FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EMMA LOVE HARDEE ELEMENTARY

District Name: Nassau

Principal: Dr, Eric Larsen

SAC Chair: Mr. Mike Mullin

Superintendent: Dr. John Ruis

Date of School Board Approval: 10/25/2012

Last Modified on: 10/31/2012

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	Dr. Eric Larsen	B.A., M.S.,PhD/ Educational Leadership(K-12), School Principal, Elementary Education	8	14	2002-2003 School Grade A AYP No 2003-2004 School Grade A AYP No 2004-2005 School Grade A AYP Provisional 2005-2006 School Grade A AYP Provisional 2006-2007 School Grade A AYP No 2007-2008 School Grade A AYP No 2008-2009 School Grade A AYP No 2009-2010 School Grade A AYP No 2010-2011 School Grade A AYP No 2011-2012 School Grade A, Reading 74%,Mathematics 70%, Science 70% (Learning Gains for Lowest 25%: Reading 73%, Mathemetics 69%)
Assis Principal	Rebecca Smith	B.A., M.S./Educational Leadership (K-12),Elementary Education		2	1998-2000, No individual school data available from Maryland School District

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.

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)
No data submitted				

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.Consistent and regularly scheduled meetings with Principal	Principal	Ongoing	
2	2.Partnering of new teachers with veteran teachers as mentors	Principal	Ongoing	
3	3.Opportunities for growth offered through professional development, trainings, staff meetings and grade level meetings.	Principal, Staff Development, Grade Level Chairs	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
38	7.9%(3)	13.2%(5)	31.6%(12)	47.4%(18)	47.4%(18)	100.0%(38)	21.1%(8)	7.9%(3)	15.8%(6)

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

Susan Bradley	Kim Taylor	Ms. Bradley is the grade level chair, proximity	Regular meetings to ensure all routines, procedures and best practices are understood and implemented.
Melinda Lesoine	Sarah Hawley	Ms. Lesoine is the RTI grade level chair, proximity	Regular meetings to ensure all routines, procedures and best practices are understood and implemented.
Victoria Blackwell	Ashley Scott	Ms. Blackwell is a highly qualified experienced teacher, proximity	Regular meetings to ensure all routines, procedures and best practices are understood and implemented.
Tara Lindhart	Robin Childers	Ms. Lindhart is the ESE Chair, both classes contain ESE children	Regular meetings to ensure all routines, procedures and best practices are understood and implemented.

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Individuals participating as members of the RTI Leadership Team includes, but is not limited to the following: guidance counselor, teacher representing student's grade level, school psychologist, ESE teacher, student's teacher(s), parent, and administrator.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

> The school-based RtI Leadership team follows the Nassau County School District RtI Implementaton Manual. The manual was created from the state guidlines outlined through a three tiered approach. Each tier requires specific documentation of monitoring student progress in relation to the interventions implemented, meeting with parents and the school based RtI Leadership team, student observations, and assessments to track growth over a specified period of time.
>
> Examination of students is based on the results of FAIR, FCAT, and Stanford 10, and district baseline assessments. Students demonstrating a deficiency on the screening assessments when compared to their peers are identified as target students. Once identified, Tier 1 interventions begin. The teacher will then continue to follow the tier approach for RtI.
>
> RtI Leadership meetings are scheduled in correlation with timeline requirements of the tiered model. The teacher works closely with the RtI Leader to coordinate scheduled meetings to incude all team members. Once a date and time have been established, the teacher sends home the parent invitation informing them of the meeting and asking for their attendance. During the meetings, the team conducts data analysis and brainstorms ideas to develop/modify intervention plans for the student. Depending on the progress made, the team will decide as a whole to continue forward to the next tiered level, or dismiss the student from the RtI process due to success of the interventions.
>
> The guidance counselor is a member of the School Improvement Leaders team and also the RtI Leaders team. Administration is a part of all teams including SAC. During meetings, Administration will inform the SAC committee of the current performance levels of the overall school. SAC members are provided explanation of the performance levels and what is considered proficient. The SAC provides input on approaches for supplying additional instructional support/strategies to meet the needs of students as a whole.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

> The RtI problem solving process provides the framework for developing the School Improvement Plan. This framework requires schools to identify problems within the general population of students and within subgroups of students, analyze why the problems are occuring and formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes the basis for the School Improvement Plan.

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.

> The data sources include:
> Tier I-FCAT, FAA, EOC, IDMS, FAIR, FOCUS(behavior), DATA STAR
> Tier II- Program specific
> Tier III- Student specific
>
> The management of the data is completed by each grade level RTI Chair. The data is compiled on an excel sheet so administration, guidance and staff are all aware of tiered students, dates of entering tiers and interventions.

Describe the plan to train staff on MTSS.

> The Nassau County School District continues with an identified group of district level trainers, led by an RTI District Specialist. These trainers provide the mechanism through which school site staff will be trained. This cadre has developed a training component, District RtI Implementation Manual, purchased resources to support the training component and scheduled training sessions for all school sites, K-5.
>
> In addition, teachers are made aware of the Florida Department of Education's free Introductory on-line course: Introduction to Problem Solving and Response to Intervention

Describe the plan to support MTSS.

> The plan to support MTSS include:
> -Problem Solving/Response to Intervention Process Implementation Guide
> -PLC Meetings
> -Professional Development: webinars, workshops
> -Data Star
> -District Support Staff

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The school based Literacy Leadership Team includes the Principal, Assistant Principal, Media Specialist, and teacher representatives from each grade level.

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

> The role of the LLT is to set goals, objectives and develop strategies within the School Improvement Plan to increase student achievement. The LLT meets to analyze data in order to guide instruction for differentiation. The LLT also sets and develops expectations in relation to reading in order to maintain consistency school wide. Lastly, the LLT plans and implements a Parent Reading Night that outlines strategies for parents to work with their child successfully in their home environment.

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

> The major initiatives of the LLT will be to insure that reading strategies and resources are available to assist teachers with their struggling readers. Analyzing the data from a variety of resources, the LLT will focus on the areas of relative weakness and collaborate to provide whatever is possible to ensure that all of the students at Emma Love Hardee become strong, dedicated readers. The Common Core Standards will be blended with our Next Generation Standards this year, so the LLT will provide training, resources and assistance as we move to full implementation next year.

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.

Not Applicable

*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.

Not Applicable

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

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 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (161)	28% (167)

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	New Common Core Standards	Workshops Grade Level Meetings PLC Group Activities SIT Meetings	Teachers Administration	Lesson Plans Observations	Chapter Tests Unit Tests FCAT
2	Lack of technology resources to conduct computerized testing	scheduling, opportunities for computerized testing practice, ePAT,	Administration Teachers Media Specialist	Lesson Plans Observations Walk-Thrus	IDMS FAIR FCAT STAR Reading/Math EOC's
3	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication, Classroom Cleanliness	Teachers Administration Guidance Data Processor	Student Data, Focus	FAIR and STAR data, IDMS data, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of Alternate Assessment students scoring at level 4,5,6 in reading will increase by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (1)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 2:1	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools
2	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring at or above Achievement Level 4 in Reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (275)	47% (281)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of technology resources to conduct computerized testing	scheduling, opportunities for computerized testing practice, ePAT, exploring options for 2nd computer lab	Administration Teachers Media Specialist	Lesson plans Observations Walk-thrus	IDMS FAIR FCAT STAR EOC's
2	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parents Teachers Administration Guidance Counselor Data Entry Operator	Student Data, Focus, Low Absenteeism	FAIR and STAR data, IDMS data, Attendance data
3	Meeting the needs of all students at all levels.	Differentiate to meet the needs of all student levels. Utilizing Real-World materials for instruction. STEM	Reading Committee Teachers Administration Media Center	Student Data, Lesson Plans	FAIR and STAR data, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of Florida Alternate Assessment students scoring at or above level 7 in reading will increase by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (1)

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

			Person or	Process Used to	
1					

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Physical limitations,	Practice with manipulative, OT. PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment Unique Learning System Progress Monitoring tools.
2	Intellectual disability, Delayed development	Differentiated instruction utilizing Unique Learning System, Low teacher student ratio 1:2	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Montly Pretest/Posttest Results	OP, PT diagnostic tools

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 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (430)	73% (436)

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	Teachers lack data on specific student needs to differentiate instruction	Beginning and Mid-Year data will be dissagregated and analyzed to inform teachers of specific deficiencies of students	Administration, School Improvement Teams	Lesson plans will identify specific strategies, techniques and materials used for differentiated instruction within the curriculum	FAIR, IDMS, FCAT
2	Varying Levels of Student Learning	Student screening using various instruments to determin ability levels: FAIR, STAR, IDMS, previous FCAT daata, AR, Baseline testing.	Teachers	Student Data Form	FAIR, STAR, AR, Baseline Testing
3	Limited Instructional Resource Staff	Parent Night, Volunteer Recruitment, Mentor Program,	Teachers Parents Community Members	Student Data, Weekly Assessment Scores, Fluency Screening	Teacher Observation,Weekly Assessment tests, Fluency Tests

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:	The percentage of Florida Alternate Assessment students making learning gains in reading will increase by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (1)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment
2	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 1:2	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools

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 making Learning Gains in Reading in the lowest 25th percentile will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (437)	74% (443)

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	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parent Teacher Administration Guidance Counselor Data Entry Operator	Student Data Low Absenteeism	FAIR, STAR, IDMS, Attendance Data
2	Lack of parental support in their student's learning	Open House, Meet and Greet, Volunteer opportunities, Parent Nights, FOCUS, agendas books, School Reach, weekly folders	Teacher Parent Administration	Sign-in sheets/agendas from school functions	signed communications, parent night roster, feedback and surveys
3	Lower quartile students require additional support to process information	Chunking content, elaboration of new information, small group differentiated instruction, data analysis to support instruction	Teacher Administration ESE Department	Assessment data, Walk-thrus, lesson plans	FAIR, STAR, IDMS, Walk-thru data
4	Data analysis to support targeted instruction	Utilize FAIR, IDMS, STAR, LEXIA reports	Teacher Administration	Assessment data, Walk thrus	FAIR, STAR, IDMS, Walk-thru data
5	Inadequate use of context clues to develop Higher Order Thinking skills	graphic organizers, highlighting text, increase opportunities to use context clues, Weekly Readers, explicit	Teacher	Lesson plans, observation	classroom assessments, IDMS, FAIR, STAR, FCAT

		scaffolding instruction			
6	Lack of time spent independently reading at home and at school	At Home Reading Logs, Parent Night, Morning Computer Lab, FCAT Explorer, Lexia, AR Goals.	Parent Teacher Media Specialist	Student Data form, FAIR and STAR data, AR reports.	STAR and FAIR data, AR Data, STAR Data, FCAT
7	Class Size	Small Group instruction, Guiding Reading Groups, Individualized Remediation	Teacher Paraprofessionals	Student Data, Teacher Observation, Testing Data	FAIR and STAR data, IDMS data, FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years, ELH will increase incrementally the percentage of students meeting proficiency in Reading. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	77%	79%	81%	84%	

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:	Student subgroups by ethnicity making satisfactory progress will increase incrementally over the next 6 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
white-80% (384) have made satisfactory progress black-44% (32) have made satisfactory progress hispanic-62% (14) have made satisfactory progress	white-82% (393) will make satisfactory progress black-49% (35) will make satisfactory progress hispanic-66% (15) will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support staff to work in small groups for significant periods of time.	Teachers will be diligent about monitoring and following this population closely, student incentives, volunteers, Mentor program, FOCUS, Parent Nights	Teachers Parents Administration	Increased parental support, assessment data reports, Walk-thrus, lesson plans	IDMS, FAIR, STAR, Attendance data, Parent Night feedback sheets and sign-ins

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL students making satisfactory progress in Reading will increase incrementally over the next six years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (9) made satifactory progress	58% (10) will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not speak fluent English. Language barriers exist.	Provide materials and services through the ESOL program and county website, FOCUS, Think Central, dictionaries, materials offered in their own language	Teachers Administration Parents	Increased performance on standardized tests, increased communication between home and school	Parental feedback, parent-teacher conference logs, assessment data
2	Lesson plans modified for the English level of ELL students	Teachers are using the ELL students LEP plan to make modifications to instruction	Teachers Administration	Lesson plans, Walk-thrus	On-going progress monitoring
3	Gaps between grade-level performance and actual performance	Teachers are using the ELL students LEP plan to make modifications to instruction, interventions are put in place through RTI grade level meetings and RTI Intervention team	RTI Leadership Team Teachers Administration	Lesson plans, review of individual progress	On-going progress monitoring
4	Not many teachers know strategies when working with ELL students	Encourage ESOL endorsement of teachers, ESOL teachers provide or communicate strategies for working with ELL students	Teachers Administration Guidance	staff certifications, staff meetings, PLC meetings, grade level meetings	On-going progress monitoring, sign-in sheets agendas from meetings
5	There are many ELL students who are not proficient in English.	Teachers and staff will have be to be diligent about following the ELL plans and assisting the students in the immersion of the English language.	Guidance counselor, Literacy Leadership Team, ELL Coach	Analysis of progress	Graphical analysis of results of FAIR, Lexia and Report Card Grades

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 making satisfactory progress in Reading will increase incrementally over the next six years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (61) made satisfactory progress	52% (68) will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher knowledge on how to accomodate ESE student needs	Teacher training	Teachers Administration	Data analysis	FCAT, IDMS, STAR, baseline and mid year data
2	Diverse learning needs	Differentiated learning groups, volunteers, Supplemental Educational Services provided to eligible students	Teachers, Paraprofessionals, Subject area committees	teacher observations, walk-thrus, analysis of student work, assessment data	FCAT, IDMS, STAR, baseline and mid year data
	SWD student may learn	Teachers will provide	Teachers	teacher observaions,	FCAT, IDMS,

3	at a slower rate	repetition, reinforcement, and remediation for skill development		walk-thrus, analysis of student work, assessment data	STAR, baseline and mid year data
4	Limited staff	With what resources are available, IEP's will be carefully reviewed and followed so that each student will be met at his/her zone of proximal development.	Administration Leadership Team ESE Department Teachers	Analysis of progress and assessment data	Analysis of progress and assessment data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students making satisfactory progress in Reading will increase incrementally over the next six years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (142) made satisfactory progress	63% (151) will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher awareness of the situations faced by economically disadvantaged students	Teachers will identify and consider needs of economically disadvantaged students and provide interventions as needed	Teachers	RTI, assessment data, class performance	RTI logs, FCAT, FAIR, IDMS, STAR,report cards
2	Students not provided sufficient resources	Students provided opportunities to participate in District Food Program, tutoring, Mentor program, Parent Nights, Big Brother/Big Sister programs	Administration Guidance Teachers	assessment data, class performance	FCAT, FAIR, IDMS, STAR, report cards

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
Marcia Tate Workshop	3-5 all subjects	Dr. Marcia Tate	Faculty	Pre-planning	Classroom observations of strategies	Principal, Assistant Principal
Common Core Standards Training	3-5 all subjects	Common Core Team, School Improvement Teams, PLC	Faculty	on going throughout the year	Classroom observations, lesson plans incorporating Common Core Standards	Principal, Assistant Principal
STAR Reading Training	3-5 Reading	STAR Training	Media Specialist, Assistant Principal,3rd grade teacher	September 21,22	Classroom observations, monitoring of student data using STAR	Principal, Assistant Principal

Working with students with disabilities	3-5 all subjects	Dr. Mae Barker	Faculty	October 8	Classroom observations, monitoring of students with disabilities	Principal, Assistant Principal, Guidance Counselor

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communication between home and school	Agenda books for every students	General Fund	$3,200.00
Reading Parent Night	Materials/Food	General Fund	$125.00
After School Tutoring	Materials/Resources/Personnel	Title V/ SAC request	$300.00
Communication between home and school	School Newsletter	General Fund	$500.00
Extending the opportunity for using context clues	Weekly Reader	Textbook allocations	$1,000.00
			Subtotal: $5,125.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Central	online text access	Office of Information and Technology	$0.00
STAR	online web access	Office of Information and Technology	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standard Training	Personnel trained	District Funds	$0.00
Dr.Marcia Tate "Worksheets Don't Grow Dendrites"	Personnel trained	District Funds	$0.00
STAR training	Personnel trained	Staff Development	$100.00
Common Core Standard incentive/awareness	"Common to the Core" T shirts for staff members	General	$892.00
			Subtotal: $992.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
School attendance incentives	prizes/awards	General	$1,000.00
School reading incentives	prizes/awards	General	$1,100.00
			Subtotal: $2,500.00
			Grand Total: $8,617.00

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:	Students scoring proficient in listening/speaking on the CELLA will increase by 1%.

2012 Current Percent of Students Proficient in listening/speaking:

3-5 ELL's proficient on CELLA in Listening/Speaking: 62% (7)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents reluctance to speak English in the homes	Provide information about county programs Provide information in home language regarding parent involvment nights	Guidance and County ELL Department	Data Analysis of CELLA scores	CELLA test
2	There are many ELL students who are not proficient in English	Teachers and staff will have to be diligent about following the ELL plans and assisting the students in the immersion of English	Guidance, County ELL Department, Leadership Team	Data Analysis of CELLA scores	CELLA test
3	Not many teachers know strategies when working with ELL students	Encourage ESOL endorsement of teachers,ESOL teachers provide or communicate strategies for working with ELL students	Teachers Administration Guidance	Data analysis of CELL scores	CELLA test

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:	Students scoring proficient in reading on the CELLA will increase by 1%

2012 Current Percent of Students Proficient in reading:

Grade 3-5 ELL's proficient on CELLA in reading - 46% (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	Parents reluctance to speak English in the homes	Provide information about county programs Provide information in home language regarding parent involvment nights	Guidance	Data Analysis of CELLA scores	CELLA test
2	Language barriers exist	Provide materials and services through ESOL program and county website, FOCUS, Think Central, dictionaries, materials offered in their own language	Teachers Administration Parents	Data Analysis of CELLA scores	CELLA test
	Gaps between grade-level performance and actual performance	Teachers are using the ELL students LEP plan to make modifications	RTI Leadership Team Teachers	Data Analysis of CELLA scores	CELLA test

3		to instruction, interventions are put in place through RTI grade level meetings and RTI Leadership Team	Administration		
4	Lesson plans modified for the English level of ELL students	Teachers are using the ELL students LEP plan to make mmodifications to instruction	Teachers Administration	Data Analysis of CELLA scores	CELLA test

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in writing on the CELLA will increase by 1%.

2012 Current Percent of Students Proficient in writing:

3-5 ELL's proficient on CELLA in writing: 31% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier	Provide information about county programs through ESOL,FOCUS,Think Central, dictionaries,information in home language regarding parent involvment nights	Guidance Teachers Administration	Data Analysis of CELLA scores	CELLA test
2	Lesson plans modified for the English level of ELL students	Teachers are using the ELL students LEP plan to make modifications to instruction	Teachers Administration	Data Analysis of CELLA scores	CELLA test
3	Not many teachers know strategies when working with ELL students	Encourage ESOL endorsement of teachers, ESOL teachers provide or communicate strategies for working with ELL students	Teachers Administration Guidance	Data Analysis of CELLA scores	CELLA test

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
Dr. Marcia Tate- "Worksheets Don't Grow Dendrites"	Personnel trained	Staff Development	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Dictionaries used for translating	material/resources	General	$35.00
			Subtotal: $35.00
			Grand Total: $35.00

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 scoring at Achievement Level 3 in Math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (185)	32% (191)

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	New Common Core Standards	Workshops Grade Level Meetings PLC Group Activities SIT Meetings	Teachers Administration	Lesson Plans Observations	Chapter Tests Unit Tests FCAT
2	Lack of technology resources to conduct computerized testing	scheduling, opportunities for computerized testing practice, ePAT,	Administration Teachers Media Specialist	Lesson Plans Observations Walk-Thrus	IDMS FAIR FCAT STAR Reading/Math EOC's
3	Attendance	School Reach Parent Phone Calls Incentives Parent Nights	Parents Teachers Administration Data Processor	Test Data (IDMS) Low Absenteeism	IDMS IXL Attendance Data
4	Students lack of knowledge with basic facts	Time Test Daily Practice Parent Nights	Teachers Administrators	Lesson Plans Observations Test Performance Think Central	Chapter Tests Unit Tests Speed Drills FCAT Think Central created assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of Florida Alternate Assessment students scoring a level 4,5,6 will increase by 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0)	33% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 2:1	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools
2	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring at or above Achievement Level 4 in Math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (245)	42% (251)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of technology resources to conduct computerized testing	scheduling, opportunities for computerized testing practice, ePAT, exploring options for 2nd computer lab	Administration Teachers Media Specialist	Lesson plans Observations Walk-thrus	IDMS FAIR FCAT STAR EOC's
2	Attendance	School Reach Parent Phone Calls School Incentives Parent Nights	Parents Teachers Administration Data Processor	Student Data Low Absenteeism	IDMS Data Attendance Data
3	Need to improve supplemental materials	Teacher Created Materials Utilizing ThinkCentral	Teachers Administration	Lesson Plans Observations IXL Math	Chapter Tests Unit Tests FCAT IXL Math Reports
4	New Common Core Standards	Workshops Grade Level Meetings PLC Meetings	Teachers Administration	Lesson Plans Observations	Chapter Tests Unit Tests FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	The percentage of Alternate Assessment students scoring at or above Achievement Level 7 will increase by 66%

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	33% (1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 1:2	VIVE teacher	Unique Learning System Benchmarking of Annalsis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools
2	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The perecentage of students making learning gains in Math on FCAT will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (472)	80% (478)

	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	Teachers lack data on specific student needs to differentiate instruction	Beginning and Mid-Year data will be dissagregated and analyzed to inform teachers of specific deficiencies of students	Administration, School Improvement Teams	Lesson plans will identify specific strategies, techniques and materials used for differentiated instruction within the curriculum	FAIR, IDMS, FCAT
2	Lack of Spiraling with the Math series	Think Central Teacher Made Materials Florida Achieves!	Teachers Administration	Lesson Plans Observations	Chapter Tests Unit Tests FCAT IDMS
3	Students lack of knowledge with Math facts	Think Central Teacher Made Materials Florida Achieves!	Teachers Administration	Lesson Plans Observations Test Performance	Chapter Tests Units Tests FCAT

		Times Math Drills			Think Central created assessments
4	Processing and organizing of reading skills	Graphic organizers will be used to assist students with processing, categorizing, critically analyzing information and retaining information	Teachers	Thinking Maps Teaching Manuals	Teacher Observations

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percentage of Alternate Assessment students making learning gains in Mathematics will increase by 66% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	33% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 1:2	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools
2	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (412)	70% (418)

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	Attendance	School Reach, Parental Phone Calls, School Incentives, Attendance Communication	Parent Teacher Administration Guidance Counselor Data Entry Operator	Student Data Low Absenteeism	FAIR, STAR, IDMS, Attendance Data
2	Lack of parental support in their student's learning	Open House, Meet and Greet, Volunteer opportunities, Parent Nights, FOCUS, agendas books, School Reach, weekly folders	Teacher Parent Administration	Sign-in sheets/agendas from school functions	signed communications, parent night roster, feedback and surveys
3	Lower quartile students require additional support to process information	Chunking content, elaboration of new information, small group differentiated instruction, data analysis to support instruction	Teacher Administration ESE Department	Assessment data, Walk-thrus, lesson plans	FAIR, STAR, IDMS, Walk-thru data
4	Data analysis to support targeted instruction	Utilize FAIR, IDMS, STAR, LEXIA reports	Teacher Administration	Assessment data, Walk thrus	FAIR, STAR, IDMS, Walk-thru data
5	Inadequate use of context clues to develop Higher Order Thinking skills	graphic organizers, highlighting text, increase opportunities to use context clues, Weekly Readers, explicit scaffolding instruction	Teacher	Lesson plans, observation	classroom assessments, IDMS, FAIR, STAR, FCAT
6	Lack of experience with fractions, geometry and measurement	spiraling with the use of centers and teacher made assessments, IXL, Math software that focuses on specific skills	Teacher	Lesson plans, observation	classroom assessments, IDMS, FCAT, IXL
7	A limitation of resources to assist with tutoring and assistance in math.	Mentoring and tutoring as is available	Principal, Grade Level Chairs	Analysis of Grades	Graphical Analysis of math grades
8	Processing and Organizing of reading skills and the use of reading stratigies.	Graphic organizer to assist students with processing, categorizing and analyzing information	Teachers	Thinking Maps	Teacher Observation
9	Students lack of knowledge with basic math facts.	Timed Math Drills Think Central Teacher Created Materials Florida Achieves! Parent Nights	Teachers Administration	Lesson Plans Observations Test Performance	Chapter Tests Unit Tests FCAT Think Central created assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In six years, ELH will incrementally increase the percentage of students proficient in Mathematics. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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:	Student subgroups by ethnicity making satisfactory progress in mathematics will increase incrementally over the next six years.

2012 Current Level of Performance:	2013 Expected Level of Performance:
white-73% black-39% hispanic-65%	white-75% black-44% hispanic-68%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support staff to work in small groups for significant periods of time.	Teachers will be diligent about monitoring and following this population closely, student incentives, volunteers, Mentor program, FOCUS, Parent Nights	Teachers Parents Administration	Increased parental support, assessment data reports, Walk-thrus, lesson plans	IDMS, FAIR, STAR, Attendance data, Parent Night feedback sheets and sign-ins

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL students making satisfactory progress will increase incrementally in the next six years.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	58% (10)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not speak fluent English. Language barriers exist.	Provide materials and services through the ESOL program and county website, FOCUS, Think Central, dictionaries, materials offered in their own language	Teachers Administration Parents	Increased performance on standardized tests, increased communication between home and school	Parental feedback, parent-teacher conference logs, assessment data
2	Lesson plans modified for the English level of ELL students	Teachers are using the ELL students LEP plan to make modifications to instruction	Teachers Administration	Lesson plans, Walk-thrus	On-going progress monitoring
3	Gaps between grade-level performance and actual performance	Teachers are using the ELL students LEP plan to make modifications to instruction, interventions are put in place through RTI grade level meetings and RTI Intervention team	RTI Leadership Team Teachers Administration	Lesson plans,review of individual progress	On-going progress monitoring
	Not many teachers know strategies when working	Encourage ESOL endorsement of teachers,	Teachers Administration	staff certifications, staff meetings, PLC	On-going progress monitoring, sign-in

4	with ELL students	ESOL teachers provide or communicate strategies for working with ELL students	Guidance	meetings,grade level meetings	sheets agendas from meetings
5	Lack of commnication skills	ELL Homework Club At home materials Think Central	Teachers Administrators Parents	Test Performance FCAT	Testing Data Parent/Teacher Communication

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 making satisfactory progress in Mathematics will increase incrementally in six years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (47)	47% (61)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of teacher knowledge on how to accomodate ESE student needs</td><td>Teacher training</td><td>Teachers Administration</td><td>Data analysis</td><td>FCAT, IDMS, STAR, baseline and mid year data</td></tr>
<tr><td>2</td><td>Diverse learning needs</td><td>Differentiated learning groups, volunteers, Supplemental Educational Services provided to eligible students</td><td>Teachers, Paraprofessionals, Subject area committees</td><td>teacher observations, walk-thrus, analysis of student work, assessment data</td><td>FCAT, IDMS, STAR, baseline and mid year data</td></tr>
<tr><td>3</td><td>SWD student may learn at a slower rate</td><td>Teachers will provide repetition, reinforcement, and remediation for skill development</td><td>Teachers</td><td>teacher observaions, walk-thrus, analysis of student work, assessment data</td><td>FCAT, IDMS, STAR, baseline and mid year data</td></tr>
<tr><td>4</td><td>Disabilty as identified on the Individual Education Plan</td><td>Individualized or Small Group Differentiated Instruction

Training

Equitable distribution of students with disabilities

Provide accommodations that are listed on 504/ IEP

Resource Teachers</td><td>Classroom teachers

Resource teachers

Paraprofessionals</td><td>Quarterly evaluation of goals as identified in IEP</td><td>IEP

FCAT Data

District Benchmark Testing</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students making satisfactory progress in Mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

51% (122)	53% (127)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher awareness of the situations faced by economically disadvantaged students	Teachers will identify and consider needs of economically disadvantaged students and provide interventions as needed	Teachers	RTI, assessment data, class performance	RTI logs, FCAT, FAIR, IDMS, STAR,report cards
2	Students not provided sufficient resources	Students provided opportunities to participate in District Food Program, tutoring, Mentor program, Parent Nights, Big Brother/Big Sister programs	Administration Guidance Teachers	assessment data, class performance	FCAT, FAIR, IDMS, STAR, report cards
3	Economically disadvantaged students do not have the same opportunities afforded to them sometimes.	Tutoring, mentoring, Big Brothers/Big Sisters, Community Partners	Principal, Grade Level Chairs	Analysis of grades and performance on FAIR, Lexia, and report cards	Graphical analysis of all data sources

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
Marcia Tate Workshop	3-5 all subjects	Dr. Marcia Tate	Faculty	Pre-planning	Classroom observations of strategies	Principal, Assistant Principal
Common Core Standards Training	3-5 all subjects	Common Core Team, School Improvement Teams, PLC	Faculty	on going throughout the year	Classroom observations, lesson plans incorporating Common Core Standards	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Parent Night	Materials/Food	General Funds	$125.00
Parent Communication	school newsletter	General Funds	$0.00
			Subtotal: $125.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Central	online text access	Office of Information and Technology	$0.00
IXL Math Program	computer skill based Math program	District Funds	$0.00
Accelerated Math Program	computer skill based program	District Funds	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Dr. Marcia Tate "Worksheets Don't Grow Dendrites"	Personnel trained	Staff Development	$0.00
Common Core Standard Training	Personnel trained	District	$0.00
Common Core Standard incentives/awareness	"Common to the Core" T shirts for the staff	General Funds	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
school attendance incentives	prizes/awards	General	$0.00
			Subtotal: $400.00
			Grand Total: $525.00

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:	The percentage of students achieving Achievement Level 3 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (83)	39% (86)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of science knowledge from previous grade levels	Pacing guides for grades 3-5 Lesson plans that correlate to NGSSS Teacher training School-wide science themes Scientific Method Experiments	School Improvement Team- Science Committee Administration Teachers	Mastery of skills taught and assessed through science unit quizzes and tests	FCAT Science Test (5th Grade) End of Year Science Test, per grade level IDMS
2	Attendance	School Reach phone calls when absence occurs Teacher/parent communication School incentives for attendance	Parents Teachers Administration Data Entry Processor	Lowered absenteeism Student data on science quizzes and tests	FCAT Science (5th grade) End of Year Science Test, per grade level IDMS
	Lack of Parental	Science Parent Night	School	Signed communication	Record of

	Support	Use of Student Planners for communication of test dates	Improvement Team- Science Committee Administration Classroom teachers	tools	attendance for science parent night Signed Student Planners
3					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The percentage of students scoring at level 4, 5, or 6 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	The percentage of students achieving proficiency level 4 or above on the FCAT science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (66)	31% (68)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of science knowledge from previous grade levels	Pacing guides for grades 3-5 Lesson plans that correlate to NGSSS Teacher training School-wide science themes	School Improvement Team-Science Committee Administration Teachers	Mastery of science skills taught and assessed through unit quizzes and tests	FCAT Science (5th grade) Unit quizzes and tests (per grade level) IDMS

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:	The percentage of students scoring at or above level 7 in science will increase by 1%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	NA	NA

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	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 1:2	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools
2	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Training	3-5 all subjects	Common Core Team, School Improvement Teams, PLC	Faculty	on going throughout the year	Classroom observations, lesson plans, incorporating Common Core Standards	Principal, Assistant Principal
SIT Meetings to articulate cross grade level skills for pacing guides 3-5	3-5	SIT Leader Principal	SIT-Science Members	Monthly	Meeting agendas Meeting minutes	SIT Team Leader Administration
Marcia Tate Workshop	3-5 all subjects	Dr. Marcia Tate	Faculty	Pre-planning	Classroom observations of strategies	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Communication	Student Agenda Books	General Fund	$0.00
Parent Involvement	Materials for Science Parent Night	General Fund	$125.00
Parent Communication	School Newsletter	General Fund	$0.00
Scientific Method experiments	materials	General Fund	$500.00
Common Core and STEM connections	In-house Teacher Newsletter	General Fund	$320.00
			Subtotal: $945.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Central	Online Textbook and Activity Access	Office of Information and Technology	$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
Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
School attendance incentives	prizes/awards	General	$0.00
			Subtotal: $400.00
			Grand Total: $1,345.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring at Achievement Level 3.0 and higher will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (143)	80% (146)

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	Spelling	Parent night, use of visuals/graphic organizers, 100 word list, dictionaries, proofreading	Administration, teachers	Analysis of scores	FCAT, Baseline and Mid-year Writing data
2	Grammar Skills	Parent night, use of visuals/graphic organizers, DOL	Administration, teachers	Analysis of scores	FCAT, Baseline and Mid-year Writing data

		program, FCAT writing practice			
3	Lack of Details	Graphic organizers	Administration, teachers	Analysis of scores	FCAT, Baseline and Mid-year Writing data
4	Lack of set curriculum with set continuum of skills	Writing curriculum "Write From the Beginning", grade level progression of skills	Administration, teachers	Analysis of scores	FCAT, Baseline and Mid-year Writing 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:	The percentage of Florida Alternate Assessment students achieving a level 4 or higher will increase by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intellectual disability, Delayed development.	Differentiated instruction utilizing Unique Learning System, low student teacher ratio 1:2	VIVE teacher	Unique Learning System Benchmarking of Annalysis of Unique Learning Monthly Pretest/Posttest Results	PT, OT dignostic tools
2	Physical limitations	Practice with manipulatives, OT, PT	VIVE teacher	Quarterly monitoring of IEP goals and objectives.	Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for teachers to use the "Write From the Beginning" program	3-5 Writing	Writing Teacher/Trainer	Faculty	First Quarter	Teacher Feedback, writing prompt results, observations	Principal, Assistant Principal
					Classroom	

Common Core Standards	3-5 all subjects	Common Core Team, School Improvement Teams, PLC	Faculty	on going throughout the year	observations, lesson plans incorporating Common Core Standards	Principal, Assistant Principal
Marcia Tate Workshop	3-5 all subjects	Dr. Marcia Tate	Faculty	Pre-planning	Classroom observations of strategies	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Parent Night	Materials/Food	General Fund	$125.00
Communication between home and school	Agenda books for every student	General Fund	$0.00
Communication between home and school	school newsletter	General Fund	$0.00
			Subtotal: $125.00
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
"Write From the Beginning" training	substitutes for teachers being trained	Staff Development Allocations	$400.00
Dr. Marcia Tate "Worksheets Don't Grow Dendrites"	Personnel trained	Staff Development	$0.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
			Subtotal: $400.00
			Grand Total: $925.00

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:	We will improve the attendance rate to 97% and reduce the number of students with excessive tardies by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (629)	97% (562)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
29% (190)	20% (116)

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6% (42)	4% (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	Transportation	Modify the a.m. student drop off procedure with a clock displayed to make parents aware of the time. Encourage parents to allow students to ride the bus	Administration Cafeteria Monitor	Decrease in tardies	Daily attendance report, FOCUS
2	Parental support	Encourage parents to allow students to ride the bus. Remind students and parents of tardy and absence policies and the School Compulsory Attendance Law through letters, newsletter, parent nights and school reach messages	Administration	Decrease in the number of tardy and absent letters sent home	Daily attendance report,FOCUS and number of letters going home
3	Awareness of students with excessive absences and/or tardies	Make teachers aware of students with a history of excessive absences and/or tardies. Provide teachers with letter to parents	Administration Data Entry Operator	Decrease in excessive absences and/or tardies	Daily attendance report, FOCUS

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
Identify students with excessive absences and/or tardies	3-5	Principal or Assistant Principal	School wide	September 2012 and monitored weekly	Attendance reports	

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Support and Awareness of attendance and tardy policies.	Newsletter, School Reach messages, ELH "Procedures and Policies"	General, Textbook Allocations	$1,200.00

				Subtotal: $1,200.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FOCUS	computer program that monitors attendance	District	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Discuss attendance policies with faculty	Faculty meeting	General	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Remind parents of absence and tardy policies and consequences	Parent nights	General	$0.00
Student recognition for perfect attendance	prizes or activity	fundraising	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

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:	The total number of suspensions will decrease by 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
13% (23 days)	12% (21 days)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3%(20)	2% (13)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13% (23 days)	12% (21 days)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3% (20)	2% (13)
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have to have a way of positively disciplining students who are unable to work in the classroom.	The Principal has implemented a plan where the teacher has to document at least three written attempts with the parent prior to a long form being written except in extreme circumstances.	Principal	Analysis of the number of long forms	Analysis of Long Forms,FOCUS to monitor referrals
2	Lack of student motivation towards school	involve parents in supporting school policies and procedures, interventions to increase motivation	Teachers Administration RTI Leaders	RTI, Grade Level Meetings	Analysis of Long Forms,FOCUS to monitor referrals

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
How to increase Parent Participation	All subject areas	Principal, PLC's, Grade levels and Assistant Principal, Guidance	All Staff	Throughout the School Year	Analysis of Parent Involvement Data	Principal, Assistant Principal, Teachers, PLC's

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
student conduct incentives	awards/certificates/end-of-year pirate bash (field day)	General (fundraisers)	$1,200.00
			Subtotal: $1,200.00
Grand Total: $1,200.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The number of parent volunteer hours ELH are consistant with previous years.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2382 recorded volunteer hours for ELH.	During the 2012-2013 school year, parent involvement through the entire school year will increase by 5%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent's time	Parent Night	Principal, Student recognition committee	Analysis of parent attendance and recriprocal communication.	Parent sign-in sheets and attendance.
2	Communication between parents and teachers	Use effective communication tools, agendas, weekly folders, School Reach, FOCUS	Principal, Guidance, Teachers	Analysis of parent attendance and reciprocal communication.	teacher records, sign-in sheets, climate surveys
3	Recruiting Parent Volunteers	Encourage recruiting and rewarding parent volunteers.	Principal, Staff	Analysis of parent attendance and volunteer hours	Climate surveys sign in sheets, volunteer hours logged
4	Parent Awareness Parent Awareness of community resources available to them	Communicate clearly all policies, processes and resources with parents. Communicate clearly all community resources available to parents.	Parents, Teachers, Principal, Volunteer Coordinator Guidance, and Teachers	Teacher and Parent reports Self-reports and teacher reports	Climate surveys and self-reports Climate Surveys and teacher reports
5	Parents awareness to decision making process	Communicate the purpose of the parent involvement committee	Principal, Teachers	Parent involvement reports, teacher reports	Climate surveys and teacher reports
6	Parents knowledge of opportunites for involvement that are already in existence	To continue parent involvement opportunities that are already in existence. Host subject based parent night.	Principal, Teachers, Volunteer Coordinator	Parent involvement reports, teacher reports	Climate surveys and teacher reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to increase parent participation	All subject areas	Principal, PLC's, Grade Levels	All Staff	Throughout the school year	Analysis of Parent Involvement Data	Principal, Teachers, PLC's

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To continue using current method of communication for parents and teachers.	Purchase of folders students transport to and from school.	ELH General Fund	$600.00
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase supplies and equipment necessary to aid teachers in the production of a positive classroom environment. Up date present technology to further enhance the present volunteer/visitor i.d. process	card stock, laminating, or equipment Purchase update software application	ELH general fund	$1,200.00
			Subtotal: $1,200.00
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
Continue publishing the current newsletter and information Maintenance of printer and copier	Provide paper, toner and ink to produce the monthly newsletter Maintenance agreement	ELH General Fund	$1,100.00
			Subtotal: $1,100.00
			Grand Total: $2,900.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	To integrate science,technology,engineering and math in the curriculum in a collaborative effort to work toward a 21st Century Workforce.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of time for adequate planning and articulation/communication to teachers and Parents	Provide information through: SIP Committees,Awareness of District developed plan and strategies.	District Instructional Leadership Team STEM School Improvement Committee School Level Administration All Instructional Staff	Establishment of Professional Development workshops and opportunities Survey of understanding	Feedback and results of Professional Development Opportunities, informal inquiry
2	Lack of STEM activities in the core curriculum	School presentation by FPL that provides student opportunities in STEM, identifying career opportunities throughout the Science curriculum,incorporating current events dealing with STEM in reading, fieldtrips, career fairs, Think Central and other online resources, use Common Core Curriculum to provide early identification of career opportunities	School Level Administration All Instructional Staff	Program presentation Informal discussion with staff on opinions and suggestions for program	Feedback, Informal inquiry
3	Lack of career awareness and opportunities	Think Central videos applying math concepts to specific careers (Math on Location), Career Fairs, Project-Based learning-Occupational/career class presentations	School Level Administration All Instructional Staff STEM School Improvement Committee	Informal discussion with staff Lesson plans	Informal inquiry Feedback
4	Teachers lack adequate knowledge of technology to provide STEM instruction	Professional Development and training opportunities to increase teacher effectiveness of technology STEM in house newsletter	STEM School Improvement Committee School Level Administration Leadership Team	Evaluation process including teacher/classroom observation Analysis of lesson plans Frequency of project-based/hands on activities in classroom setting	iObservation Reports Lesson plan reviews
5	The District's mission and vision of STEM integration has not been communicated to the school's community of learners	Informing SAC Parent Curriculum Nights	STEM School Improvement Committee School Level Administration Leadership Team	Evaluation process including teacher/classroom observation Analysis of lesson plans Frequency of project-based/hands on activities in classroom setting SAC Meetings	SAC Agenda/Minutes iObservation Reports Lesson plan reviews
6	Lack of culture where expectations of STEM are high and achievable	Classroom activities where STEM topics are translated into interesting and engaging grade level activities	STEM School Improvement Committee School Level Administration Leadership Team	Evaluation process including teacher/classroom observation Analysis of lesson plans Frequency of project-based/hands on activities in classroom	iObservation Reports Lesson plan reviews

				setting		

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
Will provide access to STEM articles.	3-5	STEM committee members.	School-wide	12/31/2012	Informal survey at faculty meeting.	STEM Chairperson
How to incorporate STEM activities in your classroom	3-5	STEM committee, District staff development, PLC	School-wide	throughout the year	observations, lesson plans	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FPL STEM presentation for students	program cost	General	$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
Common Core Standard Training	Personnel trained	District	$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)

Student Recognition Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Student Recognition Goal Student Recognition Goal #1:	Because student recognition is vital to their success, Emma Love Hardee has established several ways of recognizing achievement, both academic and moral.
2012 Current level:	2013 Expected level:
Student achievement was recognized in a variety of ways during the previous school year, including several parties and awards ceremonies.	To increase the specifity and amount of student recognition, a committee has been formed to address this issue in and of itself.

	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	Funding for prizes/awards	Pirate partnerships, business and community donations, TV production announcements, bulletin boards, school newsletter inserts for "Caught you being Good" , incorporating "7 Habits of Happy Kids"	Administration Staff members Business partners PTO SAC committee	Observations Feedback	Feedback forms Surveys Newsletter

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						

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
awards/incentives	Reward luncheon- A Honor Roll,Breakfast of Champions-AB Honor Roll, Pirate Bash,Bikes awarded for Good Conduct, certificates, ribbons, lanyards, lunches,"Top Dog" awards, spirit day incentives/awards, AR store reward program, bookmarks,Walk to School Day incentives,	General	$5,000.00
summer reading program	gift cards	General	$825.00
			Subtotal: $5,825.00
			Grand Total: $5,825.00

End of Student Recognition Goal(s)

Health Education Goals Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Health Education Goals Goal Health Education Goals Goal #1:	Students will participate and become more aware and knowledgeable about ways to live a healthy lifestyle.
2012 Current level:	2013 Expected level:
Not enough data to report at this time.	Students will participate in a jog-a-thon and have an increased awareness of healthy living as demonstrated by teacher observations and student report.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of ways to incorporate physical activity into their daily activities.	The PE Teacher and classroom teachers will incorporate ways and provide instruction on how to become more physically active as well as the benefits of doing so, Annual Jog-A-Thon, International Walk to School Day	Leadership Team Teachers Parents Administration	Teacher observations and reports	Observations,surveys, Gold, silver and bronze awards for jog-a-thon
2	Students are reluctant to eat healthy foods when junk food is available.	The school newsletters will incorporate ways to help children become more aware of healthy food choices.	Teachers Leadership team Administration	Teacher observations and reports	Administration and teacher observations and reports

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

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

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

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 Health Education Goals Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Communication between home and school	Agenda books for every students	General Fund	$3,200.00
Reading	Reading Parent Night	Materials/Food	General Fund	$125.00
Reading	After School Tutoring	Materials/Resources/Personnel	Title V/ SAC request	$300.00
Reading	Communication between home and school	School Newsletter	General Fund	$500.00
Reading	Extending the opportunity for using context clues	Weekly Reader	Textbook allocations	$1,000.00
Mathematics	Math Parent Night	Materials/Food	General Funds	$125.00
Mathematics	Parent Communication	school newsletter	General Funds	$0.00
Science	Parent Communication	Student Agenda Books	General Fund	$0.00
Science	Parent Involvement	Materials for Science Parent Night	General Fund	$125.00
Science	Parent Communication	School Newsletter	General Fund	$0.00
Science	Scientific Method experiments	materials	General Fund	$500.00
Science	Common Core and STEM connections	In-house Teacher Newsletter	General Fund	$320.00
Writing	Writing Parent Night	Materials/Food	General Fund	$125.00
Writing	Communication between home and school	Agenda books for every student	General Fund	$0.00
Writing	Communication between home and school	school newsletter	General Fund	$0.00
Attendance	Parental Support and Awarness of attendance and tardy policies.	Newsletter, School Reach messages, ELH "Procedures and Policies"	General, Textbook Allocations	$1,200.00
Parent Involvement	To continue using current method of communication for parents and teachers.	Purchase of folders students transport to and from school.	ELH General Fund	$600.00
STEM	FPL STEM presentation for students	program cost	General	$0.00
				Subtotal: $8,120.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Think Central	online text access	Office of Information and Technology	$0.00
Reading	STAR	online web access	Office of Information and Technology	$0.00
Mathematics	Think Central	online text access	Office of Information and Technology	$0.00
Mathematics	IXL Math Program	computer skill based Math program	District Funds	$0.00
Mathematics	Accelerated Math Program	computer skill based program	District Funds	$0.00
Science	Think Central	Online Textbook and Activity Access	Office of Information and Technology	$0.00
Attendance	FOCUS	computer program that monitors attendance	District	$0.00
Parent Involvement	Purchase supplies and equipment necessary to aid teachers in the production of a positive classroom environment. Up date present technology to further enhance	card stock, laminating, or equipment Purchase update software application	ELH general fund	$1,200.00

| | | | | the present volunteer/visitor i.d. process | |
| | | | | Subtotal: $1,200.00 |

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standard Training	Personnel trained	District Funds	$0.00
Reading	Dr.Marcia Tate "Worksheets Don't Grow Dendrites"	Personnel trained	District Funds	$0.00
Reading	STAR training	Personnel trained	Staff Development	$100.00
Reading	Common Core Standard incentive/awareness	"Common to the Core" T shirts for staff members	General	$892.00
CELLA	Dr. Marcia Tate- "Worksheets Don't Grow Dendrites"	Personnel trained	Staff Development	$0.00
Mathematics	Dr. Marcia Tate "Worksheets Don't Grow Dendrites"	Personnel trained	Staff Development	$0.00
Mathematics	Common Core Standard Training	Personnel trained	District	$0.00
Mathematics	Common Core Standard incentives/awareness	"Common to the Core" T shirts for the staff	General Funds	$0.00
Writing	"Write From the Beginning" training	substitutes for teachers being trained	Staff Development Allocations	$400.00
Writing	Dr. Marcia Tate "Worksheets Don't Grow Dendrites"	Personnel trained	Staff Development	$0.00
Attendance	Discuss attendance policies with faculty	Faculty meeting	General	$0.00
STEM	Common Core Standard Training	Personnel trained	District	$0.00
				Subtotal: $1,392.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
Reading	School attendance incentives	prizes/awards	General	$1,000.00
Reading	School reading incentives	prizes/awards	General	$1,100.00
CELLA	Dictionaries used for translating	material/resources	General	$35.00
Mathematics	Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
Mathematics	school attendance incentives	prizes/awards	General	$0.00
Science	Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
Science	School attendance incentives	prizes/awards	General	$0.00
Writing	Organizing/analyzing data for School Improvement	substitutes	Staff Development	$400.00
Attendance	Remind parents of absence and tardy policies and consequences	Parent nights	General	$0.00
Attendance	Student recognition for perfect attendance	prizes or activity	fundraising	$0.00
Suspension	student conduct incentives	awards/certificates/end-of-year pirate bash (field day)	General (fundraisers)	$1,200.00
Parent Involvement	Continue publishing the current newsletter and information Maintenance of printer and copier	Provide paper, toner and ink to produce the monthly newsletter Maintenance agreement	ELH General Fund	$1,100.00
		Reward luncheon- A Honor		

Student Recognition	awards/incentives	Roll,Breakfast of Champions-AB Honor Roll, Pirate Bash,Bikes awarded for Good Conduct, certificates, ribbons, lanyards, lunches,"Top Dog" awards, spirit day incentives/awards, AR store reward program, bookmarks,Walk to School Day incentives,	General	$5,000.00
Student Recognition	summer reading program	gift cards	General	$825.00
				Subtotal: $11,860.00
				Grand Total: $22,572.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Pending legislation appropriation, SAC funds will be used for summer staffing of front desk/registration, teacher funding requests including classroom materials, student recognition, professional development workshops/trainings and community involvement projects. A donation to the after school tutoring program is customarily approved as well	$2,000.00

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

The 2012-2013 Emma Love Hardee School Advisory Council (SAC) will meet 4-7 times during the school year and will perform a variety of functions. Beginning in late September, the Council will review and approve the annual School Improvement Plan, disperse SAC funds based on a review of funding requests, review and approve the school budget, reviews and discuss the annual Climate Survey, review and approve the distribution of School Recognition Funds, review student data generated by F.A.I.R assessment, and discuss school issues as they arise.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Nassau School District
EMMA LOVE HARDEE ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	86%	88%	69%	331	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	64%			135	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)	66% (YES)			123	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					589	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District
EMMA LOVE HARDEE ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	86%	61%	319	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	64%			134	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?	56% (YES)	60% (YES)			116	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					569	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested