

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: HICKORY TREE ELEMENTARY SCHOOL

District Name: Osceola

Principal: Scott P. Knoebel

SAC Chair: Tracy Ewen

Superintendent: Mrs. Melba Luciano

Date of School Board Approval: Pending

Last Modified on: 9/7/2012

## 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)
Principal	Scott P. Knoebel	School Principal (All Levels)  Elementary Education (Grades 1-6)  ESOL Endorsement	7.5	9	2004-2005 School Grade - A, Met AYP
					2005-2006 School Grade - A, Did not meet AYP
					2006-2007 School Grade - A, Met AYP
					2007-2008 School Grade - A, Did not meet AYP
					2008-2009 School Grade - A, Did not meet AYP
					2009-2010 School Grade - B, Did not meet AYP
					2010-2011 School Grade - A, Did not meet AYP
					2011-2012 School Grade - A
					2004-2005 School Grade - C, Did not meet AYP
					2005-2006 School Grade - B, Did not meet

Assis Principal	Latricia Karlskin	Educational Leadership (All Levels)	3	8	AYP
					2006-2007 School Grade - C, Did not meet AYP
		Elementary Education (Grades 1-6)			2007-2008 School Grade - C, Did not meet AYP
		ESOL Certification			2008-2009 School Grade - B, Did not meet AYP
					2009-2010 School Grade - B, Did not meet AYP
					2010-2011 School Grade - A, Did not meet AYP
					2011-2012 School Grade - A

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kathy Pridemore	Elementary Education Early Childhood Education Reading Endorsement ESOL Endorsement	4	6	2005-2006 School Grade - C, Did not meet AYP 2006-2007 School Grade - A, Did not meet AYP 2007-2008 School Grade - A, Did not meet AYP 2009-2010 School Grade - B, Did not meet AYP 2010-2011 School Grade - A, Did not meet AYP 2011-2012 School Grade - A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Recruitment: Maintain a high level of effectiveness and respect within the community.  Retention: Implement on-going professional development at our school and provide our teachers with materials and resources for effective instruction.  Develop a collaborative atmosphere where we support each other and use data to drive their instruction.	Principal Assistant Principal	On-Going	

## 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
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N/A

### 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
45	4.4%(2)	26.7%(12)	33.3%(15)	37.8%(17)	33.3%(15)	100.0%(45)	13.3%(6)	4.4%(2)	86.7%(39)

### 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
Cindy Griggers	Crystal Bunn Cory Burkley Laurie Carpenter Kellie Russell Lauren Savasta Marjorie Stahl Allison Swanson	Recently employed and/or new to our district	Required professional development and observations as necessary

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Scott Knoebel, Principal  
Victoria Chan, Guidance Counselor  
Kathy Pridemore, Literacy Coach  
Matthew Harrolle, Speech/Language Teacher  
Julie Rothchild, School Psychologist

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 IA- Team is comprised of the principal, psychologist, guidance counselor, speech therapist and literacy coach. The RTI team includes the guidance counselor (RTI coach), members of the IAT team, as needed, teachers and, at times, parents.

1. IA-TEAM in cooperation with teachers, identifies Tier 1 weaknesses, (school wide behavioral plans and academic curriculum) and addresses those issues appropriately as needed.
2. The IA-Team in cooperation with grade level teams analyzes various data (FAIR, FCAT, etc.) to target students in the lowest quartile in order to identify lower performing students and their areas of need.
3. The RTI Team meets in order to plan individualized appropriate interventions for students and monitors their progress in academics or behavior (T3).
4. The RTI team, in conjunction with the Program Specialist (RCS), makes the decisions to continue/discontinue, modify or refer for diagnostic or psycho-educational evaluation based on previous test results or graphed data
5. The RTI Team includes teachers and parents in the decision making process.

6. Complete RTI packet as required and send to Student Services.

7. IAT team provides teacher training to merge the RTI process with the PLC meetings. The team supports the PLCs by providing assistance in merging the RTI process within professional learning communities. Teachers are encouraged to evaluate the data on the basis of students making adequate gains. Teachers will analyze this student data to make educational decisions regarding appropriate supplemental curriculum/behavioral support. Teachers are encouraged to form their subgroups based on student needs and teacher strengths.

8. IA-Team works with grade level teams to make data based decisions.

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?

II. Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan.

Administration and SAC through the school improvement plan sets goals based on data and determines where improvements need to be made. The RTI process supports the goals by offering additional assistance to the students who are struggling in those areas. Interventions are provided that will help all students gain the basic academic skills in reading, writing, and math. The IAT also provides behavior management systems to increase appropriate behavior.

II. How is the problem solving process used in developing and implementing the SIP?

The data from the stated testing is analyzed and weaknesses are pinpointed. The effort is made to correct the deficiency at Tier I if it is occurring there. Students are offered small group instruction in their weak areas as well as additional tutoring/remediation in during school and after school programs.

#### 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.

Describe the data source: Initial data is collected from the FAIR assessments, FCAT, SAT, and Formative Assessments. Students that are identified with a need and are receiving additional services are evaluated weekly and/or monthly from the Treasures and Triumphs assessments, ORF, and Core Curriculum Assessments (formative assessments). Behavior is monitored at advanced tiers using Skillstreaming assessments by Ellen McGinnis and Arnold P. Goldstein.

Data Management system: Progress Monitoring and Reporting Network (PMRN), Osceola Data Management System (ODMS), and ORF database are three of the main resources for reviewing individual and comparative data. We will analyze referral data by grade level and month to identify Tier 1 school-wide needs and students to target in small groups.

Describe the plan to train staff on MTSS.

Staff receives on-going training through grade level meetings, faculty meetings, district training, and collaborative team meetings(PLC's).

Describe the plan to support MTSS.

The MTSS is supported through on-going training to our teachers and staff members, meetings with the IAT team, continued collection and review of data. We will provide updates from the RtI Network provided to staff by the guidance counselor/RtI coach. Updates from the State will be provided to the staff by the school psychologist and/or RtI coach. RtI data will be analyzed periodically by the IAT and shared with our staff to demonstrate the effectiveness of the process.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

The Hickory Tree Elementary School's Literacy Leadership Team consists of the principal, literacy coach, media specialist, and teachers representing the various grade levels and departments.

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

The Literacy Leadership Team meets monthly during the school year. The Literacy Coach acts as chairman and one of the team members is elected secretary. The secretary records attendance, takes meeting notes, and posts a meeting summary on email for the faculty and staff to access. The Literacy Leadership Team addresses literacy concerns from the faculty, analyzes data, participates in or initiates professional development, and promotes literacy through functions and activities for students, faculty, and parents.

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

For the upcoming school year the LLT will analyze the FCAT and formative assessment data for reading and writing. From the analysis of the data, areas of concern will be identified and an action plan initiated. LLT professional development, sponsored events and activities will address the area of concern and promote literacy at Hickory Tree Elementary.

Hickory Tree will continue school-wide implementation of the DRA and train teachers on the assessment process and how to use the data to drive reading instruction within whole group and small groups.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	86% (230) of the students taking the FCAT reading assessment will score a level 3 or above and/or exceed the state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (182) of the students that took the FCAT reading assessment scored level 3 or above.	86%(230) of the students taking the FCAT reading assessment will score level 3 or above and/or exceed the state average.

#### 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	An anticipated barrier for the 2012- 2013 school year is to quickly determine the needs of individual students to implement effective instructional strategies.	<ul style="list-style-type: none"> <li>* Initial assessment of students and analysis of data following the district/state guidelines</li> <li>*Frequent progress monitoring of students.</li> <li>*Professional development in effective reading strategies.</li> <li>*Data analysis of students in the grade level at PLC meetings.</li> <li>*Collaboration of teachers and ownership of all students in the grade level.</li> <li>*Continued DRA training for all staff and how to use the data from DRA to form guided reading groups throughout the year.</li> </ul>	Principal Assistant Principal Literacy Coach	Walk-throughs Results of Data Professional development logs	2013 FCAT Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	100% (9) of our Alternate Assessment students scoring at a level 4,5,6 will remain at their current level or increase a minimum of one level during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (9 out of 18) of our students scored at a Level 4,5,6 on the 2012 reading portion of the Alternate Assessment.	100% (9) of our Alternate Assessment students scoring at a level 4,5,6 will remain at their current level or increase a minimum of one level during the 2013 school year.

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

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	*Rigorous classroom expectations that are necessary for student success  *Attendance  *Communication skills and limitations of students due to disabilities	*Working on current IEP goals of each student  *On-going teacher training	*Principal  *Assistant Principal  *RCS	Track data over time	2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Each grade level will increase the number of students achieving a level 4 or 5 by 15% and increase the overall average to 50% (134) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Using "All Curriculum Groups" the performance is as follows: 3rd Grade = 39%, 4th grade = 35%, 5th Grade = 34%, Average of all three grades = 36%	Each grade level will increase the number of students achieving a level 4 or 5 by 15% and increase the overall average to 50% (134) or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous classroom expectations that are necessary for student success.	*Identify students by achievement level on formative assessments  *Differentiated instruction in guided reading.	*Principal  *Assistant Principal  *Reading Coach  *RtI Coach	Track data over time	2013 Reading 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:	100% (7) of our Alternate Assessment students scoring a level 7 or above will remain at their current level or increase a minimum of one level during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38.8% (7 out of 18) of our students scored a Level 7 or above on the 2012 reading portion of the Alternate Assessment.	100% (7) of our Alternate Assessment students scoring a level 7 or above will remain at their current level or increase a minimum of one level 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
	*Rigorous classroom expectations that are necessary for student success	*Working on current IEP goals of each student  *On-going teacher	*Principal  *Assistant Principal	Track data over time	2013 Florida Alternate Assessment



1	*Attendance  *Communication skills and limitations of students due to disabilities	training	*RCS		
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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:	78% (208) of the students taking the FCAT reading assessment will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (181) of the students taking the 2012 FCAT reading assessment made learning gains.	78% (208) of the students taking the FCAT reading assessment will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*An anticipated barrier for making learning gains is the lack of independent engagement with text by students.  Rigorous classroom expectations necessary for student success.	*Develop AR goals and incentives to encourage independent reading.  *Host professional development on effective reading strategies for the 90 minute reading block to improve student achievement and foster independent reading.  *Have students present book talks  *Teachers will model and foster independent reading through classroom read alouds.  *Continue implementation of DRA and how to use data to form and guide small group instruction	*Principal *Assistant Principal  *Literacy Leadership Team *Media Specialist *Literacy Coach	*Track data from formative assessments over time.  *Track AR points.  *Professional development logs.  *Count of books checked out of the media center.	2013 FCAT Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	100% (9) of our Alternate Assessment students will show learning gains during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4 out of 9) of our 4th and 5th grade Alternate Assessment students made learning gains in reading during the 2012 Alternate Assessment.	100% (9) of our Alternate Assessment students will show learning gains 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	*Rigorous classroom expectations that are necessary for student success  *Attendance  *Communication skills and limitations of students due to disabilities	*Working on current IEP goals of each student  *On-going teacher training	*Principal  *Assistant Principal  *RCS	Track data over time	2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	80% (54) of the students in the lowest 25% will make learning gains on the 2013 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (171) of the students in the lowest quartile made learning gains on the 2012 FCAT reading assessment.	80% (54) of the students in the lowest 25% will make learning gains 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	An anticipated barrier to raising achievement of students in the lowest 25% is parents placing a high priority on attendance in after-school remediation programs.	*Calls to parents to educate and encourage attendance.  *Incentives to students for attendance in after-school programs.	Principal Assistant Principal Remediation teacher	Monitor attendance. Keep logs of calls to parents.	2013 FCAT reading assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The lowest quartile students will work with para-professionals on a bi-weekly basis for 50 minutes each day on reading skills. They will use Glass Analysis, Voyager Reading, and Leveled Literacy Intervention. Currently 69%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31%	28%	25%	22%	19%	

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:	All student subgroups will reduce the percentage of students not making satisfactory progress by 10% according to the scores on the 2013 FCAT reading assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Students listed here are not making satisfactory progress in reading: White: 34% (77) Black: 43% (6) American Indian: 40% (4) Asian/Pacific: 0% (0) Multi-Racial: 27% (3) Hispanic: Not Available	All student subgroups will reduce the percentage of students not making satisfactory progress by 10% according to the scores 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	<p>*Anticipated barriers for the 2012-2013 school year will be the continued implementation of the Common Core State Standards.</p> <p>*An anticipated barrier to our students not meeting satisfactory progress will be the rigorous classroom expectations that are necessary for students success</p>	<p>*Conferences with students and parents</p> <p>*PMP with interventions for students not making progress</p> <p>*Using data from formative assessments to guide instructional needs of students</p> <p>* Professional development to refine awareness of the Common Core State Standards.</p>	<p>*Principal</p> <p>*Assistant Principal</p> <p>*Literacy Coach</p> <p>*Guidance Counselor through RtI</p>	Tracking data over time	2013 Reading 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:	We will reduce the percentage of students not making satisfactory progress by 50% (6 out of 12) according to the scores on the 2013 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (12 out of 33) of the ELL students scored a level 1 or 2 on the 2012 reading portion of FCAT and are not making satisfactory progress.	We will reduce the percentage of students not making satisfactory progress by 50% (6 out of 12) according to the scores 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	<p>*Anticipated barriers for the 2012-2013 school year will be the continued implementation of the Common Core State Standards.</p> <p>*An anticipated barrier to our students not meeting satisfactory progress will be the rigorous classroom expectations that are necessary for students success</p> <p>*An anticipated barrier is</p>	<p>*Conferences with students and parents</p> <p>*PMP with interventions for students not making progress</p> <p>Professional development to refine awareness of the Common Core State Standards.</p> <p>*Using data from formative assessments to guide instructional needs of students.</p>	<p>*Principal</p> <p>*Assistant Principal</p> <p>*Literacy Coach</p> <p>*Guidance Counselor</p>	<p>*Using data from formative assessments to guide instructional needs of students</p> <p>*Through RtI Tracking data over time</p>	2013 Reading FCAT

primary language spoken by student and at home by parents/family			
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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:	We will reduce the percentage of students not making satisfactory progress by 50% (9 out of 18) according to the scores on the 2013 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (18 out of 34) of the SWD students scored a level 1 or 2 on the 2012 reading portion of FCAT and are not making satisfactory progress.	We will reduce the percentage of students not making satisfactory progress by 50% (9 out of 18) according to the scores 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	An anticipated barrier for the 2012- 2013 school year is to quickly determine the needs of individual students to implement effective instructional strategies.	*Initial assessment of students and analysis of data following district/state guidelines *Frequent progress monitoring of data through formative assessments *Working on individual student IEP goals *Professional development in effective reading strategies. *Data analysis of students in the grade level at PLC meetings. *Collaboration of teachers and ownership of all students in the grade level. *DRA training for all staff not currently proficient with the assessment.	Principal Assistant Principal Literacy Coach	Walk-throughs Results of Data Professional development logs	2013 FCAT Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	We will reduce the percentage of students not making satisfactory progress by 50% (27 out of 54) according to the scores on the 2013 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (54 out of 134) of the ED students scored a level 1 or 2 on the 2012 reading portion of FCAT and are not making satisfactory progress.	We will reduce the percentage of students not making satisfactory progress by 50% (27 out of 54) according to the scores 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
	*Anticipated barriers for	*PMP with interventions	*Principal	Tracking data over time	2013 Reading FCAT

1	<p>the 2012-2013 school year will be the continued implementation of the Common Core State Standards.</p> <p>*An anticipated barrier to our students not meeting satisfactory progress will be the rigorous classroom expectations that are necessary for students success</p> <p>*Conferences with students and parents</p>	<p>for students not making progress</p> <p>*Using data from formative assessments to guide instructional needs of students</p> <p>* Professional development to refine awareness of the Common Core State Standards.</p>	<p>*Assistant Principal</p> <p>*Literacy Coach</p> <p>*Guidance Counselor through RtI Tracking data over time</p>	
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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
<p>DRA Implementation</p> <p>*FAIR</p> <p>*Guided Reading</p> <p>*Differentiated Instruction</p> <p>*Core Curriculum Materials</p> <p>*Effective Strategies for Content Areas</p>	K-5	Kathy Pridemore	School-wide	Monthly at grade level meetings, team meetings, or workshops	<p>*Classroom Walkthroughs</p> <p>*Professional Development Logs</p>	<p>Principal</p> <p>*Assistant Principal</p> <p>*Literacy Coach</p>

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
During School Remediation Programs with K-5	Leveled Literacy Intervention, Voyager, Glass Analysis	School	\$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

Training of remediation assistants by Reading Coach	Leveled Literacy Intervention, Voyager, and Glass Analysis.	School	\$0.00
On-going training using DRA	*Literacy Coach providing training *DRA kits	School	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Coach Position	Assistance with reading curriculum resources and instruction.	District	\$15,000.00
Literacy Coach Position	Assistance with reading curriculum resources and instruction.	School	\$15,000.00
3 Remediation Assistants	Remediation during school focusing on the lowest quartile students in grades K-5.	School	\$23,251.50
Purchase of additional DRA kits so every teacher at each grade level has one kit per class.	DRA kits	School	\$3,600.00
			Subtotal: \$56,851.50
			<b>Grand Total: \$56,851.50</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		100% (10) of our 3rd-5th grade CELLA students will increase their score by at least one level or above on the listening/speaking proficiency scale during the 2013 CELLA Assessment.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
30% (3 out of 10) of our 3rd-5th grade CELLA students scored within the "Proficient" level on the listening/speaking proficiency scale during the 2012 CELLA 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	*Rigorous classroom expectations that are necessary for student success	*ESOL assistant working on interventions with current ELL students	*Principal  *Assistant Principal	Track data over time	2013 CELLA Assessment
	*Primary language spoken at home	*Differentiated small group instruction working on individual learning needs	*ESOL Compliance Specialist  *ESOL Assistant		

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	100% (10) our our 3rd-5th grade CELLA students will increase their score by at least one level or above on the proficiency scale in reading during the 2013 CELLA Assessment.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

30% (3 out of 10) of our 3rd-5th grade CELLA students scored within the "Proficient" level on the reading proficiency scale during the 2012 CELLA 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	*Rigorous classroom expectations that are necessary for student success  *Primary language spoken at home	*ESOL assistant working on interventions with current ELL students  *Differentiated small group instruction working on individual learning needs	*Principal  *Assistant Principal  *ESOL Compliance Specialist  *ESOL Assistant	Track data over time	2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

100% (10) our our 3rd-5th grade CELLA students will increase their score by at least one level or above on the writing proficiency scale during the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in writing:

40% (4 out of 10) of our 3rd-5th grade CELLA students scored within the "Proficient" level on the writing proficiency scale during the 2012 CELLA 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	*Rigorous classroom expectations that are necessary for student success  *Primary language spoken at home	*ESOL assistant working on interventions with current ELL students  *Differentiated small group instruction working on individual learning needs	*Principal  *Assistant Principal  *ESOL Compliance Specialist  *ESOL Assistant	Track data over time	2013 CELLA Assessment

CELLA Budget:

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

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

End of CELLA Goals



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	86% (232) of the students taking the 2013 FCAT math assessment will score a level 3 or above and/or exceed the state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (165) of the students that took the 2012 FCAT math assessment scored a level 3 or above.	86% (232) of the students taking the 2013 FCAT math assessment will score a level 3 or above and/or exceed the state average.

## 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	An anticipated barrier for the 2012-2013 school year is to quickly determine the needs of individual students to implement effective instructional strategies.	<ul style="list-style-type: none"> <li>*Initial assessment of students and analysis of data following the district/state guidelines</li> <li>*Frequent progress monitoring of students.</li> <li>*Professional development in effective math strategies.</li> <li>*Data analysis of students in the grade level to facilitate instruction.</li> <li>*Collaboration of teachers and ownership of all students in the grade level.</li> <li>*Additional remediation of the lowest quartile students during the day and after school.</li> <li>*Additional remediation of the bubble students during the school day from January through April.</li> </ul>	<ul style="list-style-type: none"> <li>*Principal</li> <li>*Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>*Results of Data</li> <li>*Professional development logs</li> </ul>	2013 FCAT Math Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	100% (7) of our Alternate Assessment students scoring at a level 4,5,6 will remain at their current level or increase a minimum of one level during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

39% (7 out of 18) of our students scored at a Level 4,5,6 on the 2012 math portion of the Alternate Assessment. 100% (7) of our Alternate Assessment students scoring at a level 4,5,6 will remain at their current level or increase a minimum of one level 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	*Rigorous classroom expectations that are necessary for student success  *Attendance  *Communication skills and limitations of students due to disabilities	*Working on current IEP goals of each student  *On-going teacher training	*Principal  *Assistant Principal  *RCS	Track data over time	2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Each grade level will increase the number of students achieving a level 4 or 5 by 10% and increase the overall average to 44% (116) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Using "All Curriculum Groups" the performance is as follows: 3rd Grade = 38%, 4th grade = 32%, 5th Grade = 32%, Average of all three grades = 34%	Each grade level will increase the number of students achieving a level 4 or 5 by 10% and increase the overall average to 44% (116) or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Understanding the transition to the Next Generation Sunshine State Standards  *Implementation of CCSS	*Differentiated instruction based on student needs.  *Teachers will participate in professional development to address transition and "Depth of Knowledge" requirements	*Principal  *Assistant Principal	*Classroom Walkthroughs  *Professional Development Logs  *Monitoring of data from formative assessments	2013 Math 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 mathematics.  Mathematics Goal #2b:	100% (4) of our Alternate Assessment students scoring a level 7 or above will remain at their current level or increase a minimum of one level during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (4 out of 18) of our students scored a Level 7 or above on the 2012 math portion of the Alternate Assessment.	100% (4) of our Alternate Assessment students scoring a level 7 or above will remain at their current level or increase a minimum of one level 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	<ul style="list-style-type: none"> <li>*Rigorous classroom expectations that are necessary for student success</li> <li>*Attendance</li> <li>*Communication skills and limitations of students due to disabilities</li> </ul>	<ul style="list-style-type: none"> <li>*Working on current IEP goals of each student</li> <li>*On-going teacher training</li> </ul>	<ul style="list-style-type: none"> <li>*Principal</li> <li>*Assistant Principal</li> <li>*RCS</li> </ul>	Track data over time	2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	75% (198) of the students will make learning gains on the mathematics portion of the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (169) of the students made learning gains on the mathematics portion of 2012 FCAT.	75% (198) of the students will make learning gains on the mathematics portion of the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barriers for the 2012-2013 school year will be the continued implementation of the next generation Sunshine State Standards.	<ul style="list-style-type: none"> <li>*Initial assessment of students and analysis of data following the district/state guidelines</li> <li>*Frequent progress monitoring of students.</li> <li>*Professional development in effective math strategies.</li> <li>*Data analysis of students in the grade level to facilitate instruction.</li> <li>*Collaboration of teachers and ownership of all students in the grade level.</li> <li>*Additional remediation of the lowest quartile students during the day and after school.</li> <li>*Additional remediation of the bubble students during the school day from January through April.</li> </ul>	<ul style="list-style-type: none"> <li>*Principal</li> <li>*Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>*Walk-throughs</li> <li>*Track results of data from formative assessments</li> <li>*Professional development logs</li> </ul>	2013 FCAT Math Assessment

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	100% (9) of our Alternate Assessment students will show learning gains during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4 out of 9) of our 4th and 5th grade Alternate Assessment students made learning gains in math during the 2012 Alternate Assessment.	100% (9) of our Alternate Assessment students will show learning gains 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	*Rigorous classroom expectations that are necessary for student success  *Attendance  *Communication skills and limitations of students due to disabilities	*Working on current IEP goals of each student  *On-going teacher training	*Principal  *Assistant Principal  *RCS	Track data over time	2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	80% (211) of the students in the lowest quartile will make learning gains on the 2013 mathematics portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (153) of the students in the lowest quartile made learning gains on the 2012 FCAT mathematics assessment.	80% (211) of the students in the lowest quartile will make learning gains on the 2013 mathematics portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier to raising achievement of students in the lowest quartile is parents not placing a high priority on attendance in after-school remediation programs.	*Calls to parents to educate and encourage attendance.  *Incentives to students for attendance in after-school programs.  *During school remediation of lowest quartile students with math facts.	*Principal  *Assistant Principal  *Remediation teacher	*Monitor attendance  *Keep logs of calls to parents.	2013 FCAT Mathematics Assessment

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%.

5A : The lowest quartile students will work with para-professionals on a bi-weekly basis each day on math facts. The lowest quartile students in grades 3-5 will receive 120 minutes of remediation after school each week from October

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	35	31	27	23	

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:

All student subgroups will reduce the percentage of students not making satisfactory progress by 10% according to the scores on the 2013 FCAT math assessment.

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

Students listed here are not making satisfactory progress in math:  
White: 37% (84)  
Black: 71% (10)  
American Indian: 50% (5)  
Asian/Pacific: 33% (1)  
Multi-Racial: 55% (6)  
Hispanic: Not Available

All student subgroups will reduce the percentage of students not making satisfactory progress by 10% according to the scores 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	*Anticipated barriers for the 2012-2013 school year will be the continued implementation of the Common Core State Standards.  *An anticipated barrier to our students not meeting satisfactory progress will be the rigorous classroom expectations that are necessary for students success	* Professional development to refine awareness of the Common Core State Standards.  *PMP with interventions for students not making progress  *Using data from formative assessments to guide instructional needs of students	*Principal  *Assistant Principal  *Guidance Counselor through RtI	Track data over time	2013 FCAT mathematics assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  
Mathematics Goal #5C:

We will reduce the percentage of students not making satisfactory progress by 50% (9 out of 17) according to the scores on the 2013 FCAT math assessment.

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

51% (17 out of 33) of the ELL students scored a level 1 or 2 on the 2012 math portion of FCAT and are not making satisfactory progress.  
We will reduce the percentage of students not making satisfactory progress by 50% (9 out of 17) according to the scores 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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	We will reduce the percentage of students not making satisfactory progress by 50% (8 out of 16) according to the scores on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (16 out of 34) of the SWD students scored a level 1 or 2 on the 2012 math portion of FCAT and are not making satisfactory progress.	We will reduce the percentage of students not making satisfactory progress by 50% (8 out of 16) according to the scores 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	Addressing the learning deficits for the students with disabilities and transitioning to Common Core State Standards.	*ESE teachers will assist general education teachers to employ effective instructional strategies.  *Professional development for the transition to blended Next Generation Sunshine State Standards and Common Core State Standards.  *Frequent progress monitoring	*Principal *Assistant Principal	*Classroom Walkthroughs  *Reviewing formative assessment data	2013 FCAT and Alternative Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	We will reduce the percentage of students not making satisfactory progress by 50% (35 out of 69) according to the scores on the 2013 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (69 out of 134) of the ED students scored a level 1 or 2 on the 2012 math portion of FCAT and are not making satisfactory progress.	We will reduce the percentage of students not making satisfactory progress by 50% (35 out of 69) according to the scores 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
	Addressing learning deficits for economically	*Small group differentiated instruction	*Principal	*Data from formative assessments	2013 FCAT in mathematics

1	disadvantaged students and transitioning to Common Core State Standards.	*Professional development for the transition to blended Next Generation Sunshine State Standards and Common Core State Standards.  *Frequent progress monitoring	*Assistant Principal	*Classroom Walkthroughs
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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
*On-going implementation of math curriculum and updates from math meetings.  *Discussion of implementing differentiated grouping in math classes.	K-5	*Latricia Karlskin  *Jennifer Wagner	School-wide	*Early release Wednesdays  *Grade levels will be held once monthly	*Classroom Walkthroughs  *Formative Assessments	*Principal  *Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Remediation Program	Instructional Salaries	SAI Budget	\$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
3 Remediation Assistants	Remediation during school day focusing on lowest quartile math students.	School	\$23,251.50
			Subtotal: \$23,251.50
			Grand Total: \$23,251.50

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		65% (60) of the 5th grade students will score a level 3 or above and/or exceed the state average on the 2013 FCAT science assessment.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Currently 62% (57) of 5th graders scored at level 3 or above on the 2012 Science FCAT			65% (60) of the 5th grade students will score a level 3 or above and/or exceed the state average 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	An anticipated barrier for the 2012-2013 school year will be the continued integration of Sunshine State Standards and Next Generation Sunshine State Standards/CCSS for instruction while being assessed on the old standards.	*Provide professional development and support to our fifth grade teachers for a blending of the old and new standards.  *Provide professional development on implementation of the Common Core State Standards.  *Collaborative planning among all fifth grade teachers in order to meet the instructional goals of the new standards.	*Principal  *Assistant Principal	*Classroom Walk-throughs  *Professional development logs  *Results from data	2013 Science FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:		100% (8) of our Alternate Assessment students scoring at a level 4,5,6 will remain at their current level or increase a minimum of one level during the 2013 school year.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
50% (4 out of 8) of our students scored at a Level 4,5,6 on the 2012 science portion of the Alternate Assessment.			100% (8) of our Alternate Assessment students scoring at a level 4,5,6 will remain at their current level or increase a minimum of one level 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
	*Rigorous classroom expectations that are necessary for student	*Working on current IEP goals of each student	*Principal  *Assistant	Track data over time	2013 Florida Alternate Assessment



1	<p>success</p> <p>*Attendance</p> <p>*Communication skills and limitations of students due to disabilities</p>	*On-going teacher training	<p>Principal</p> <p>*RCS</p>		
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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:	25% (23) of the 5th grade students will score levels 4 & 5 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (15) of the 5th grade students scored levels 4 & 5 on the 2012 science FCAT.	25% (23) of the 5th grade students will score levels 4 & 5 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teaching Next Generation Sunshine State Standards and transitioning to Common Core State Standards as the 2013 science FCAT will be based on the NGSSS	<p>*Provide Common Core State Standards information</p> <p>*Provide professional development as needed</p>	<p>*Principal</p> <p>*Assistant Principal</p>	<p>*Classroom Walkthroughs</p> <p>*Progress monitoring using the science formative assessments</p>	2013 Science 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 science.  Science Goal #2b:	100% (4) of our Alternate Assessment students scoring a level 7 or above will remain at their current level or increase a minimum of one level during the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4 out of 8) of our students scored a Level 7 or above on the 2012 science portion of the Alternate Assessment.	100% (4) of our Alternate Assessment students scoring a level 7 or above will remain at their current level or increase a minimum of one level 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	<p>*Rigorous classroom expectations that are necessary for student success</p> <p>*Attendance</p> <p>*Communication skills and limitations of</p>	<p>*Working on current IEP goals of each student</p> <p>*On-going teacher training</p>	<p>*Principal</p> <p>*Assistant Principal</p> <p>*RCS</p>	Track data over time	2013 Florida Alternate Assessment

students due to disabilities				
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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
*On-Going updates for district-wide science curriculum	K-5	*Latricia Karlskin *Ashlee Langley	School-wide	*Monthly meetings with grade levels *During faculty meetings	*Classroom walkthroughs Progress monitoring on formative assessments	*Principal *Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	100% (91) of the students in 4th grade will score 3.0 and higher on the 2013 FCAT Writes.

2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (73) of the students in the "all curriculum group" scored a 3.0 or higher on the FCAT Writes.	100% (91) of the students in 4th grade will score 3.0 and higher on the 2013 FCAT Writes.

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	*Deepening knowledge of 4th grade teachers using Core Connections Writing. Implementation of CCSS	Provide ongoing training in the Core Connections writing process through district/school level assistance.	*Principal *Assistant Principal *Literacy Coach	We will use progress monitoring with the Osceola Writes assessment.	2013 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:	100% (2) of our Alternate Assessment students scoring a level 4 or above will remain at their current level or increase a minimum of one level during the 2013 school year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2 out of 3) of our students scored at a Level 4 or above on the 2012 writing portion of the Alternate Assessment.	100% (2) of our Alternate Assessment students scoring a level 4 or above will remain at their current level or increase a minimum of one level 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	*Rigorous classroom expectations that are necessary for student success  *Attendance  *Communication skills and limitations of students due to disabilities	*Working on current IEP goals of each student  *On-going teacher training	*Principal *Assistant Principal *RCS	Track data over time	2013 Florida Alternate Assessment

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
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Core Connections Writing Training	K-5	*Lori Gandolfo *Kathy Pridemore	K-5	On-going	*CWT *Osceola Writes data * 4th grade FCAT data	*Principal *Assistant Principal *Literacy Coach
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Coach Position	Assistance with writing curriculum resources and instruction.	District	\$15,000.00
Literacy Coach Position	Assistance with writing curriculum resources and instruction.	School	\$15,000.00
			Subtotal: \$30,000.00
			<b>Grand Total: \$30,000.00</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:	Hickory Tree Elementary will maintain an average daily attendance rate that will meet or exceed the district's goal of 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average Daily Attendance by month and average for the year. (Average enrollment of 600 students)	
August/September = 96%	
October = 95%	
November = 95%	

December = 95%	Hickory Tree Elementary will maintain an average daily attendance rate that will meet or exceed the district's goal of 95%.
January = 95%	
February = 95%	
March = 95%	
April = 96%	
May/June = 95%	
Year Average = 95%	

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
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192 student K-5 (This includes all absences, excused or otherwise)- This is a 12.7% reduction from last year.	187 students K-5 (This is a 2.6% reduction)
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2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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69 students K-5 (This includes all tardies, excused or otherwise)- This is a 14.4% reduction from last year.	65 students K-5 (This is a 5.7% reduction)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent/Student perception of the importance of attendance at school as it relates to student achievement.	*Continue to notify parents through phone calls and letters about the importance of attendance.  *Continued implementation of our attendance incentive programs for students each daily on morning announcements and at the end of each nine week period.	*Principal *Assistant Principal *Student Records Clerk *District Social Worker	Early Truancy Intervention Team meetings	Daily, weekly, and monthly attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of monthly		*Donna				*Assistant Principal

attendance data at school-level meetings as well as discussion at SAC/PAC meetings.	K-5	Foster *Latricia Karlskin *Scott Knoebel	K-5 instructional staff	*On-going **Posting informatin in our school newsletter	Review of daily, weekly, and monthly attendance reports	*Student Records Clerk *District Social Worker *District Attendance Officer
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hawks Soaring to Perfect Attendance program	Classroom set of pencils and classroom prize for every 10 days of perfect attendance for the entire class.	Internal Account for Student Recognition	\$1,300.00
Weekly attendance recognition on morning announcements	Pencils for students	Internal Account for Student Recognition	\$200.00
Quarterly attendance recognition on morning announcements	Pencils, games, books, skateboards, scooters, helmets, gift cards for students	Internal Account for Student Recognition	\$500.00
			Subtotal: \$2,000.00
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: \$2,000.00

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:	Hickory Tree Elementary will reduce the total number of OSS and ISS days to equal no more than 3% of our total student population for the 2012-2013 school year even though our student enrollment has increased.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3.0% (20 out of 661 students K-5)	Our goal is to not have any ISS days for our students. Although, based on our goal our reduction in ISS days would be 1.0%. This would be no more that 2% of our total population K-5 at the end of the year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
	Our goal is to not have any ISS days for our students.

3.0% (20 out of 661 students K-5)	Although, based on our goal our reduction in ISS days would be 1.0%. This would be no more than 2% of our total population K-5 at the end of the year.				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
3.9% (26 out of 661 students K-5)	Our goal is to not have any OSS days for our students. Although, based on our goal our reduction in OSS days would be 0.9%. This would be no more than 3% of our total population K-5 at the end of the year.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
3.9% (26 out of 661 students K-5)	Our goal is to not have any OSS days for our students. Although, based on our goal our reduction in OSS days would be 0.9%. This would be no more than 3% of our total population K-5 at the end of the 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	Faculty, staff, students, and parents new to our school and/or district will need to learn the expected student behaviors at our school and understand the Student Code of Conduct.	*Teach monthly behavior skills of the Stop and Think behavior expectations program.  *Implementation of a discipline committee.	*Principal  *Assistant Principal  *Classroom Teachers  *Guidance Counselor	*Review of discipline referral data	*Classroom Walkthroughs  *TERMS and ODMS data programs

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
*Review of discipline data at appropriate grade level and faculty meetings  Training update of Stop and Think program	K-5	*Laticia Karlskin	K-5	*Team or Grade Level meetings as necessary.  *Postings in monthly Stop and Think Newsletter	*Classroom Walkthroughs  *Discussions with classroom teachers	*Principal  *Assistant Principal

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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: \$0.00</b>

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		Hickory Tree Elementary will achieve 7,000 parent involvement hours during the 2012-2013 school year. We have reduced our goal based on the number of full-time volunteers able to work at our school this year. Our school will use the OASIS volunteer program to measure our results.			
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
10,061 hours were accumulated during the 2012-2013 school year.		Hickory Tree Elementary will achieve 7,000 parent involvement hours during the 2012-2013 school year. We have reduced our goal based on the number of full-time volunteers able to work at our school this year. Our school will use the OASIS volunteer program to measure our results.			
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	Parents willingness and ability to be able to participate or devote time to before, during, or after school activities and programs.	*Provide on-going communication through our school-wide newsletter and posting on our school website, as well as use of student agendas.	*Principal *Assistant Principal *Reading Coach *Guidance Counselor *Technology Specialist *School OASIS coordinator	Review of hours of parent involvement	Documented OASIS volunteer hours



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
*OASIS Volunteer training for school faculty  *OASIS training for school volunteers	School-wide	School OASIS Coordinator	School-wide	Quarterly	District/School parent surveys	*Principal *Assistant Principal *School OASIS Coordinator *SAC

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

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
Reading	During School Remediation Programs with K-5	Leveled Literacy Intervention, Voyager, Glass Analysis	School	\$0.00
Mathematics	After School Remediation Program	Instructional Salaries	SAI Budget	\$0.00
Attendance	Hawks Soaring to Perfect Attendance program	Classroom set of pencils and classroom prize for every 10 days of perfect attendance for the entire class.	Internal Account for Student Recognition	\$1,300.00
Attendance	Weekly attendance recognition on morning announcements	Pencils for students	Internal Account for Student Recognition	\$200.00
Attendance	Quarterly attendance recognition on morning announcements	Pencils, games, books, skateboards, scooters, helmets, gift cards for students	Internal Account for Student Recognition	\$500.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training of remediation assistants by Reading Coach	Leveled Literacy Intervention, Voyager, and Glass Analysis.	School	\$0.00
Reading	On-going training using DRA	*Literacy Coach providing training *DRA kits	School	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Coach Position	Assistance with reading curriculum resources and instruction.	District	\$15,000.00
Reading	Literacy Coach Position	Assistance with reading curriculum resources and instruction.	School	\$15,000.00
Reading	3 Remediation Assistants	Remediation during school focusing on the lowest quartile students in grades K-5.	School	\$23,251.50
Reading	Purchase of additional DRA kits so every teacher at each grade level has one kit per class.	DRA kits	School	\$3,600.00
Mathematics	3 Remediation Assistants	Remediation during school day focusing on lowest quartile math students.	School	\$23,251.50
Writing	Literacy Coach Position	Assistance with writing curriculum resources and instruction.	District	\$15,000.00
Writing	Literacy Coach Position	Assistance with writing curriculum resources and instruction.	School	\$15,000.00
				Subtotal: \$110,103.00
				Grand Total: \$112,103.00

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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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 8/29/2012)

## 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 funds will be allocated as approved by the School Advisory Council for designated resources that will assist in meeting our School Improvement goals and increase student achievement. Most of the funds will be spent on increased staff professional development in the core academic areas of instruction.	\$2,996.00

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

SAC funds will be allocated as approved by the School Advisory Council for designated resources that will assist in meeting our School Improvement goals and increase student achievement. Most of the funds will be spent on increased staff professional development in the core academic areas of instruction. Our current budget for this school year is \$2,996.00.

# 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

Osceola School District HICKORY TREE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	79%	85%	60%	303	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	68%	61%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	74% (YES)			126	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					558	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District HICKORY TREE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	72%	87%	54%	297	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	73%	60%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	49% (NO)			103	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					533	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested