 2 test results
---	--	--	-----------	---	--------------------------

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 2012 - 2013, 74% of students will score a Level 3 or higher on the FCAT 2.0 Math Assessment.
--	---

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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:	Students in the black subgroup making AYP will increase on the 2013 FCAT Math Assessment. Students in the Hispanic subgroup making AYP will increase on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (116) of students in the black subgroup and 70% (94) of the students in the Hispanic sub group are currently making AYP in Math.	63% of the students in the black subgroup and 72% of the students in the Hispanic subgroup will make AYP on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL parent involvement in evening academic workshops	Offer child care for younger school aged children, provide interpreters to assist parents with materials, increase advertisement of workshops in multiple languages	Administrative team	Increase in parent attendance from prior year	Workshop sign in sheets
2	Language as a barrier to ELL parent knowledge of school events, testing schedules, parent contact and flow of information.	Provide newsletters, workshop flyers, website in multiple languages, especially Spanish and Creole. Interpreters at school to assist with parent/teacher communications	Administrative team	Increased parent involvement in workshops and other events. Parent/ teacher usage of interpreters	Workshop sign in sheets, increase in parent/teacher conferences for ELL students as documented by teachers.
3	Student commitment and motivation	Students will participate in whole and small group math instruction. Student pairing with math proficient student to clarify materials, and peer tutoring as tool to increase comprehension of materials.	Classroom Teacher, Administration	Increase in student proficiency on assessments, teacher observations	Scores on BAT 1 and BAT 2, FCAT 2.0 Mathematics assessment, classroom assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	ELL students making AYP will increase on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (56) of ELL students are meeting criteria for AYP in mathematics.	ELL students making AYP will increase to 59% on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Human resources to provide push-in/pull-out remediation groups of ELL students.	Use of Title 3 teacher to perform small group instruction using ELL methods and strategies.	Administration, Reading Coach	Increase in student proficiency from BAT1 to BAT2	BAT1 and BAT2 test results, FCAT 2.0
2	Home language and parent literacy	Provide interpreters at workshops and parent conferences; encourage attendance at English workshops; parent link automated calling in multiple languages to announce upcoming important events or information, monthly newsletter in multiple languages	Administration	Increased parent involvement in workshops, increased attendance at parent/teacher conferences	Parent sign in forms at workshops, Teacher reported attendance of conferences by ELL parents
3	Limited mathematical vocabulary of students entering school	Increase student mathematical vocabulary skills through the use of various vocabulary tools and technology based programs related to text and skill sets	Administration and classroom teacher	Analysis of program assessments and student progress, teacher observation	Mini- benchmarks, FCAT, BAT, Soar to Success and Destination Math student data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In 2012-2013, the percentage of students scoring a Level 3 or higher on the FCAT 2.0 Math Assessment will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 44% of students in this subgroup scored a Level 3 or higher on the FCAT 2.0 Math Assessment.	In 2012-2013, 55% of students in this subgroup will score a Level 3 or higher on the FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of number sense	Students will receive double dose of math instruction in number sense.	Reading Coach Administration	Math Assessments Classroom Walk-throughs	Go Math Assessments



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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Students in the economically disadvantaged subgroup making AYP will increase on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (202)of economically disadvantaged students are currently making AYP in Math	Economically disadvantaged students making AYP will increase to 66% on the 2013 FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge for students entering school.	Provide vocabulary rich environments and experiences for all students. Instruction through small/whole group read alouds, and shared readings. Exposure to real life experiences through SEAS field trips, and use of video enrichment in class.	Classroom teacher, Reading Coach, Administration	Classroom observation, assessments which measure mastery of concepts and comprehension	Classroom assessments, Formal and Informal Observations, student generated feedback on field trips and video experiences
2	Parental support as related to student motivation and commitment	Increase parental involvement through use of community liason/guidance counselor, student participation in small group and whole group instruction and remediation	Classroom teacher, Administration, Reading Coach, Community Liason, Guidance Counselor	Classroom observations, student performance on assessments	Mini Benchmarks, formal and informal observations, BAT1, BAT2, FCAT 2.0
3	Students limited exposure to various mathematical scenarios	Exposure to simulated real life scenarios involving mathematics, utilization of online resources to present and show the role of math in daily life.	Classroom teacher, administration	classroom observations and discussions, student performance analysis of technology used as supplemental piece, student assessment scores	Mini Benchmarks, formal and informal observations, Destination Math and Soar to Success student data, FCAT, BAT

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize Saxon Math as an intervention for struggling students.	Saxon Math materials	General Fund	\$900.00
			Subtotal: \$900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use projectors to implement Go Math interventions and lessons.	Computers,	General Fund	\$1,200.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will receive Common Core Math Standards and Appendices	Common Core Materials	Title I	\$700.00
Teachers will attend District Math Programs	Substitutes for teachers to attend trainings.	Title I	\$2,000.00
			Subtotal: \$2,700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,800.00

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.		Students achieving proficiency in Science (FCAT Level 3) will increase on the 2013 FCAT Science Assessment.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31%(46) of students are currently achieving proficiency (Level 3) in Science.		Students achieving proficiency (Level 3) in Science will increase to 35 % on the 2013 FCAT Science assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase critical thinking skills to answer higher order questions.	Incorporate more complex questions into daily lessons.	Classroom teacher, Reading Coach, Administration	Classroom observation, Student Data	FCAT; Teacher Assessments
	Students need to	Provide multiple	Classroom	classroom observation,	Teacher made

2	increase the amount of written response answers to literature.	opportunities and formats in classroom instruction.	teacher, reading coach, administration	student data	assessments, Classroom Observation
3	Vertical alignment across grade levels K-5 in understanding the scientific process.	Beginning in Kindergarten through grade 5, all teachers will provide students with multiple exposures to the Scientific Process.	Classroom teachers, reading coach, administration	Classroom observation, student labs	FCAT Science assessment, Science Fusion tests
4	Students lack knowledge in the application of science process skills.	Integrating science in to other content areas and using hands on activities to explore science	Administrative Team;	Observation of mini science lessons and providing feedback to the teachers Increase in students achieving Level 3	Science BAT, mini BAT and 2012 FCAT scores
5	Parent involvement in evening academic workshops	Provide refreshments for attendees; Offer childcare for younger school aged children; provide interpreters to assist parents; increase advertisement of workshops	Administrative team	Increase in attendance of workshops from previous year	Workshop sign-in sheets

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Students achieving proficiency in Science (FCAT Level 4 and 5) will increase on the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(11) of students are currently achieving above proficiency (Level 4 or 5) in science.	Students achieving above proficiency (Level 4 or 5) will increase to 15% on the 2013 FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase critical thinking skills to answer higher order questions.	Incorporate more complex questions into daily lessons.	Classroom Teacher, administration, reading coach	Classroom observation, Student Data	Teacher observation, FCAT
2	Communicating goals and expectations with all students and parents effectively	Provide individual "coaching" to review student goals and data; review school goals/expectations at all parent meeting and conferences.	Administrative Team; Classroom teachers	Increase in students achieving Level 3	2012 FCAT scores
3					
4	Enrichment of real-world applications using additional hands-on inquiry based investigations	Use project based learning experiences and technology integration to improve problem solving and critical thinking skills	Administrative Team Reading Coach	Monthly CWT's, Observation and review of science lesson plans	Science projects

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Teachers will implement Scientific Process once a quarter	Kindergarten First Second Third Fourth Fifth	Reading Coach	All instructional staff.	10/31/2012	Monitor implementation of Scientific Process activities through walk-throughs and reviews of lesson plans.	Administration
---	---	---------------	--------------------------	------------	--	----------------

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fifth Grade teachers will implement Science Weekly Newspaper	Science Weekly Subscription	General Fund	\$700.00
			Subtotal: \$700.00
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: \$700.00

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.		Students achieving Adequate Yearly Progress in writing (4.0 or higher) will increase on the 2013 FCAT Writing Assessment.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
85%(102) of students are currently meeting AYP criteria for writing (FCAT Level 3.0 and higher).		Students achieving AYP in writing (3.0 or higher) will increase to 88 % on the 2013 FCAT Writing Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communicating goals and expectations with all students and parents effectively	Provide individual "coaching" to review student goals and data; review school goals/expectations at all	Administrative Team; Classroom teachers	Increase in students scoring 4.0 or higher in writing	2012 FCAT scores

		parent meeting and conferences.			
2	Instruction on writing conventions and use of supporting details	FLDOE anchor papers and student work samples will be used as teaching tools to promote understanding of the writing components	4th grade Team Leader	Analysis of student work samples/prompts	District Writing Baseline Assessment, In-house writing prompts, and FCAT Writes

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will implement Writing Fundamentals Training	Kindergarten First Grade Second Grade Third Grade	Reading Coach	All primary teachers	10/02/2012	Quarterly Meetings to share best practices Classroom walk-throughs Lesson Plans	Administration

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend Writing Fundamental trainings	Substitutes for trainings	Title I	\$4,320.00
			Subtotal: \$4,320.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,320.00</b>

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:	Decrease the %/# of 5-day BTIP letters being sent home for unexcused absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% of students currently attend school on a regular basis.	Increase the number of students attending on a regular basis to 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
58	The number of students with excessive absences will decrease to 40 in the 2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
117 students currently have excessive tardies.	The number of students with excessive tardies will decrease to 90 student in the 2013 school year.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Home language	Share attendance information and reminders in school newsletter in various languages at beginning of year and subsequent newsletters Utilize parent link and school website in prominent languages to promote attendance	Guidance Counselor	Monitor BTIP reports monthly and compare to last years monthly totals,	Attendance Reports
2	Informing a majority of parents of the attendance policy.	Remind parents at Open Houses about calling in student absences;	Team Leaders; Administration	Monitor BTIP reports monthly and compare to last years monthly	Open House sign-in sheets; Attendance

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

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

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

### Attendance Budget:

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

*End of Attendance Goal(s)*

### Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By June 2013, the number of student suspension will decrease to internal suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions



Number of In-School Suspensions:	Number of In-School Suspensions:
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Number of Students Suspended in School:	Number of Students Suspended in School:
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Number of Out-of-School Suspensions:	Number of Out-of-School Suspensions:
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Number of Students Suspended Out of School:	Number of Students Suspended Out of School:

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	Informing the majority of parents of the discipline matrix and school policies	Communicate with parents at Open House and parent conferences	Administration	Decrease in the number of students in internal/external suspension.	Sign-In sheet; Discipline Warehouse Reports
2	Getting 100% of students to return Code of Conduct Acknowledgement Form	Provide an incentive program for classes with 100% return	Assistant Principal;	Number of classes with 100% return	Class checklists; Discipline Warehouse Reports
3	Home Language	Send home Discipline Matrix/Code of Conduct in parents primary language	Assistant Principal	Increase in the number of students returning sign off sheet; decrease in number of suspensions	Discipline Warehouse Reports
4	Students motivation to make appropriate choices throughout the day	Provide incentive program for students who make good choices using "Praisin Raisin" program	Administrators	Administration will work with teachers to monitor the number of prizes given for "Praisin Raisin" tickets.	Checklist from teachers, amount of "Praisin Raisin" tickets being used

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the number of families who participate in school activities, ie: parent workshops, conferences and family events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
42% of our 2012 parents participated in school activities.	The number of parents participating in school activities will increase to 45% during the 2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Informing parents of upcoming events	Publicize events using multiple methods: parent link, newsletter, school event calendar, marquee, notices	Administration; classroom teacher; volunteer coordinator	Number of families in attendance	sign-in sheets
2	Varying languages of families	Provide interpreters at workshops and conferences	Principal; volunteer coordinator	Increase in the number of families in attendance	sign-in sheets
3	Younger children at home/time of workshops	Provide refreshments (dinner) and babysitting for younger children	Assistant Principal; Para-	Number of families attending workshops	sign-in sheets

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Send parents to Annual Parent Seminar	Seminar registration	Title I	\$80.00
Buy agendas for parents to communicate with teachers daily	Agenda books	Title I	\$3,244.00
			Subtotal: \$3,324.00
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
Conduct Family Literacy Night and Family Math Night	Materials, stipends for teachers	Title I	\$1,481.00
			Subtotal: \$1,481.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,805.00

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:	In 2012 - 2013, the number of students who participate in learning through technology will increase.
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	Outdated technology.	Work with PTO and school budget to increase technology in the classrooms.	micro-tech, administration	Walk-throughs, student samples of work	observation, student samples

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
Using technology to deliver instruction	K-5	Administration, reading coach	All instructional staff	10/23/2012	observe lessons using technology to deliver instruction	administration, team leaders

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
Increase technology in the classrooms	laptops, projectors, document cameras	General Fund	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Foreign language dictionaries	Foreign Language Dictionaries	General Fund	\$700.00
Mathematics	Teachers will utilize Saxon Math as an intervention for struggling students.	Saxon Math materials	General Fund	\$900.00
Science	Fifth Grade teachers will implement Science Weekly Newspaper	Science Weekly Subscription	General Fund	\$700.00
Parent Involvement	Send parents to Annual Parent Seminar	Seminar registration	Title I	\$80.00
Parent Involvement	Buy agendas for parents to communicate with teachers daily	Agenda books	Title I	\$3,244.00
				Subtotal: \$5,624.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Primary teachers will receive projectors to deliver instruction through technology.	Projectors	General Fund	\$3,600.00
CELLA	Computers for IStation	IStation, laptops	General Fund	\$3,500.00
Mathematics	Teachers will use projectors to implement Go Math interventions and lessons.	Computers,	General Fund	\$1,200.00
STEM	Increase technology in the classrooms	laptops, projectors, document cameras	General Fund	\$5,000.00
				Subtotal: \$13,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Primary Grade teachers will attend Common Core Institutes.	Substitutes, Training materials	Title I	\$3,780.00
Reading	Kindergarten - Fifth Grade teachers will participate in Shift to The Common Core Activities	District webinars, substitutes	Title I	\$4,000.00
Reading	Teachers will receive training in Robert Marzano's High-Yield strategies.	The Art and Science of Teaching	Title I	\$2,000.00
Reading	Teachers will attend trainings on teaching literacy across the content areas.	Substitutes for teachers to attend trainings.	Title I	\$5,091.00
Reading	Teachers will receive training on Common Core Standards and Appendices	Common Core Standards & Appendices	Title I	\$700.00
CELLA	Teachers will be trained in implementing and reading reports from IStation	IStation, substitutes for training	General Fund	\$600.00
Mathematics	Teachers will receive Common Core Math Standards and Appendices	Common Core Materials	Title I	\$700.00
Mathematics	Teachers will attend District Math Programs	Substitutes for teachers to attend trainings.	Title I	\$2,000.00
Writing	Teachers will attend Writing Fundamental trainings	Substitutes for trainings	Title I	\$4,320.00

Parent Involvement	Conduct Family Literacy Night and Family Math Night	Materials, stipends for teachers	Title I	\$1,481.00
				Subtotal: \$24,672.00
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: \$43,596.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
--	---	---	--

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/16/2012)

## 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
SAC accountability funds are used at the discretion of the SAC council. This year they have agreed to use the funds to support Academic Camps after school as well as professional development for the 2012/13 staff.	\$4,020.00

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

- Allocate funds for programs/materials used to increase student achievement and support SIP objectives.
- Hold monthly meetings to monitor the progress of the implementation of the SIP.
- Compile a yearly school needs assessment, that encourages parents to provide their opinion about the school's effectiveness.
- Analyze/monitor the school's data to ensure school goals are being achieved.
- Review/revise SIP based on BAT and other assessment data.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District JAMES S. HUNT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	86%	94%	50%	307	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	71%	73%			144	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	66% (YES)			131	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					582	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District JAMES S. HUNT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	85%	94%	59%	319	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	71%	71%			142	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	69% (YES)	66% (YES)			135	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					596	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested