

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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School Name: HYDE PARK ELEMENTARY SCHOOL

District Name: Duval

Principal: Angela Kasper

SAC Chair: Terri Nelson

Superintendent: William Pratt-Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/19/2012

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	Angela B. Kasper	Degrees Bachelor of Arts in Elementary Education 1982 Degrees, cont'd Master of Educational Leadership 2000 Certification Elementary Education Grades 1-6	3	7	2011-2012 Principal Hyde Park Elementary School Grade-C Reading-44% Math-41% Science-31% Writing-72% 2010-2011 Assistant Principal Hyde Park School Grade- C Reading- 64% Math- 72% Science- 54% Writing-74% 2009-2010 Principal Hyde Park School Grade – C Reading –62% Math –62% Science –35% Writing – 80% AYP – No 2008-2009 Principal at Brentwood Elementary School Grade – D

		Educational Leadership K-12 English to Speakers of Other Languages (ESOL) Endorsement Elementary Education			Reading – 61% Math – 47% Science – 31% Writing -75% AYP – No 2007-2008 Principal at Brentwood Elementary School Grade – B Reading – 61% Math – 50% Science – 56% Writing – 62% AYP – No 2006-2007 Principal at Brentwood Elementary School Grade – C Reading – 70% Math – 60% Science – 30% Writing – 54% AYP – No
Assis Principal	Ronrica S. Troy	Degree Bachelor of Arts Elementary Education K-6 2001 Master of Educational Leadership K-12 2008 School Principal K-12	3	3	2011-2012 Assistant Principal Hyde Park Elementary School Grade-C Reading-44% Math-41% Science-31% Writing-72% 2010-2011 Assistant Principal Hyde Park School Grade- C Reading- 64% Math- 72% Science- 54% Writing-74% 2009-2010 Assistant Principal Hyde Park School Grade – C Reading –62% Math –62% Science –35% Writing – 80% AYP- No

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional Coach/Reading Coach	Crystal Taylor	BA in Elementary Education; Pre-K Primary Reading and ESOL Endorsed		3	2011-2012 Hyde Grove Elementary School Grade D Reading: 46% Math: 54% Science: 20% Writing: 66% 2010-2011 Hyde Grove Elementary Grade C Reading : 53% Math: 65% Science: 30% Writing: 63% 2009-2010 Hyde Grove Elementary Grade: D Reading: 55% Math: 62% Science: 25% Writing: 68%-

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. Attend new teacher meeting to discuss Teacher Induction Program	Professional Development Facilitator and Principal	2012-2013 school year	

2	2. Mentoring-New Teachers with Veteran teachers	Professional Development Facilitator and Principal	2012-2013 school year	
3	3. Instructional Support through the school year	Instructional Coaches, Principal, and Assistant Principal	2012-2013 school year	
4	4. Recruitment of new teachers	Human Resource Personnel	2012-2013 school year	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	3.2%(1)	35.5%(11)	35.5%(11)	22.6%(7)	25.8%(8)	87.1%(27)	6.5%(2)	9.7%(3)	71.0%(22)

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
Bridgette Coyne	Andrea Raymer	Mrs. Raymer is new to Duval County and has a year of experience as a classroom teacher. She was paired with Ms. Coyne; CET trained and is a former Instructional Coach. She is an experienced teacher in the primary grades.	<ul style="list-style-type: none"> monthly meetings classroom observations of mentor classroom classroom observations of mentee classroom
		Mrs. Carver is a first year teacher and was paired with Ms.	<ul style="list-style-type: none"> monthly meetings

Mindy Wilcox	Lauren Carver	Wilcox, CET trained and PDF. She is an experienced teacher in the primary grades.	<ul style="list-style-type: none"> • classroom observations of mentor classroom • classroom observations of mentee classroom
Mindy Wilcox	Carling Achberger	Mrs. Achberger is new to Duval County and has a year of experience as a classroom teacher. She was paired with Ms. Wilcox; CET trained and PDF. She is an experienced teacher in the primary grades.	<ul style="list-style-type: none"> • monthly meetings • classroom observations of mentor classroom • classroom observations of mentee classroom

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

Teacher Salaries are provided through funds from Title I.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI Funds are provided to assist students not showing proficiency in reading, writing, math, and science. Tutoring outside the school day.

Violence Prevention Programs

Foundations and CHAMPS are used in our school to ensure that students have a safe and civil learning environment.

Nutrition Programs

Breakfast is provided to every student every morning. Snacks are provided to students enrolled in the Extended Day Program.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

Principal- Angela Kasper: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Reading Coach- Crystal Taylor: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Guidance Counselor- Tina Rich: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior., assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, analysis of Tier 2 and 3 intervention plans.

Assistant Principal- Ronrica Troy: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development to faculty and staff; and collaborates with staff to implement behavioral interventions.

MTSS/RtI Facilitator-Tina Rich: Participates on Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI

Varying Exceptionalities/ESE Liaison- Rebecca Taylor: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Reading Interventionist-Kathy Ramsey: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Math Interventionist-Fay Sharpe: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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?

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 MTSS leadership team will meet bi-weekly to discuss the student expectations, analyze the data, and engage in school wide problem solving. In addition to classroom observations, the instructional coach and principal will review DATA notebooks to determine if students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend all district RtI trainings and provide presentations to faculty on RtI practices. They will identify professional development needs and facilitate the process of building consensus and making decisions about implementation. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at risk or at high risk for not meeting benchmarks.

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?

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS team will analyze student data such as FCAT, FAIR, and Benchmark assessments with teachers. Each faculty member will select an organizational team to work on such as Math and Technology, Reading, and Foundations/Safety. Each organizational team will provide input on objectives and instructional strategies to focus on for the school year. Once the input has been provided in creating the School Improvement Plan, the team will present the document to the School Advisory Council for input. As the school year progresses, the team will review the School Improvement Plan to ensure that it continues to meet the needs of the students.

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.

Reading: Baseline assessments: AIDE, Florida Assessments for Instruction in Reading(FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments, Florida Comprehensive Assessment Test (FCAT), Mid-Year: FAIR, DRA-2, District Assessments , End of the Year: FAIR, FCAT, MAP,CCRP-based measurements, Ongoing Progress Monitoring: FAIR, District Benchmarks, CCRP-based measurements, Frequency of data review: Monthly

Mathematics: Baseline assessments: EDC Calendar Math pre-test, District Benchmark Assessment, Florida Comprehensive Assessment Test (FCAT), Mid-Year: District Benchmark Assessment, FCIM mini assessments, District module assessments , Math Investigation/envision assessments, Data Dashboard assessments, End of the Year: District module assessments , Math Investigation/envision assessments, Data Dashboard assessments, Ongoing Progress Monitoring: Math Investigation/envision assessments, Data Dashboard assessments, Frequency of data review: Bi-Weekly/Monthly

Science: Baseline assessments: District Benchmark Assessment, Florida Comprehensive Assessment Test (FCAT), Mid-Year: District Benchmark Assessment, FCIM mini assessments, District module assessments , Data Dashboard assessments, End of the Year: District assessments, Data Dashboard assessments, Ongoing Progress Monitoring: District Benchmark Assessments, Data Dashboard assessments, Frequency of data review: Bi-Weekly/Monthly

Writing: Baseline assessments: District Writing Prompt, Write Score writing prompt, Mid-Year: District Writing Prompt, Write Score writing prompt, End of the Year: District writing assessments, Ongoing Progress Monitoring: Write Score writing prompts Frequency of data review: Bi-Weekly/Monthly

Data from absenteeism, referrals, and suspensions from Genesis will be used for behavior and managed by Pearson Inform.

Describe the plan to train staff on MTSS.

The MTSS leadership team will receive initial training and subsequently train the faculty on analyzing student need. The training will occur through Early Release trainings, faculty meetings, weekly grade level meetings; web based training and professional learning communities. This provides whole group, small group, and content specific trainings to establish continuous analysis of student needs throughout the school year.

Describe the plan to support MTSS.

The MTSS Leadership team will meet monthly with each classroom teachers to discuss progress monitoring with students.

The team will review data, discuss interventions and make recommendations on each student that is going through the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal Angela Kasper, Assistant Principal: Ronnica Troy, Reading Coach: Crystal Taylor, School Media Specialist Peter Priscott, Reading Interventionist: Kathy Ramsey

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

Meets bi-monthly to plan and discuss curriculum, assessment, differentiated instruction, literacy nights, etc. We also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our community.

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

Build students' independent, sustained reading capacity as well as focusing in on the FCAT strands for success. Will work with coaching and modeling for new/less experienced teachers, FCIM implementation and activities based on school FAIR reports.

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.

During the 4th nine weeks, surrounding daycares and pre-schools tour Hyde Park. The tour allows the students to meet future Kindergarten teachers and familiarize the students to the school setting. As a part of the tour, the students participate in a lesson, eat lunch in the cafeteria, and receive a treat bag.

Orientation for Kindergarten takes place a week before school begins. During orientation, parents and students are introduced to the expectations and curriculum for the school year.

Diagnostic assessments such as FKLRS/ ECHOS are administered to first time Kindergarten students to calculate their readiness rate. We use these to differentiate our instruction.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring at Achievement Level 3 in Reading will increase from 46% to 53%
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (25)	56%(35)

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	Consistent rigor in differentiated instruction and RtI support for K-5	Focused professional development in differentiated instruction and RtI data collection	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
2	Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students	Focused professional development on using FCIM process and developing lesson/calendars based upon various data sources.	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings.	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
3	Lack exposure to various genres and prior background knowledge which hinders students' ability to make connections with various texts.	K-5 Teachers will implement Linda Hoyt's Interactive Read Alouds weekly and 3-5 teachers will implement Comprehension toolkit lessons weekly to reinforce Core Reading Strategies	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings.	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring at Achievement Level 4 in Reading will increase from 24% to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (13)	34%(23)

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	Consistent analysis of FAIR, DRA2 and District Benchmark data to monitor /differentiate core instruction and small groups.	Use F.A.I.R, DRA2, and District Benchmark Assessment to monitor student progress, and determine instructional needs in order to provide differentiated instruction.	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	F.A.I.R Assessment Data DRA2 Status Reports District Benchmark Assessment PMA Assessments CCRP Assessments
2	Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students	Focused professional development on using FCIM process and developing lesson/calendars from various data sources.	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	F.A.I.R Assessment Data DRA2 Status Reports District Benchmark Assessment PMA Assessments CCRP Assessments
3	Lack exposure to various genres and prior background knowledge which hinders students' ability to make connections with various texts.	K-5 Teachers will implement Linda Hoyt's Interactive Read Alouds weekly and 3-5 teachers will implement Comprehension toolkit lessons weekly to reinforce Core Reading Strategies	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	F.A.I.R Assessment Data DRA2 Status Reports District Benchmark Assessment PMA Assessments CCRP Assessments

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

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:	The percentage of students making learning gains in Reading will increase from 67% to 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(72)	77%(82)

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	Consistent rigor in differentiated instruction and RtI support for K-5	Focused professional development in differentiated instruction and RtI data collection	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
2	Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students	Focused professional development on using FCIM process and developing lesson/calendars from various data sources.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
3	Consistent implementation of vocabulary instruction	Utilize Text Talk and Word Study with K-3 teachers to build vocabulary development in order for student to comprehend various texts.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in lowest 25% making learning gains in reading will increase from 70% to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(75)	75%(80)

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	Consistent implementation of vocabulary instruction	Utilize Text Talk and Word Study with K-3 teachers to build vocabulary development in order for students to comprehend various texts.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
2	Time constraints with implementation and monitoring due to the increased number of students to target for RtI.	Implement a daily 30 minute RTI time for the classroom teacher and reading interventionist to work with Bubble, Tier 2 and Tier 3 students on targeted strategies and skills using Leveled Literacy Intervention by Fountas and Pinell	Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Resource Teachers	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
3	Lack exposure to various genres and prior background knowledge which hinders students' ability to make connections with various texts.	K-5 Teachers will implement Linda Hoyt's Interactive Read Alouds weekly and 3-5 teachers will implement Comprehension toolkit lessons weekly to reinforce Core Reading Strategies	Principal, Assistant Principal, Instructional Coach, Classroom Teachers, Resource Teachers	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages

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 # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Subgroups by ethnicity making satisfactory progress in reading from Black: 31% to 51% Making Satisfactory Progress White: 50% to 60% Making Satisfactory Progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 31% White: 50%	Black: 51% White: 60%

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	White: Time constraints with implementation and monitoring due to the increased number of students to target for RtI. Black: Time constraints with implementation and monitoring due to the increased number of students to target for RtI.	Implement a daily 30 minute RTI time for the classroom teacher and reading interventionist to work with Bubble, Tier 2 and Tier 3 students on targeted strategies and skills using Leveled Literacy Intervention by Fountas and Pinell	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
2	White: Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students Black: Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students	Focused professional development on using FCIM process and developing lesson/calendars from various data sources.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
3	White: Consistent implementation of explicit instruction for struggling readers. Black: Consistent implementation of explicit instruction for all readers.	Provide explicit instruction, modeled instruction, guided reading practice and independent practice for students not achieving mastery to the core instruction.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages

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:		No students			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0 students		0 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	No students	No students	No students	no students	no students

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:		Students with Disabilities will make satisfactory progress in reading from 15% to 25%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
15%(3)		25%(6)			

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	Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students	Focused professional development on using FCIM process and developing lesson/calendars from various data sources.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
2	Consistent implementation of explicit instruction for all readers.	Provide explicit instruction, modeled instruction, guided reading practice and independent practice for students not achieving mastery to the core instruction.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
3	Time constraints with implementation and monitoring due to the increased number of students to target for RtI.	Implement a daily 30 minute RTI time for the classroom teacher and reading interventionist to work with Bubble, Tier 2 and Tier 3 students on targeted strategies and skills using Leveled Literacy Intervention by Fountas and Pinell	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students making satisfactory progress in reading will increase from 37% to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (35)	47%(46)

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	Consistent implementation of vocabulary instruction	Utilize Text Talk and Word Study with K-3 teachers to build vocabulary development in order for student to comprehend various texts.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
2	Consistent use of FCIM and RtI as an instructional tool to target specific benchmarks and students	Focused professional development on using FCIM process and developing lesson/calendars from various data sources.	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages
3	Time constraints with implementation and monitoring due to the increased number of students to target for RtI.	Implement a daily 30 minute RTI time for the classroom teacher and reading interventionist to work with Bubble, Tier 2 and Tier 3 students on targeted strategies and skills using Leveled Literacy Intervention by Fountas and Pinell	Principal Assistant Principal Reading Coach Reading Interventionist	Disaggregate F.A.I.R, CCRP assessments, and benchmark data during Data Dig meetings with grade levels and Early Release trainings	FAIR Assessment CCRP Assessments District Benchmark Assessments PMA Assessments Reading Scrimmages

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
Digging Deeper with DRA2	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach
Explicit and Systematic Instruction	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach

Active Engagement Strategies	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach
Effective Instruction during Guided Reading	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach
Comprehension Tool-Kit	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach
Text Talk	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach
Leveled Literacy Intervention LLI	K-5/Reading	Reading Coach	School-wide	Early Release, ½ day trainings	Focused walk through with Administration and Reading Coach	Administration and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Text Talk	Text Talk engages teachers and students in robust vocabulary instruction tied closely to comprehension.	Title I	\$2,025.00
Leveled Literacy Intervention	The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.	Title I	\$12,000.00
Systematic Word Study	Systematic Word Study uses interactive lessons that teach print and language concepts while helping students develop greater fluency in reading and writing. Activities teach and reinforce phonemic awareness, letter-sound correspondence, blending and segmenting sounds, syllabication, rimes, and high frequency words.	Title I	\$1,200.00
			Subtotal: \$15,225.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	A computer based program that uses differentiated practice in reading. Students read at their reading level and progress from there.	Title I	\$5,000.00
MimioSprout	A computer based program that uses instructional strategies in phonemic awareness, phonics, fluency, vocabulary and comprehension.	Title I	\$8,000.00
			Subtotal: \$13,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$28,225.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal # 3:				

2012 Current Percent of Students Proficient in writing:

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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
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No Data Submitted

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

* 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:	The percentage of students achieving proficiency (FCAT Level 3) in mathematics will increase from 27% to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(29)	37%(40)

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	Consistent rigor in differentiated instruction and RtI support for K-5	Professional development creating lessons in differentiated instruction based upon the specific needs of students' and using appropriate RtI supplementary resources	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent professional development in workshop model and mathematics curriculum.	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice/ address specific benchmarks that are a weakness for K-5	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	FCAT Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus calendar.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase from 5% to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(6)	15%(18)

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	Consistent rigor in differentiated instruction and RtI support for K-5	Professional development creating lessons in differentiated instruction based upon the specific needs of students' and using appropriate RtI supplementary resources	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent professional development in workshop model and mathematics curriculum.	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data.	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus calendar.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

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:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making gains in mathematics will increase from 62% to 72%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (66)	72% (77)

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	Implementing explicit instruction using FCIM and targeted RtI lessons	Professional development sessions in creating lessons that are differentiated for various student groups.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent professional development in workshop model and mathematics curriculum.	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice.	Principal Assistant Principal Math Interventionist District Math Coach	Lesson Plans, Observations, and next steps from Coaching Cycle with grade level participants	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus calendar.	Principal Assistant Principal Math Interventionist District Math Coach	Lesson Plans, Observations, and next steps from Coaching Cycle with grade level participants	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making gains in mathematics from 60% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(65)	70%(75)

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	Implementing explicit instruction using FCIM and targeted RtI lessons	Professional development sessions in creating lessons that are differentiated for various student groups.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent differentiated instruction for students struggling with core instruction	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice	Principal Assistant Principal Math Interventionist District Math Coach	Lesson Plans, Observations, and next steps from Coaching Cycle with grade level participants	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

calendar.

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 #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Subgroups by ethnicity making satisfactory progress in mathematics from Black: 38% to 48% Making Satisfactory Progress White: 26% to 44% Making Satisfactory Progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 26% White: 38%	Black: 44% White: 48%

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	Implementing explicit instruction using FCIM and targeted RtI lessons	Professional development sessions in creating lessons that are differentiated for various student groups.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent differentiated instruction for students struggling with core instruction	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice	Principal Assistant Principal Math Interventionist District Math Coach	Lesson Plans, Observations, and next steps from Coaching Cycle with grade level participants	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus calendar.	Principal Instructional Coach Leadership Team Lead Math Teacher	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

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	
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satisfactory progress in mathematics. Mathematics Goal #5C:		No ELL students			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0 students		0 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	No students	No students	No students	No students	No students

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:		Students with Disabilities will make satisfactory progress in mathematics from 30% to 40%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30%(6)		40%(8)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing explicit instruction using FCIM and targeted RtI lessons	Professional development sessions in creating lessons that are differentiated for various student groups.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent differentiated instruction for students struggling with core instruction	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice	Principal Assistant Principal Math Interventionist District Math Coach	Lesson Plans, Observations, and next steps from Coaching Cycle with grade level participants	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus calendar.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

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:	The percentage of Economically Disadvantaged students making satisfactory progress in mathematics will increase from 37% to 47%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(36)	47%(46)

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	Implementing explicit instruction using FCIM and targeted RtI lessons	Professional development sessions in creating lessons that are differentiated for various student groups.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
2	Consistent differentiated instruction for students struggling with core instruction	Coaching Cycle on explicit instruction that includes modeled practice, guided practice, and independent practice	Principal Assistant Principal Math Interventionist District Math Coach	Lesson Plans, Observations, and next steps from Coaching Cycle with grade level participants	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages
3	Consistent use of progress monitoring from student data	K-5th grade teachers will utilize Data Dashboard, district assessment for individual student instruction and monitoring student progress. These results will help form the Instructional Focus calendar.	Principal Assistant Principal Math Interventionist District Math Coach	Disaggregate Math Benchmark data, classroom assessments and PMA data Data Dig meetings during grade levels meetings and Early Release trainings	Benchmark Assessments Classroom Assessments PMA Math Assessments Scrimmages

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
Differentiated Instruction	K-5, Math	Principal Assistant Principal Math Interventionist Using Data Team	K-5 Classroom Teachers	Preplanning Early Release Half Day Trainings Grade level Meetings	Principal follow-up: Classroom Observations Review of Data Note books Data Meetings Lesson Plans	Principal Assistant Principal Lead Math Teacher
Higher Order Questioning/Level of Complexity	K-5, Math	Principal Assistant Principal Math Interventionist Using Data Team	K-5 Classroom Teachers	Preplanning Early Release Half Day Trainings Grade level Meetings	Principal follow-up: Classroom Observations Review of Data Note books Data Meetings Lesson Plans	Principal Assistant Principal Lead Math Teacher

Using student data to drive instruction	K-5, Math	Principal Assistant Principal Math Interventionist Using Data Team	K-5 Classroom Teachers	Preplanning Early Release Half Day Trainings Grade level Meetings	Principal follow-up: Classroom Observations Review of Data Note books Data Meetings Lesson Plans	Principal Assistant Principal Lead Math Teacher
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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
To increase the percentage of students meeting proficiency in math by using various computer based resources.	FCAT Explorer Destination Math Math Navigator Gizmos Accelerated Math Pearsonsuccessnet	State and District General Operating	\$1,147.00
			Subtotal: \$1,147.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of students in all subgroups that meet proficiency to 74%.	Professional development opportunities will occur throughout the school year in early release trainings, professional learning communities and book talks. TDE coverage for professional development to attend Academy of Math and other district level math workshops.	General Operating	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,647.00

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:	Students achieving proficiency (FCAT Level 3) in science will increase proficiency from 38% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (23)	48%(30)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students unfamiliar with inquiry based learning	A.1. Incorporate the 5 E's model into Science lessons and experiments	1A.1. Principal Assistant Principal Reading Coach District Science Coach	1A.1. Disaggregate Science Benchmark data, classroom assessments and PMA data through Science PLC Data Dig meetings during grade levels meetings and Early Release trainings	1A.1. District Benchmark Data, Science curriculum Assessment Data PMA
2	1A.2. Consistent professional development in workshop model and science curriculum.	1A.2. Teachers will attend professional development sessions on using the core science series	1A.2. Principal Assistant Principal Reading Coach District Science Coach	1A.2. Disaggregate Science Benchmark data, classroom assessments and PMA data through Science PLC Data Dig meetings during grade levels meetings and Early Release trainings	1A.2. District Benchmark Data, Science curriculum Assessment Data PMA
3	1A.3. Mastering previous Science concepts and unable to apply concepts in current grade level	1A.3. Utilize Science PLC'S to discuss the Common Core and NGSS to ensure components addressed at each grade level through grade level meetings/early release trainings	1A.3. Principal Assistant Principal Reading Coach District Science Coach	1A.3. Disaggregate Science Benchmark data, classroom assessments and PMA data through Science PLC Data Dig meetings during grade levels meetings and Early Release trainings	1A.3. District Benchmark Data, Science curriculum Assessment Data PMA
4					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	There are not any students that are tested with the Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
There are not any students that are tested with the Florida Alternative Assessment	There are not any students that are tested with the Florida Alternative 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					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase proficiency from 1% to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%(2)	11% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students unfamiliar with inquiry based learning	2A.1. Professional development sessions and lesson planning on the 5E's model K-5	2A.1. Principal Assistant Principal Reading Coach District Science Coach	2A.1. Disaggregate Science Benchmark data, classroom assessments and PMA data through Science PLC Data Dig meetings during grade levels meetings and Early Release trainings	2A.1. District Benchmark Data, Science curriculum Assessment Data PMA
2	2A.2. Consistent professional development in workshop model and science curriculum.	2A.2. Professional development sessions on using the core science series	2A.2. Principal Assistant Principal Reading Coach District Science Coach	2A.2. Disaggregate Science Benchmark data, classroom assessments and PMA data through Science PLC Data Dig meetings during grade levels meetings and Early Release trainings	2A.2. District Benchmark Data, Science curriculum Assessment Data PMA
3	2A.3. Mastering previous Science concepts and unable to apply concepts in current grade level	2A.3. Utilize Science PLC'S to discuss the Common Core and NGSS to ensure components addressed at each grade level through grade level meetings/early release trainings	2A.3. Principal Assistant Principal Reading Coach District Science Coach	2A.3. Disaggregate Science Benchmark data, classroom assessments and PMA data through Science PLC Data Dig meetings during grade levels meetings and Early Release trainings	2A.3. District Benchmark Data, Science curriculum Assessment Data PMA

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:	There are not any students that are tested with the Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
There are not any students that are tested with the Florida Alternative Assessment	There are not any students that are tested with the Florida Alternative 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				

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
5 E's model into Science instruction	K-5/Science	District science Resource Personnel, instructional Coach	School-wide	October and on-going	Lesson Plans/Focus Walks/Classroom observations by Leadership Team	Principal/Instructional Coach/Leadership Team
Integrating Technology into the curriculum (Gizmos)	3-5/Science	District science Resource Personnel, instructional Coach, School technology representative	Grades 3-5	October-on-going	Lesson Plans/Focus Walks/Classroom observations by Leadership Team	Principal/Instructional Coach/Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate the 5 E's model into Science lessons/experiments	District Science curriculum	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate supplementary resources into Science lesson such as FCAT Explorer and Gizmos	FCAT Explorer is a web based program that allows students to solve word problems based upon the Science Benchmarks	State	\$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

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:	In 4th grade, 82% of students will achieve Level 3.0 or higher on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72 %(61)	82%(39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students are not exposed to various literary genres.	1A.1. Teachers will implement the district learning schedule in writing to various writing genres (narratives, report, narrative procedure, and persuasive). Conduct On-demand district writing prompts	A.1 Principal, Assistant Principal Reading Coach	1A.1. District Writing prompt data to determine student progress. Classroom focus walks and observations by Principal and Leadership Team	1A.1. Writing portfolio showing growth over time. District and DOE writing rubric
2	1A.2. Experience with structured writing	1A.2. Implement Flexible Groups based on students needs within the 60-minute writing block.	1A.2. Principal, Assistant Principal Reading Coach	1A.2. Progress monitoring to determine increased proficiency Teachers will score student writing, assess for re-teaching, and prepare Guided Writing lessons.	1A.2. Writing portfolio showing growth over time. District and DOE scoring rubrics, Scoring writing samples will be used to determine progress between lessons and observation with classroom walkthrough
3	1A.3. Consistent use of conventions in daily writing and poor oral language that transfers into writing.	1A.3. Implement a focus calendar that includes conventions and grammar, daily instruction on grammar and conventions in writing/skills block; and daily conferencing with an emphasis on editing.	1A.3. Principal, Assistant Principal Reading Coach	1A.3. Lesson plans will be reviewed during classroom walkthroughs and Principal and Assistant Principal will review weekly lesson plans.	1A.3. Writing portfolio showing growth over time.
4	• Time constraints • Lack of prior knowledge and vocabulary	Grades 3-5 will use Write Score to help determine effectiveness of writing instruction	Principal, Instructional Coach, Teachers	Write Score writing prompt data will be analyzed by teachers and Leadership Team to determine growth areas and areas of need in the writing process.	Write Score writing prompt data Growth on District Writing Prompt 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	There are not any students that are tested with the Florida Alternative Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
There are not any students that are tested with the Florida Alternative Assessment	There are not any students that are tested with the Florida Alternative 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				

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
Melissa Fourney	4th/writing	Melissa Fourney	4th grade teachers	January	Classroom observations View writing samples	Principal Assistant Principal Reading Interventionist Reading Coach
4th Grade Writing Camp	4th/Writing	Reading Coach Reading Interventionist Teachers	4th grade teachers/students	January	Classroom observations View writing samples	Principal Assistant Principal Reading Interventionist Reading Coach
Going deeper with writing	K-2/Writing	District Coach	K-2 teachers	Early Release Writing Vertical Team Meetings Grade Level Meetings	Classroom observations View writing samples	Principal Assistant Principal Reading Interventionist Reading Coach
Step Up to Writing	K-5	FDLRS	1 Primary Teacher 1 Intermediate Teacher	January	Classroom observations View writing samples	Principal Assistant Principal Reading Interventionist Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The attendance rate will increase to 96% during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
56% (255) of students at Hyde Park were absent less than 10 days in 2011-2012 school year.	36% (150) of students at Hyde Park will be absent less than 10 days in 2012-2013 school year
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
47% (215) of students at Hyde Park were absent more than 10 days in 2011-2012 school year	25% (102) of students at Hyde Park will be absent more than 10 days in 2012-2013 school year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
140 students had excessive tardies in the 2011-2012 school year.	80 students will have excessive tardies in the 2012-2013 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
	We are a neighborhood school with no bus transportation. Many	Monthly individual and whole class incentives for students/classes	Principal Assistant Principal	Using comparative data to determine a decrease in	Oncourse and Genesis software for tracking tardy

1	students walk just under 2 miles to school through a rough neighborhood. Many parents do not want their children, particularly younger children walking to school.	with no tardies.	Teachers Guidance Counselor CRT	tardies/absences school wide	and attendance data
2	Culturally, parents can be unaware of the importance of arriving at school on time and the importance of daily attendance at school.	As outlined in the Student Code of Conduct, students that are consistently tardy will receive a letter indicating the number of tardies. If it continues, the parent must meet with the principal and guidance counselor.	Principal Guidance Counselor School Social Worker School Psychologist	Using comparative data to determine a decrease in tardies/absences school wide	Oncourse and Genesis software for tracking tardy and attendance data
3	Many students attending Hyde Park face social factors stemming from coming from a low SES area including unreliable or no transportation, other siblings not of school age to care for prohibiting them from walking their child to school, and having to keep employment that has hours outside of students school hours.	Referral to the Attendance Intervention Team for excessive absences (5 abs/within a 30 day time frame, 10 within a 90) in accordance with State statue. Referral to School Attendance Social Worker for intervention for	Principal Assistant Principal Teachers Counseling Team CRT	Using comparative data to determine a decrease in tardies/absences school wide	Oncourse and Genesis software for tracking tardy and attendance data
4	Several Hyde Park Elementary students have had chronic cases of head lice and the inability to treat the head lice so it is not reoccurring	Referral to School Attendance Social Worker and School Nurse for intervention for habitual absences	Principal Assistant Principal Counseling Team School Nurse	Track the numbers of occurrences in which specific students have chronic cases of head lice	Oncourse and Genesis software for attendance data and sign-out logs which indicate the number of times students had to leave school due to head lice.
5	Hyde Park Elementary has a transient student population and some students tend to stay only a few weeks/months making long term attendance harder to track.	Referral to the Attendance Intervention Team for excessive absences (5 abs/within a 30 day time frame, 10 within a 90) in accordance with State statue Referral to School Attendance Social Worker for intervention for habitual	Principal Assistant Principal Counseling Team CRT	Using comparative data to determine a decrease in tardies/absences school wide	Oncourse and Genesis software for tracking attendance data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance policies and procedures	All	Principal Counseling Team	School-wide	Ongoing progress monitoring throughout the year.	Daily attendance records and weekly review with the Oncourse computer program	Principal, Assistant Principal, Guidance Counselor & CRT

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up to Writing	Author and consultant that work with teacher with writing strategies.	General Operating	\$300.00
Melissa Fourney	Author and consultant that work with teacher with writing strategies.	General Operating	\$500.00
			Subtotal: \$800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

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:	Less than 1% of students at Hyde Park will receive the consequence of In-School Suspension or Out of School Suspension in the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1 student received consequences of ISSP in the 2011-2012 school year.	Less than 1% of the population at Hyde Park will receive ISSP consequences for the 2012-2013 school year
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

SESIR Data 1 students received the consequence of ISSP in the 2011-2012 school year	Less than 1% of the population at Hyde Park will receive ISSP consequences for the 2012-2013 school year
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
11 students received the consequence of out of school suspension in the 2011-2012 school year. 2011/2012 enrollment 460	Less than 1% of the population at Hyde Park will receive out of school suspension in the 2012-2013 school year
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
SESIR Data 11 incidents in the 2011-2012 school year resulted in out of school suspension 2011/2012 enrollment 460	Less than 1% of the population at Hyde Park will receive out of school suspension in the 2012-2013 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	Consistent expectations of behavior in the classroom and areas around the school.	CHAMPs implemented school wide, guidelines for success, Parent/Teacher/Student Compact, and daily discipline promise	Principal, Assistant Principal, and Counseling Team	Review and analyze data weekly and monthly, monitor rituals and routines, and post expectations	Observe lessons and lesson plans of the implementation of CHAMPs, R&R, observation log and notes
2	Consistent implementation with fidelity from all stakeholders (students, parents, school)	The Counseling Team will implement Anger Management Groups Social Skill Groups Individual Groups	Principal, Assistant Principal, and Counseling Team	Each class will teach, post, and monitor student discipline using positive interventions	Classroom walkthroughs logs, observation notes, and discipline plans
3	Consistent implementation with fidelity from all stakeholders (students, parents, school)	Implementation of the Second Step-Violence Prevention/Anti-Bullying Curriculum and Character Education Program	Principal, Assistant Principal, and Guidance Counselor	Review lesson plans and observe lessons during classroom walkthroughs, and discussions during weekly PLC meetings	Classroom walkthroughs logs, observation notes, and 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
CHAMPs	All Grades	Principal Assistant Principal Counseling Team RtI Team Foundations Team	School-wide	Early Release once a month	Weekly discussions of discipline data during Leadership meetings, classroom walk through, and during grade level meetings	Principal Assistant Principal Counseling Team
RtI for Behavior	All Grades	Principal Assistant Principal Counseling Team RtI Team Foundations Team	School-wide	Early Release once a month	Weekly discussions of discipline data during Leadership meetings, classroom walk through, and during grade level meetings	Principal Assistant Principal Counseling Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase the number of volunteers to support our programs and activities by 25% from 11% to 25%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
11% (50)		26% (108)			
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	Time constraints for parents that work during times of parent meetings/events	The school will provide morning, mid-morning, afternoon and evening sessions for parents to attend meetings/events	Principal Parental Involvement Coordinator CRT Guidance Counselor	Comment Cards and Surveys will be used to determine if the times provided accommodated working parents.	Sign-In sheets Surveys Comment Cards
	Correct phone numbers to ensure the message	Parent link will be utilized to	Principal Parental	Monthly Check through automated messaging	Sign-In sheets Surveys

2	reaches the parents	invite/welcome volunteers to the school	Involvement Coordinator CRT Guidance Counselor	system to determine if contact information is no longer valid.	Comment Cards
3	Attendance from parents at Parent Conferences and Parent Meetings	Parent/Teacher/Student Compact is shared during individual conference with each student and their parent.	Principal Parental Involvement Coordinator CRT Guidance Counselor	Anecdotal notes from teachers of parent conference logs (determine if parents are attending) Increased number of parents at parent meetings	Data from automated messaging system on the number

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
Increase the number of Educational Nights hosted by the school from 2 to 4, which will increase the connections and relationship between home and school	All	PLC (Reading, Math, Science, Writing)	School-wide	Monthly PLC Meetings	Surveys, Comment Cards and Notes from monthly meetings / parent sign in sheets	Parental Involvement Coordinator

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:				
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)

Safety Goal - Last year 75% of our teachers closed their doors during fire drills. We will implement a "buddy" system where teachers will remind each other to close their doors during fire drills. This year we will have 100% closing their doors during fire drills. Goal:

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 with teachers during an early release meeting on importance of closing doors during fire drills.	Pre-K - 5th grade	Principal and Assistant Principal	School-wide	Early Release in November	Monitor during fire drills to make sure all doors are closed.	Principal and Assistant Principal

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
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 Safety Goal - Last year 75% of our teachers closed their doors during fire drills. We will implement a "buddy" system where teachers will remind each other to close their doors during fire drills. This year we will have 100% closing their doors during fire drills. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Text Talk	Text Talk engages teachers and students in robust vocabulary instruction tied closely to comprehension.	Title I	\$2,025.00
Reading	Leveled Literacy Intervention	The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.	Title I	\$12,000.00
Reading	Systematic Word Study	Systematic Word Study uses interactive lessons that teach print and language concepts while helping students develop greater fluency in reading and writing. Activities teach and reinforce phonemic awareness, letter-sound correspondence, blending and segmenting sounds, syllabication, rimes, and high frequency words.	Title I	\$1,200.00
Science	Incorporate the 5 E's model into Science lessons/experiments	District Science curriculum	District	\$0.00
Safety Goal - Last year 75% of our teachers closed their doors during fire drills. We will implement a "buddy" system where teachers will remind each other to close their doors during fire drills. This year we will have 100% closing their doors during fire drills.				\$0.00
				Subtotal: \$15,225.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	A computer based program that uses differentiated practice in reading. Students read at their reading level and progress from there.	Title I	\$5,000.00
Reading	MimioSprout	A computer based program that uses instructional strategies in phonemic awareness, phonics, fluency, vocabulary and comprehension.	Title I	\$8,000.00

Mathematics	To increase the percentage of students meeting proficiency in math by using various computer based resources.	FCAT Explorer Destination Math Math Navigator Gizmos Accelerated Math Pearsonsuccesnet	State and District General Operating	\$1,147.00
Science	Incorporate supplementary resources into Science lesson such as FCAT Explorer and Gizmos	FCAT Explorer is a web based program that allows students to solve word problems based upon the Science Benchmarks	State	\$0.00
				Subtotal: \$14,147.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Increase the number of students in all subgroups that meet proficiency to 74%.	Professional development opportunities will occur throughout the school year in early release trainings, professional learning communities and book talks. TDE coverage for professional development to attend Academy of Math and other district level math workshops.	General Operating	\$500.00
Attendance	Step Up to Writing	Author and consultant that work with teacher with writing strategies.	General Operating	\$300.00
Attendance	Melissa Fourney	Author and consultant that work with teacher with writing strategies.	General Operating	\$500.00
				Subtotal: \$1,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$30,672.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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.

[View uploaded file](#) (Uploaded on 9/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council (SAC) has an important function for the success of Hyde Park Elementary. Listed below are some of the functions of the SAC.

- Participating in planning and monitoring of the school building and grounds
- Recommending various support services for the school.
- Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
- Reach out to the community to obtain more partners
- Assist with Family Night Events to promote parent involvement
- Performing other functions as requested by the principal.

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

Duval School District HYDE PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	72%	74%	54%	264	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	55%	63%			118	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?	40% (NO)	63% (YES)			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					485	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District HYDE PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	62%	80%	35%	239	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	61%	56%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	50% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested