FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HIDDEN OAK ELEMENTARY SCHOOL

District Name: Alachua

Principal: Mr. Ron Knowles

SAC Chair: Mrs. Nancy Pearl

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 11/6/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Ron Knowles	BA—Elementary Education, University of Florida MA—Educational Leadership, Nova University	8	7	Principal Hidden Oak 2011-2012 Grade A, Reading: Meeting High Standards: 85%, 75% made Learning Gains, 64% of Lowest 25% made gains Math: Meeting High Standards 92%, 87% made Learning Gains, 87% of Lowest 25% made gains Writing: Meeting High Standards 96% Science: Meeting High Standards 93% Principal Hidden Oak 2010-2011 Grade A, Reading: Meeting High Standards: 95%, 71% made Learning Gains, 77% of Lowest 25% made gains Math: Meeting High Standards 96%, 83% made Learning Gains, 90% of lowest 25% made gains Writing: Meeting High Standards: 96% Science: Meeting High Standards 84% AYP was not met due to the Economically Disadvantaged subgroup not meeting proficiency in reading Principal Hidden Oak 2009-2010 Grade A, Reading: Meeting High Standards

					94%, 75% made Learning Gains, 66% of Lowest 25% made gains Math: Meeting High Standards 96%, 76% made Learning Gains, 79% of Lowest 25% made gains Writing: Meeting High Standards 93% Science: Meeting High Standards 89% AYP met in all areas
Assis Principal	Mrs. Holly Burton	BA—Elementary Education, University of Florida MEd—Elementary Education, University of Florida Ed.S—Educational Leadership, University of Florida	3	3	AP Hidden Oak 2011-2012 Grade A, Reading: Meeting High Standards: 85%, 75% made Learning Gains, 64% of Lowest 25% made gains Math: Meeting High Standards 92%, 87% made Learning Gains, 87% of Lowest 25% made gains Writing: Meeting High Standards 96% Science: Meeting High Standards 93% AP Hidden Oak 2010-2011 Grade A, Reading: Meeting High Standards: 95%, 71% made Learning Gains, 77% of Lowest 25% made gains Math: Meeting High Standards 96%, 83% made Learning Gains, 90% of lowest 25% made gains Writing: Meeting High Standards: 96% Science: Meeting High Standards 84% AYP was not met due to the Economically Disadvantaged subgroup not meeting proficiency in reading AP of Hidden Oak 2009-2010 Grade A, Reading: Meeting High Standards 94%, 75% made Learning Gains, 66% of Lowest 25% made gains Math: Meeting High Standards 96%, 76% made Learning Gains, 79% of Lowest 25% made gains Writing: Meeting High Standards 93% Science: Meeting High Standards 89% AYP met in all areas

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular Meetings of new teachers with Principal	1. Principal	1. On-going	
2	2. Grade Level Meetings with new teacher and team	2. Team Leader	2. On-going	
3	3.Mentor Coach to work with new teachers as part of District Beginning Teacher Program	3. Mentor Coach	3.On-going	
4	4.Soliciting referrals from current employees	4.Principal	4.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
2 Teachers	Both are out-of-field. One is taking classes to obtain gifted certification and the other has received information regarding ESOL endorsement.

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
56	7.1%(4)	19.6%(11)	33.9%(19)	39.3%(22)	58.9%(33)	100.0%(56)	7.1%(4)	8.9%(5)	55.4%(31)

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
Maria Wallis	Allison Harris	Based on the experience and training of each mentor coach including grade level and subjects taught	Assist in completion of Beginning Teacher Program, lead monthly cohort meetings at school sites, and to support each beginning teacher in professional development
Maria Wallis	Jonathan Kaercher	Based on the experience and training of each mentor coach including grade level and subjects taught	Assist in completion of Beginning Teacher Program, lead monthly cohort meetings at school sites, and to support each beginning teacher in professional develop
Maria Wallis	Kelly Langston	Based on the experience and training of each mentor coach including grade level and subjects taught	Assist in completion of Beginning Teacher Program, lead monthly cohort meetings at school sites, and to support each beginning teacher in professional develop
Maria Wallis	Michelle O'Neil	Based on the experience and training of each mentor coach including grade level and subjects taught	Assist in completion of Beginning Teacher Program, lead monthly cohort meetings at school sites, and to support each beginning teacher in professional develop
Maria Wallis	Yulia Tamayo (Psychologist assigned to our school)	Based on the experience and training of each mentor coach including grade level and subjects taught	Assist in completion of Beginning Teacher Program, lead monthly cohort meetings at school sites, and to support each beginning teacher in professional develop

ADDITIONAL REQUIREMENTS

Coordination and Integration

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--not a Title I school

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

Identify the school-based MTSS leadership team.

Principal/AP: Provides a common vision for use of data-based decision-making, sees that RTI is implemented according to district guidelines, oversees implementation and documentation of interventions, provides/secures needed professional development for staff

Selected General Education Teachers: They provide information regarding how the FCIM operates. They work with the principal in sharing data with other faculty and work with teachers in developing intervention activities.

Guidance Counselor: Arranges for EPT meetings to discuss teacher concerns regarding students. Notifies parents of scheduled meetings so they may be in attendance. Assists in planning interventions. Meets with teachers on a regular basis to change/modify interventions. Assists teacher with record-keeping required for interventions. Oversees necessary documentation required by the district.

Exceptional Education Teachers: Serve as resource in planning interventions.

School Psychologist: Participates in the collection of data and serves as a resource in planning intervention activities. Attends meeting with parents to share information about intervention process. Provides evaluation for selected students.

Speech Pathologist: Performs language screening on students who are being scheduled for EPT meetings. Serves as a resource for teachers when planning interventions that are language related.

Curriculum Resource Teacher: Facilitates and supports data collection activities, works with teachers on using data to plan for instruction, serves as a resource in EPT meetings.

This year the Principal, Assistant Principal, Guidance Counselor, and CRT will meet with one grade level team each week to discuss data, monitor students' progress, and address concerns.

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 principal, assistant principal, curriculum resource teacher, and guidance counselor meet weekly to discuss concerns regarding students. At the meetings suggestions for addressing the needs of these students are discussed. Other members of the leadership team will be utilized to assist them.

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?

Members of the RTI Leadership Team had input in the school improvement plan which was a collaborative effort of faculty/staff and SAC. Curriculum committees and grade levels reviewed data and planned accordingly. These were shared with total faculty and curriculum chairs also shared and discussed plans with SAC to arrive at the final SIP.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline: FCAT results, FAIR testing

Progress Monitoring: On Going Progress Monitoring Tools developed by FCRR, unit and benchmark testing in reading, Big Idea, chapter tests, and benchmark testing in math, writing to a specified prompt at regular intervals during the year, and science chapter and benchmark testing.

Diagnostic: FAIR, DAR, Fox in a Box

End of Year: FAIR, Benchmark unit testing in reading, Benchmark and Big Idea tests in math, and final writing prompt.

Describe the plan to train staff on MTSS.

The district has provided training for principals, assistant principals, guidance counselors, curriculum resource teachers, and school psychologists so that they may train the staff at their school. County level staff have come to Hidden Oak in the past and inserviced teachers, and they are willing to come at any time requested by the school to work with staff. RtI requirements are reviewed periodically at faculty and team leader meetings.County level personnel are currently working with the assistant principal, guidance counselor, school psychologist, and curriculum resource teacher to identify materials that can be used for RtI process and will be working with teachers in the fall to identify materials, strategies, and monitoring processes.

Describe the plan to support MTSS.

Through meetings with teams on a regular basis, meeting with team leaders, faculty meetings,EPT meetings, and weekly

lesson plans emphasis will be placed on providing differentiated instruction to meet the needs of students in all tiers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is composed of the principal/assistant principal, curriculum resource teacher, team leaders and members of the school reading committee.

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

The reading committee meets regularly to discuss progress toward implementing SIP for reading, concerns, and to share ideas. Items discussed by reading committee are also discussed with principal/assistant principal, curriculum resource teacher and team leaders. The principal and CRT also meet with grade levels to discuss data on a regular basis. From these chats the LLT also helps to work toward improving reading curriculum.

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

Continue to make use of available data to plan and improve differentiated instruction for students and working with all grade levels and subject areas to promote the use of graphic organizers.

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:	In 2012-2013 22% of our students will meet score at Achievement Level 3 in reading as measured on the 2012 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (83 out of 393) of our students scored a Level 3. 85% of our population scored Level 3 or higher.	Maintain or increase by 1% based on last year's level of performance while decreasing by 1% those scoring at Level 1 or 2

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to rezoning our population has changed from the previous school year	1.1.Teachers will incorporate district pacing calendars to ensure curriculum content is covered	1.1.Principal/AP, CRT, and teacher	1.1.Lesson plans will reflect use of pacing calendar	1.1.Lesson plans and classroom walk throughs will be used.
2		1.2.Teachers will make use of MacMillan/McGraw-Hill assessments, Benchmark assessments, and FAIR testing to monitor instruction.	1.2.Principal, CRT, and teacher	1.2.Results will be submitted and posted to Infinite Campus. FAIR results will be available on PMRN.These results will be used for data chats with teacher and principal/AP/CRT.	1.2.Results are available on Infinite Campus or PMRN and included in Google documents available to teachers and administration
3		1.3.Teachers will make use of technology to enhance reading instruction.	1.3.Teacher, CRT, and site tech	1.3.Lesson plans will reflect the use of technology	1.3.Lesson plans, classroom walk throughs, reports of Earobics and Ticket to Read usage, and observations in tech labs
4		1.4 Incorporation of research based strategies to teach reading	1.4 Principal/AP and teacher	1.4 Lesson plans will show evidence Marzano's and Kagan research based strategies	1.4 Lesson plans and walk throughs

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 for our student population
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:	In 2012-2013 63% of our students will achieve above proficiency (FCAT Levels 4 and 5) in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade had 66% scoring Level 4 or 5; 4th grade had 63% scoring Level 4 or 5; 5th grade had 60% scoring Level 4 or 5. Overall this is 63% (249 out of 393) who scored a Level 4 or Level 5	Each grade level will maintain or increase by 1% last year's level of performance

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. This is a high level and it becomes more difficult to increase over the previous year's performance	2.1.Continue to broaden the core curriculum with other literature such as class novels, Jr. Great Books, leveled readers, literature groups	2.1Principal/AP and teacher	2.1.Lesson plans will reflect use of additional reading materials	2.1.Lesson plans and walk throughs
2		2.2. Incorporate higher level questions during reading instruction	2.2.Principal/AP and teacher	2.2. Teams will work together to develop higher level questions to accompany weekly stories. This was begun last year and will be expanded to include more questions this year.	2.2. Walk throughs and lesson plans

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

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

	Problem-Solving Process to Increase Student Achievement			

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2012-2013 72% of our students will make Learning Gains in reading as measured by the 2012 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (178 out of 250 students)made Learning Gains	Increase by 1% students making 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
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1		3.1.Teachers will make use of data to plan instructions for individual and small groups using FCIM.	3.1.Teacher, Principal and CRT	3.1.Team level and individual data chats	3.1.Lesson plans and records of data chats
2		3.2.Teachers will make use of various learning strategies during instruction time such as Kagan strategies, CRISS strategies, UNRAAVEL, Marzano strategies, increased use of higher order questioning, graphic organizer focus each month, and use of gradual release model	3.2.Reading committee, teacher, CRT	3.2.Lesson plans will reflect the use of strategies	3.2.Lesson plans and classroom walk throughs
3		3.3 To provide time for more small group instruction within the classroom by the incorporation of Literacy Work Stations	3.3 Teacher, Principal/AP	3.3 Lesson plans will time for small group/differentiated instruction.	3.3.Lesson plans and classroom walk throughs
4		3.4 Enhance the use of Secret Stories, Katie Garner's Cracking the Reading Code with the Brain in Mind in grades 1 and 2.	3.4 Teachers and CRT	3.4 Lesson plans will reflect the use of materials	3.4 Lesson plans and administrative walk throughs

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--This does not apply to our current student population
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:	In 2012-13 59% of the Lowest 25% will make gains in reading as measured on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of Lowest 25% (21 out of 36 students) made gains in reading.	Increase by 1% Lowest 25% making gains in reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	4.1 Our student population has changed as a result of rezoning	4.1.Teachers will provide time during the reading block provide time for appropriate differentiated instruction for the lowest quartile. Intervention groups will occur across all grade levels for lowest quartile groups.	4.1.Teacher	4.1.Lesson plans will reflect core as well as small group instruction plans.	4.1.Formal observations and walk throughs will provide evidence of small group instruction.
2	4.2 Absences, tardies, and mobility rates may be a factor affecting this group's performance	4.2.Teachers will make use of materials beyond the core program to provide for individual needs including technology, strategies, frequent fluency checks, and other materials. We will implement the use of Building Vocabulary kits in grades 1-5	4.2.Teacher, site tech, CRT	4.2.Teachers will be refreshed on use of Ticket to Read and Earobics and FCRR site with suggested activities. Also teachers will review the Ongoing Progress Monitoring Blackline Masters available with FAIR. CRT will meet with grade levels to introduce Vocabulary Building kits and discuss their effect on student performance.	4.2.Evidenced from lesson plans and walk throughs.
3		4.3.Some teachers have been trained in LIPS and Seeing Stars which will be incorporated with the lowest quartile students in their classes this coming school year.	4.3.Principal/AP, CRT, and Teachers	4.3.Teachers using these programs will meet with each other to discuss progress, stategies, concerns throughout the year.	4.3.Lesson plans will reflect use of these materials.
4		4.4.Lowest performing students at each grade level will be pulled for an extra 30 minutes of	4.4.For this year we have been allocated an extra teaching unit for	4.4.Data chats with grade levels	4.4. FAIR, reading unit and benchmark test data

		reading beyond the 90 minute block	the purpose of reinforcing reading		
5		4.5.In grade 4 and 5 continue to provide a co-teach model program for ESE students	4.5. Principal/AP and teacher	4.5 Lesson plan will reflect a co-teach model	4.4 Lesson plans and walk throughs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The achievement gap in reading on the 2012 FCAT was 30%. We will reduce this by 15% over 6 years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30%	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 subgroups will show a decrease in percent of students not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian not making satisfactory progress was 14% (7 out of 45 students) Black not making satisfactory progress was 42% (10 out of 24 students) Hispanic not making satisfactory progress was 8% (2 out of 26 students) White not making satisfactory progress was 14% (40 out of 281 students)	Decrease all levels not making satisfactory progress by 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
1	5B.1. Due to changes in population as a result of rezoning these percentages may be different this school year.	5B.1.Look at previous year's FCAT reults to identify those students not performing at grade level and identify various subgroups	5B.1.Principal/AP, CRT and teacher	5B.1.During data chats throughout the year discuss the progress of various subgroups	5B.1.Evaluation of 2013 FCAT test results
2		5B.2.Provide extra support for those students at each grade level with extra reading resource teacher who will provide an extra 30 minutes of reading beyond the 90 minute block.	5B.2.Principal/AP, resource teacher, classroom teacher	5B.2.Classroom observations and reading unit/benchmarks testing will be used to monitor students' progress	5B.2. 2013 FCAT results

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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	70% or less of our ELL students will score Level 1 or Level 2.

2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6 out of 8 students) did not make satisfactory progress in reading as measured on the 2012 FCAT.	Decrease the percentage by 5%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1.This was a very small subgroup	5C.1.If funding is available continue to provide an afterschool program for our ELL students to help develop their fluency in English	5C.1.Principal/ESOL Contact, and Teachers	5C.1.Student increase in English fluency as observed in program activities.	5C.1.2013 FCAT and CELLA results test results
2	5C.2. Our ELL population is constantly changing with many only here 1-2 years while their parent is at the University of FL	5C.2 Provide extra support for ELL students within the reading class	5C.2. Principal/AP and Teacher	5.C.2. Teacher lesson plans reflect strategies provided for ELL students	5C.2. Lesson plans and walk throughs

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:	36% or fewer of SWD will score Level 1 or Level 2 on FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (14 out of 38 students) scored Level 1 or 2 on FCAT reading	Decrease by 1% the students with disabilities scoring Level 1 or 2.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		5D.1.Review data to see that programs are meeting students' needs	5D.1.Principal, classroom teacher, ESE teacher, and CRT	5D.1.Principal, classroom teacher, ESE teacher, and CRT	5D.1.FAIR and Benchmark assessments
2		5D.2.For students with needs beyond core program, explicit instruction will occur to meet the needs of students through appropriate ESE services and developing a schedule to meet their needs. This year in the inclusion model the ESE teacher will be with the regular education teacher for the whole reading time block.	5D.2.AP, classroom teacher, and ESE teacher	5D.2.Schedule developed and walk throughs used in ESE classroom and regular education classes where "push-in" model is used.	5D.2.FAIR and Benchmark 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:
5E. Economically Disadvantaged students not making

	satisfactory progress in reading. Reading Goal #5E:	17% or less of our economically disadvantaged students will score below Level 3 on FCAT

2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (12 out of 67 students) scored below a Level 3 on FCAT	Decrease by 1% economically disadvantaged students scoring Level 1 or Level 2 on 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	5.E.1 Changes in student population due to rezoning and mobility of students may affect results.	5E.1.Share data of this pattern in grade level meetings and develop an action plan for working with this subgroup.	5E.1.Principal, teacher, CRT	5E.1.Teachers will incorporate specific strategies to meet students' needs in weekly lesson plans	5E.1.Lesson plans

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
Literacy Work Stations update	K-2	Amy Shockley	Teachers in Grade K-2	October 3, 2012	Lesson plans and grade level meetings	Principal/AP
Literacy Workstations	Grades 3-5	Amy Shockley	Teachers in grades 3-5	October 24, 2012	Lesson plans and grade level meetings	Principal/AP
Increased use of higher order thinking with inservice on Webb's Depth of Knowledge Part II	Whole school	Dr. Bob Carroll	School-wide	Spring 2013	Formal observations, lesson plans, and observed in walk throughs	Principal/AP

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enchance the implementation of Secret Stories, Katie Garner's Cracking the Reading Code	Purchase of poster sets	Dawn Flanagan Literacy Fund	$300.00
			Subtotal: $300.00
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
Literacy Work Station Inservice with Amy Shockley, District Literacy Coach,	Debbie Diller books on literacy work stations and differentiating instruction	CREATE	$1,954.26
			Subtotal: $1,954.26
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,254.26

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Increase by 2% the number scoring proficient in Listening/Speaking
2012 Current Percent of Students Proficient in listening/speaking:	
56% (10 out of 18 students) scored proficient in Listening/Speaking as measured on the Spring 2012 CELLA test	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our ELL population varies. Several of our students are here only a short time 1 to 1 1/2 years. This is due to the parents here only a short time with the University	1.1.Increase the opportunities for ELL students to participate in oral activities utilizing Kagan strategies, small group instruction, and individual instruction	1.1. Principal/ AP, CRT, and Classroom teacher	1.1.CELLA test results	1.1. Lesson plans and walk throughs

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:	Increase by 2% the students scoring proficient in reading
2012 Current Percent of Students Proficient in reading:	
39% (7 out of 18) students scored proficient in reading on the 2012 CELLA	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Our ELL population varies. Several of our students are here only a short time-1 to 1 1/2 years. This is due to the parents here only a short time with the University; also knowing that growth in reading and writing sometimes does not occur as quickly as listening and speaking may affect meeting our goal.	2.1 Teachers will make use of various strategies such as differentiated instruction, Kagan Strategies, small group instruction	2.1 Classroom teacher, Principal/AP	2.1 Lesson plans, FAIR and reading unit/benchmark test results	2.1 CELLA testing
2		2.2 Teachers will make use of technology to enhance reading skills	2.2 Classroom teacher	2.2 Lesson plans	2.2 Results of Earobics, Brainpop ESL, and Ticket to Read usage and classroom walkthroughs
3		2.3 Share information with parents regarding programs students can use at home to enhance learning	2.3 CRT and Classroom Teacher	2.3 PLC Meetings with parents which occur twice a year and teacher/parent conferences	2.3 Agendas of PLC meetings and teacher/parent conference notes

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

3. Students scoring proficient in writing. CELLA Goal #3:	Increase by 2% the number of students scoring proficient in reading

2012 Current Percent of Students Proficient in writing:
50% (9 out of 18) students were proficient in writing based on 2012 CELLA 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	3.1 Due to parents being in town a short period of time with the University, our ESOL population has much change from year to year	3.1 Provide explicit teaching of writing process including differentiation of instruction	3.1 Teacher, Team Leader, Principal/AP	3.1 Grade levels will plan writing activities together to accommodate a wide range of abilities including ELL students	3.1 Writing prompts administered 5 times yearly and CELLA results
2		3.2 Incorporation of technology to enhance instruction such as SmartBoard lessons, Brainpop ESL	3.2 Teacher and Principal/AP	3.2 Lesson plans will reflect use of technology	3.2 Evidenced by lesson plans and walk throughs

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers assistance in obtaining ESOL endorsement	Beacon Online Professional Development Courses	District level	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	24% or higher of our students will score Level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (89 students out of 393) scored Level 3 on 2012 FCAT. 92% scored Level 3 or higher on 2012 FCAT	Increase performance for 2012 by 1% while decreasing by 1% those students scoring Level 1 or 2.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.This is a very high level scoring level 3 or higher and it becomes more difficult to increase over the previous year's performance Also due to zoning changes our school population will reflect some difference this year	1.1.Utilize district pacing guides to ensure coverage of benchmarks	1.1.Principal/ AP and CRT	1.1.Lesson plans will reflect use of district pacing guides	1.1.Lesson plans and walk throughs
2		1.2.Review assessment data from benchmark testing, Big Idea math tests, and chapter tests. Data chats to discuss trends, areas of concern. Based on trends plans will be made for further instruction. Schedule cross-grade level meetings to discuss math content between grade levels	1.2.Principal, CRT, and Teachers	1.2.Lesson plans will reflect remediation of skills. Summary of cross-grade level meetings will be shared with team members, principal/AP, and CRT	1.2.Lesson plans and benchmark testing
3		1.3.Teachers will work to develop SmartBoard lessons to accompany math lessons	1.3.Teachers	1.3.Lesson plans reflect the use of SmartBoard	1.3.Members of the math committee will have scheduled meetings at which time lessons will be shared. Sharing may also occur at faculty meetings
4		1.4. Incorporation of Kagan and CRISS strategies to increase student involvement in learning.	1.4. Teachers	1.4. Lesson plans will reflect use of strategies. Teams will share ideas for use in grade level planning	1.4.Lesson plans and walk throughs
5		1.5 Incorporation of research-based strategies in lessons	1.5 Principal/AP and teacher	1.5 Lesson plans will reflect Marzano's research-based strategies	1.5. Formal observations, lesson plans, and walk throughs
6		1.6 Continued emphasis on higher order thinking questions/activities	1.6 Principal/AP, Team Leaders	1.6 In grade level planning inclusion of higher order thinking questions/activities will	1.6 Lesson plans and walk throughs

| | | | | occur | |

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:	N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
This does not apply to our school population at this time	N/A

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	69% of our students will score above Proficiency (FCAT Levels 4 & 5) in math
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
3rd grade had 65% scoring Level 4 or 5; 4th grade had 66% scoring Level 4 or 5; 5th grade had 76% scoring Level 4 or 5. Overall 69% (272 out of 393 students) scored Level 4 or Level 5.	Each grade level will maintain or increase by 1% last year's level of performance

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td></td><td>2.1.Make use of the FCIM model to provide time for enrichment of skills</td><td>2.1 Principal/AP and teacher</td><td>2.1.During data chats discuss what activities teachers are providing for enrichment.</td><td>2.1.Lesson plans and walk throughs</td></tr>
<tr><td>2</td><td></td><td>2.2.Use technology to enhance classroom performance</td><td>2.2.Principal/AP and teacher</td><td>2.2.Lesson plans will reflect use of technology</td><td>2.2.Walk throughs</td></tr>
<tr><td>3</td><td></td><td>2.3.Gifted students in grades 1 through 5 will receive their math instruction with their gifted teacher</td><td>2.3.Principal/AP and gifted teacher</td><td>2.3.Lesson plans for gifted teacher reflect a challenging math curriculum</td><td>2.3.Lesson plans and walk throughs</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	N/A

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
This does not apply to our school population at this time	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:	84% of our students will make Learning Gains in math as evidenced by the 2012-13 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (207 out of 250 students) made Learning Gains in math	Increase by 1% or maintain the number of students making 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	3.1This is a very high level and it becomes more difficult to increase over the previous year's performance. Also our population is different from last year's due to rezoning	3.1 Provide more hands-on math opportunities for students through AIMS and GEMS	3.1.Principal/AP, CRT and teacher	3.1.Lesson plans will reflect AIMS/GEMS activities	3.1.Formal observations, lesson plans, and classroom walk throughs
2		3.2.Use of FCIM to provide time for enrichment, maintenance, and remediation of skills	3.2.Principal/AP and teacher	3.2.Review of data	3.2.Lesson plans and classroom walk throughs
3		3.3 Employ information shared in cross-grade level meetings at the end of last year and this year to enhance curriculum and provide for remediation	3.3 Principal/AP, CRT, and Team Leaders	3.3 Lesson plans will reflect incorporation of information and weekly team meetings.	3.3 Lesson plans and minutes of cross-grade level meetings
4		3.4 Teachers will use knowledge of content and student performance on chapter, Big Idea, and FCAT tests to revise plans from the previous year	3.4 Teacher and Principal/AP	3.4 Lesson plans will reflect changes from last year	3.4 Lesson plans and classroom walk throughs

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:
This does not apply to our current population	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:	In 2012-2013 we will increase by 1% the number of Lowest 25% students making math gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (15 out of 20 students) of Lowest 25% made learning gains	At least 76% of Lowest 25% will make learning gains on 2012 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	4.1.This is a very high level and it becomes more difficult to increase over the previous year's performance Also our student population has changed this year due to rezoning which may also affect results	4.1.Emphasize the use of manipulatives during math instruction	4.1.Principal/AP and teacher	4.1.Lesson plans will reflect the use of manipulatives and other resources	4.1.Lesson plans and classroom walk throughs
2	4.2 Absences, tardies, and mobility rates are factors that may influence results	4.2. Teachers will make use of materials beyond the core program to provide for individual needs including technology, strategies, and other materials. Continue to develop SmartBoard lessons for grades 1-5 with links for remediation such as Soar to Success	4.2. Teacher, site tech, CRT, and math committee	4.2.Teachers will make use of V Math Live and math pacing guide links for additional materials and websites that will be incorporated into lessons. Lesson plans will reflect the use of these.	4.2.Lesson plans and classroom walk throughs

		4.3.Incorporation of gradual release model as part of daily lesson plans to help students master math content and providing for differentiated instruction	4.3.Principal/AP	4.3.Principal/AP will review gradual release model for instruction with team leaders/teachers. Lesson plans will incorporate this and plans for lowest 25% in daily planning.	4.3.Lesson plans and classroom walk throughs
3					
4		4.4. In grades 4 and 5 continue to provide a co-teach program for ESE students	4.4. Principal/AP and teacher	4.4.Lesson plan will reflect a co-teach model	4.4. Lesson plans and walk throughs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	The mathematics achievement gap as measured on the 2012 FCAT was 26%. Over a 6 year period we will reduce the gap by 13%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	24%	21%	20%	17%	

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:	Reduction by 1% of each group not making satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students not making satisfactory progress by groups were: Asian--2% (1 out of 45 students) Black--33% (8 out of 24 students) Hispanic--4% (1 out of 26 students) White--7% (19 out of 281 students)	All subgroups will reduce percentage by 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
1	5B.1.1As some subgroups were very small it is difficult to see patterns. It will be necessary to look at individual results for each low performing student and see which ethnic groups are represented. Also rezoning this year, the ethnicity at our school has changed.	5B.1.1 Discuss in grade level and cross-grade level meetings math proficiency results by various subgroups and develop a plan to address needs of some subgroups.	5B.1.Principal/AP, CRT and teacher	5B.1.During data chats throughout the year discuss the progress of various subgroups and strategies to address their needs	5B.1.Evaluation of 2012 FCAT test results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Decrease by 1% or maintain current Level.

2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2 out of 8 students) of our ELL students scored below a Level 3 on math.	25% or fewer ELL students will score a Level 1 or Level 2 in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 This is a very small group of students which makes it hard to reflect change.	5C.1. Teachers provide ELL students with approved accommodations to ensure success in math.	5C.1. Principal/AP, CRT, and Teacher	5C.1. Lesson plans and walk throughs	5C.1. Math chapter tests, big idea tests, and On Track testing

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:	23% or fewer of our SWD will score Level 1 or Level 2 on 2013 FCAT

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (9 out of 38 students) did not make satisfactory progress in math.	Decrease by 1% the percent of SWD scoring Level 1 or 2 on 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		5D.1.The inclusion model will have the ESE teacher in co-teaching with the regular education teacher during the whole hour of math instruction.	5D.1.AP, classroom teacher, and ESE teacher	5D.1.Schedules developed to include ESE teacher in regular ed classes where "push-in" model is used.	5D.1. Daily schedules and class walkthroughs
2		5D.2. Review data to see that inclusion programs are meeting grade level expectations and reflecting grade level NGSSS	5D.2. Principal,AP, classroom teacher, ESE teacher, and CRT	5D.2. Students' Benchmark assessments and Houghton Mifflin-Harcourt math assessments will be used to assess student progress.	5D.2. Benchmark and 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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	80% of Economically Disadvantaged students will score At or Above Level

2012 Current Level of Performance:	2013 Expected Level of Performance:
79% scored At or Above Level in math	Increase by 1% level of performance

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. This is a high level and becomes difficult to improve. Also this group sometimes has a higher mobility.	5E.1.Share data of this subgroup in grade level meetings and discuss successful strategies implemented last year.	5E.1.Principal, teacher, CRT	5E.1.Teachers will incorporate instruction strategies in lesson plans for this group which would also be a part of their Lowest 25% This would include using technology to improve students achievement such as Soar to Success	5E.1.Lesson plans

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
Training on use of VMath and Go Math technology	All Grades	Judi Hebert/Andrew Lafler	School-wide teachers needing training or refresher on use of math technology	Fall 2012	Math committee will share results on usage at grade levels and issues that need to be further covered	Principal/AP, CRT, and math committee chairman

Mathematics 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 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:	93% of our students will score at a Proficient Level (FCAT Level 3 or higher) as evidenced by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (43 out of 128 students) scored a Level 3 in science. 93% scored Level 3 or higher	Maintain or increase by 1% the percent of students scoring Level 3 or higher on 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	1.1 Our school population is different this year from last year's due to rezoning	1.1.Use hands on activities, speakers, and field trips to reinforce science concepts	1.1.Principal/AP and Teachers	1.1.Scores on 5th grade science benchmark testing and On Track tests	1.1.Lesson plans and classroom walk throughs
2		1.2.Provide opportunities for teachers to plan and share SmartBoard science lessons	1.2.Principal/AP and Teachers	1.2.Grade levels will meet regularly to plan and develop lessons for Smart notebook. Schedule science committee meetings to share information/sites and opportunities to share in faculty meetings.	1.2.Lesson plans
3		1.3 Teachers will incorporate district pacing calendar to ensure curriculum content is covered at each grade level.	1.3.Principal/AP, CRT, and teachers	1.3 Grade levels will work as teams to develop science lesson plans which reflect district pacing calendar.	1.3.Lesson plans and classroom walk throughs
4		1.4.Grade levels will supplement National Geographic chapter assessments with additional benchmark questions to ensure content mastery which will provide more information for teachers regarding benchmark mastery.	1.4. Teachers and science committee	1.4. Grade levels will work as a team to develop additional test questions for each chapter.	1.4.Student scores on three major benchmark tests
5		1.5. Implementation of NGConnect (web-based resources) to reinforce science content	1.5. Teacher	1.5. Grade levels will work as a team to plan science lessons which incorporate this resource	1.5.Formal observations, lesson plans, and classroom walk throughs

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:
This does not apply to our current student population.	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:	61% of our students will score above a proficient level (Levels 4 & 5) on the 2013 FCAT

2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (77 out of 128 students)scored Level 4 or 5 on the 2012 FCAT	Increase by 1% the percent of students scoring Level 4 or 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Student population has changed this year due to rezoning	2.1.Enhance core curriculum with hands-on activities and use of GEMS and AIMS programs	2.1.Principal/AP and teachers	2.1.Science teachers meet regularly to plan lessons incorporating materials beyond core program	2.1.Lesson plans and classroom walk throughs
2		2.2.Use FCIM to provide enrichment activities in addition to maintenance and reteaching activities.	2.2.Principal/AP and Teachers	2.2.In data chats teachers will share enrichment activities provided.	2.2.Benchmark testing in science
3		2.3.Gifted students in grades 4 and 5 will receive their science instruction with their gifted teacher	2.3 Principal/AP and gifted teachers	2.3. Lesson plans for gifted teacher reflect a challenging science curriculum	2.3 Lesson plans and classroom walk throughs
4		2.4. Incorporation of higher order questions in lessons	2.4.Principal/AP and teacher	2.4. Science teachers plan together to ensure incorporation of higher order questions	2.4 Lesson plans and walk throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of NGConnect	All grade levels	Dan Lathem and Judi Hebert/Andy Lafler	School-wide	First semester	Science committee will keep up with usage and concerns at grade levels	CRT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	96% will score a level 3 or higher on FCAT Writing
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
96% (128 out of 133 students) scored 3 or higher in 2012 on writing.	Maintain the current level of performance.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>1.1.We have experienced a change in our school population due to rezoning. This is a high percentage achieving a level 3 which makes it harder to show an increase.</td>
<td>1.1.Provide a variety of daily writing experiences for students across the curriculum including a review of resources available for teachers. Emphasis will be made to update resources</td>
<td>1.1.Principal/AP, Team Leader, and writing committee</td>
<td>1.1.Samples are available of various writings</td>
<td>1.1.Lesson plans</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>1.2.Explicit teaching of writing process by teachers at all grade levels.</td>
<td>1.2.Principal/AP, CRT, and Team Leader</td>
<td>1.2.Grade levels will plan together meaningful writing lessons and activities for students</td>
<td>1.2.Writing prompt completed at least 5 times a year</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1.3.Continue the practice of two members of each team scoring each prompt to ensure uniformity of expectations at each grade level</td>
<td>1.3.Team Leader, teachers, and CRT</td>
<td>1.3.Grade levels will schedule a time after prompts are administered to score their class plus a partners class.</td>
<td>1.3.Writing prompt with scores from both teachers.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1.4. Revise Hidden Oak Writing Handbook which serves as a resource to teachers and is posted to parents on our school website</td>
<td>1.4. Writing committee and CRT</td>
<td>1.4. Handbook helps teachers at grade levels with evaluation of writing and is used by teachers in scoring prompts and planning instruction</td>
<td>1.4.Handbook posted on web-site</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1.5. Update teachers on changes to FCAT testing and scoring</td>
<td>1.5. CRT and 4th grade teacher</td>
<td>1.5.Grade levels will revise their rubrics to reflect changes</td>
<td>1.5.Administration and scoring of timed prompts throughout the year.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>1.6.Implementation of district writing pacing guide</td>
<td>1.6 CRT and Writing Committee</td>
<td>1.6. Grade levels will plan writing activities together to follow the pacing guide</td>
<td>1.6. Lesson plans</td>
</tr>
</table>

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

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:**

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
This does not apply to our population.	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
Holistic scoring of prompts	All grade levels	CRT and writing committee	School-wide	Fall 2012	Writing committee will assess at grade levels to see if further assistance/information is needed.	CRT
4th Grade Writing Training on Holistic and Analytical Scoring	4th Grade	Amy Shockley and Elizabeth Filippi	4th Grade Teachers and CRT	October 9, 2012 and November 14, 2012 CRT and one 4th grade teacher attended inservice on October 9th and then inserviced 4th grade team in November.	CRT will meet with 4th grade to see if further assistance is needed.	CRT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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:	Maintain the daily attendance and reduce the percent of our students with excessive tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average percent of students in attendance was 99.83% during the 2011-2012 school year which reflects an increase of 2.31% over the previous school year.	99% daily average attendance for 2012-2013
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
103 students (11% of our population) had excessive absences. This reflects an increase of 4% over the previous year.	Reduce by 1% the percent of students with excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
131 students (14% of our population) had excessive tardies.	Reduce by 1% the percent of students with excessive tardies.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our population has changed some due to rezoning this year which may influence attendance and tardies.	1.1.Recognize/reward those students with perfect attendance and no tardies each 9 weeks as a means to try and increase attendance and decrease tardies. Students will be recognized on Good Morning Hidden Oak and receive recognition with their report cards.	1.1.Principal and Classroom Teacher	1.1.Average daily attendance and tardies recorded on Infinite Campus will be reviewed periodically.	1.1.Attendance reports
2		1.2.Note from principal when a student has more than 10 absences. Early check-outs will be monitored and contact parents of students with excessive absences and check-outs each 9 weeks.	1.2.Data Base Manager and Principal/AP	1.2.Reduction in rate of absences	1.2.Infinite Campus Attendance Reports
		1.3.Note from principal when a student has more than 10 tardies.	1.3.Data Base Manager and Principal/AP	1.3.Reduction in rate of tardies	1.3.Infinite Campus Attendance

3		Students with excessive tardies will receive a note every 9 weeks from the principal or AP.			Reports
4		1.4. Continue to work with county's attendance officer for students with excessive absences	1.4. Data Base Manager and Principal/AP	1.4.Look at attendance data with attendance officer	1.4.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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	Over the past 3 years the number of students with in-school suspensions has remained about the same. The number of students with out-of-school suspensions was about the same for 2009-10 and 2010-11 but saw an increase in 2011-12.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During 2011-2012 there were a total of 12 days of in-school suspensions. This is a decrease of 2 days over the previous year.	Decrease by 1 the number of days for in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During 2011-2012 6 students received in-school suspensions which is a decrease of 1 student over the prior year.	Decrease by 1 the number of students receiving in-scchool suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During 2011-2012 there were a total of 33 days students were suspended out-of-school. This is an increase of 8 days over the previous year.	Decrease by 2 the number of days for out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During 2010-2011 11 students received out-of-school suspensions which is an increase of 5 students.	Decrease by 2 the number of students receiving out-of-school suspensions.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Changes in our school population could create more increases in these areas than we would expect.	1.1.Continued implementation of Tier I Positive Behavior Support (PBS)	1.1.AP and PBS team of teachers	1.1.Compare the number of referrals for this year with the number of referrals for 2011-2012 school year. We would expect to see a decrease in the number of referrals.	1.1.Infinite Campus reports
2		1.2 Expansion of ways students may spend "Hoot Loot" they earn for positive behaviors through a school store and school-wide events.	1.2 AP, PBS team and teachers	1.2Compare the number of referrals for this year with referrals from last year. We would expect to see a decrease in the number of referrals.	1.2 Infinite Campus 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

Decrease number of school suspensions	K-5	AP and Guidance Counselor	School-wide	Monthly	Discipline data	AP

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for PBS	Rewards for Hoot Loot earned by students	PTA	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$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: $500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	51% of our parents volunteered at school during the 2011-2012 school year. On the 2011-2012 Climate Survey 95% agreed Hidden Oak is a parent friendly school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20,440 hours of volunteer time was recorded by 484 adults and 35 youth volunteers.	Maintain the current level of parent involvement.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.Changes in our population due to rezoning could affect parent involvement	1.1.Continue to provide many means of communication for parents such as agendas, newsletters,	1.1.Principal/AP and Teachers	1.1.Conference forms documenting meetings/conferences and plan for what parents will do at home.	1.1.Climate surveys will reflect that parents feel involved in their

1		conferences, phone calls, etc. to share student progress and make parents aware of school wide events.			child's school. The 2011-2012 Climate Surveys reflected 97% of parents feeling they had access to teachers and staff
2		1.2.Grade level meetings with 3rd grade parents to share promotion requirements and FCAT reading. At this meeting suggestions are provided for parent involvement at home.	1.2.Principal/AP, CRT, and Teachers	1.2.Feedback from parents	1.2.Sign-in at parent meetings.
3		1.3.Volunteer coordinator provides parents with information about opportunities and orientation for participating at school.	1.3.Volunteer Coordinator	1.3.Parent sign-in for volunteering at school	1.3.Monthly time sheets of volunteer hours
4		1.4. Provide Parent Leadership Council meetings twice a year for parents of ESOL students	1.4. CRT	1.4.Sign-in and agenda for meeting	1.4. Attendance records

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

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

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

Parent Involvement Budget:

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

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

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:	To continue high achievement in the areas of math and science as currently evidenced by FCAT. For 96% (362 out of 393 students) scored Level 3 or higher in math and 84% (126 out of 136 students)scored Level 3 or higher. Attention will also be paid to the performance of various subgroups of students.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1.1. Our gifted classes this year will be responsible for instruction in math or math/science.	1.1.Principal/AP and gifted teachers	1.1.Lesson plans will reflect a challenging math or math/science curriculum	1.1. Lesson plans and walk throughs
2		1.2. Develop a schedule that devotes at least an hour daily to math and at least a half hour daily in science.	1.2.AP and teachers	1.2. Daily schedules reflect time for math and science instruction	1.2.Formal observations, lesson plans and walk throughs
3		1.3. To develop an appreciation for STEM related vocations, the 4th and 5th grades hold a science symposium each spring.	1.3. Fourth and fifth grade teachers	1.3.Student engagement in presentations	1.3. Teacher observations and walk throughs
4		1.4. Increase students' use of technology in classroom and tech lab	1.4.Principal/AP and teachers	1.4. Teachers incorporate technology in daily lessons and provide opportunities for students' involvement with technology in class and lab setting.	1.4. Lesson plans, walk throughs and tech lab schedules

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	Enchance the implementation of Secret Stories, Katie Garner's Cracking the Reading Code	Purchase of poster sets	Dawn Flanagan Literacy Fund	$300.00
CELLA				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension	Incentives for PBS	Rewards for Hoot Loot earned by students	PTA	$500.00
				Subtotal: $800.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Work Station Inservice with Amy Shockley, District Literacy Coach,	Debbie Diller books on literacy work stations and differentiating instruction	CREATE	$1,954.26
CELLA	Provide teachers assistance in obtaining ESOL endorsement	Beacon Online Professional Development Courses	District level	$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $1,954.26

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
				Subtotal: $0.00
				Grand Total: $2,754.26

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology supplies(SmartBoard projector bulbs, printer ink, etc.)	$1,000.00

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

Assist in the creation of Climate Surveys and share in examining the results.
Work with the faculty in the development of the 2013-2014 School Improvement Plan.
To assist with the distribution of school recognition money.
Serve in an advisory capacity to the school principal.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Alachua School District
HIDDEN OAK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	96%	96%	84%	371	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%	83%			154	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	90% (YES)			167	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					692	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District
HIDDEN OAK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	96%	93%	89%	372	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	76%			151	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?	66% (YES)	79% (YES)			145	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					668	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested