

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HOLIDAY HILL ELEMENTARY SCHOOL

District Name: Duval

Principal: Dr. Denise Ahearn

SAC Chair: Ray deLugo

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval: November 1, 2011

Last Modified on: 10/20/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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. Denise Ahearn	BA – Elementary Education (1-6) and Specific Learning Disabilities (K-12) University of West Florida M.Ed. – Specific Learning Disabilities (K-12) University of North Florida Doctorate – Educational Leadership University of North Florida School Principal (All Levels)	1	10	9 years in an "A" School AYP made 5 out of 9 years FCAT gains made in most content areas over the past 6 years Parent support and involvement increased significantly in 10 years PTA named "PTA Unit of the Year" by County council PTA in 2009 and 2010 Named Magnet School of Excellence in 2008 by Magnet Schools of America Named Magnet School Distinction in 2009 and 2010 by Magnet Schools of America School Grades: 2005-2006: A; 2006-2007: A; 2007-2008: A; 2008-2009: A; 2009-2010: A; 2010-2011: B 2011-2012: B AYP 2005 Yes; 2006 No; 2007 Yes; 2008 No; 2009 Yes; 2010 No; 2011 No 2012 No
Assis Principal	NA	NA			NA

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Laura Burell	K – 6 Elementary Education Masters in Counseling Psychology ESOL Endorsement	1	3	2003-2004: 4th/5th grade math and science teacher at North Shore Elementary Learning Gains 91%. 2004-2005: 4th/5th grade math and science teacher at North Shore Elementary Learning Gains 100% 2005-2006: 4th/5th grade math and science teacher at North Shore Elementary Learning Gains 81%. 2006-2007: 5th grade math ESOL inclusion teacher at West Riverside Elementary Learning Gains 66% 2007-2008: 5th grade teacher at West Riverside Elementary Learning Gains 100% 2008-2009: Math Specialist at Skyview Elementary 3rd grade Gains 90% to 96%, 4th grade gains 79% to 85%, 5th grade gains 66% to 77% 2009-2010: Math Specialist at Skyview Elementary 3rd grade Gains 96% to 82%, 4th grade gains 85% to 91%, 5th grade gains 77% to 77% 2010-2011: 5th grade math and science teacher at Central Riverside Elementary Learning Gains 87%. 2011-2012 Math Coach at Holiday Hill Elementary 3rd math +2 (63%), 4th math +0 (63%), 5th math -18 (50%)
Reading	Kelly Varano	K - 6 Elementary Education National Board Certified: Literacy – Early and Middle Childhood	7		2005-2006: 2nd grade reading and writing teacher at Holiday Hill Elementary 2006-2007: 2nd grade teacher (all subjects) at Holiday Hill Elementary 2007-2008: 3rd grade reading and writing teacher at Holiday Hill Elementary 2008-2009: 3rd grade reading and writing teacher at Holiday Hill Elementary 2009-2010: 3rd grade reading and writing teacher at Holiday Hill Elementary 2010-2011: 3rd grade reading and writing teacher at Holiday Hill Elementary 2011-2012: 3rd grade reading and writing teacher at Holiday Hill Elementary 2012-2013: Reading Coach at Holiday Hill Elementary

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. Continue to have students from UNF conduct their final internships at Holiday Hill.	Denise Ahearn, Shyrell Brown	May 2013	
2	2. Utilize highly qualified master teachers as mentors for first and second year teachers.	Denise Ahearn, Shyrell Brown	June 2013	
3	3. Encourage all certificated teachers to become Nationally Board Certified; obtain Master's Degree and/or add Reading Endorsement to certificate.	Denise Ahearn	June 2013	
4	4. Provide professional development opportunities every 4-6 weeks (Working on the Work – "WOW's") with Instructional Coach and/or various professional development trainers.	Denise Ahearn, Laura Burrell, Kelly Varano	June 2013	
5	5. Define, establish and support professional learning communities within the building (Leadership Team, Lead Teacher Teams, Arts Integration Team, Multiple Intelligences Team, Grade Level Teams)	Denise Ahearn	June 2013	
6	7.Math and Reading coaches will model instructional strategies and parallel teach with teachers to provide in-depth, one-on-one professional development in the classroom.	Denise Ahearn, Laura Burrell, Kelly Varano	June 2013	

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
Nicole Anderson	Co teach with a highly qualified teacher. Provide mentorship and ongoing support with Ms. Sparks.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
56	1.8%(1)	37.5%(21)	37.5%(21)	25.0%(14)	26.8%(15)	98.2%(55)	7.1%(4)	5.4%(3)	32.1%(18)

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
Yehudit Hill	Mercy Wakefield	New to school, grade level and co-teaching.	One-on-one coaching, explicit modeling, lesson planning assistance, training on guided reading, training on all workshop models, training on FCIM and RTI, and grading assistance.
Kelly Varano Laura Burrell	Kimberly Dancer	Experienced math and reading coach will support mentee by providing assistance with appropriate instructional models and use of curricula according to required timelines.	One-on-one coaching, explicit modeling, lesson planning assistance, training on guided reading, training on all workshop models, training on FCIM and RTI, and grading assistance.
Adrienne Leonard	Arlene Jacobson	New to the school, behavior support, and teaching.	One-on-one coaching, explicit modeling, lesson planning assistance, training on guided reading, training on all workshop models, training on FCIM, and grading assistance. Explicit training on behavior support strategies, implementation of appropriate instructional methods; strategizing effective methods for behavior management.

Mark Dancer	Dominic Grande	New to school.	One-on-one coaching, explicit modeling , lesson planning assistance, training on guided reading, training on all workshop models, training on FCIM, and grading assistance. Explicit training on behavior support strategies, implementation of appropriate instructional methods; strategizing effective methods for behavior management.
Adrienne Leonard	Amanda Hutto	New to school.	One-on-one coaching, explicit modeling , lesson planning assistance, training on guided reading, training on all workshop models, training on FCIM, and grading assistance. Explicit training on behavior support strategies, implementation of appropriate instructional methods; strategizing effective methods for behavior management.
Mark Dancer	John Rosso	New to the school and day treatment.	One-on-one coaching, explicit modeling , lesson planning assistance, training on guided reading, training on all workshop models, training on FCIM, and grading assistance. Explicit training on behavior support strategies, implementation of appropriate instructional methods; strategizing effective methods for behavior management.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Identify the school-based MTSS leadership team.
- Principal (Denise S. Ahearn)
- RTI Facilitator: Guidance Counselor (Joy Turner)
- Academic Coach: Math Coach (Laura Burrell)
- Academic Coach: Reading Coach (Kelly Varano)
- Special Education Teachers- Site Coaches (Mark Dancer and Adriane Leonard)
- Excel Behavior Interventionist (Nick Roberts)

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?

- Review screening data and instructional decisions
- Review progress monitoring data
- Identifies professional development needs and possible resources
- Ongoing collaboration, problem-solving, evaluating interventions, suggesting new ideas/strategies, monitoring of policies and procedures
- One person on each grade level who is on the RtI team will monitor grade-level formative and benchmark data in reading, math and science to identify students who are at moderate or high risk
- Tier II and Tier III Interventions will be monitored by the RtI Team on an ongoing basis
- Periodic RtI Professional Development opportunities will be offered for teachers and the RtI Team. The purpose will be to examine student work, analyze data and progression growth charts, and strategize interventions to address the needs of students receiving Tier II and Tier III interventions.
- All intermediate students in Tier II and Tier III will receive their additional reading and math instruction by the designated RtI teachers
- The guidance counselor (Ms. Turner) will provide expertise on issues ranging from program design to assessment and intervention with individual students and Tier II and Tier III groups.
- The instructional coaches will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curricula and behavior assessments. The coaches will assist in the design and

implementation of Tier I, Tier II, and Tier III intervention plans, and provide support for assessment and implementation monitoring.

- ESE teachers will share their expertise in strategies for differentiating instruction and providing appropriate accommodations for students who have been identified as being in need of such support. They will participate in student data collection and analysis to determine if additional assessment and strategies need to be implemented.

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?

- Our RtI Leadership Team leads the faculty in problem solving strategies and a review of data, and in conjunction with the Vertical Academic Teams, develops the initial writing of our school improvement plan (SIP). The draft SIP is presented to our School Advisory Committee in September for review and recommendations. It is then brought back to the RtI Leadership Team for finalization. The SIP is our guiding document for all work in our school. Our RtI Leadership Team monitors the SIP at least once each quarter for revisions and monitors data as we use RtI to guide instruction. Our RtI Leadership Team also generates interventions and strategies to achieve goals in the SIP. The RtI Leadership Team reviews universal data and problem solves appropriate instructional strategies to address individual needs or patterns of need observed across grade levels. The Team determines what professional development and resources are necessary for better meeting the needs of students. The Team collaborates weekly, engages in problem solving, shares effective practices, evaluates effectiveness of interventions, makes decisions as to necessary adjustments in interventions. This occurs while the Team facilitates building consensus, increasing infrastructure, and making decisions about RtI implementation and ways to enhance that implementation. All of this is reflected in the School Improvement Plan and in daily activities.
- Principal's Role: Provides a common vision for the use of data-based decision-making; ensures that the school is implementing RtI; supports the school-based RtI Leadership Team; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional learning to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Academic Coaches Role: Develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs to provide early intervention services for children determined to be "at risk"; assists in the design and implementation for progress-monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of tier 1, tier 2, and tier 3 instruction/intervention plans; and provides support for assessment and implementation monitoring. For schools that do not have academic coaches, school leadership may consult district-level coaches for guidance and consultation regarding student problem-solving.
- School Counselor's Role: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and may conduct direct observation of student behavior.
- Special Education Teachers Role: Participates in student data collection and analysis; assists in determination for further assessment; integrates core instructional activities/materials into tier 2 and/or tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chairs Role: Provides information about school wide and classroom behavior curriculum and instruction; participates in behavioral data collection; provides professional learning on principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions for groups and individual students.

MTSS Implementation

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

- Progress Monitoring and Reporting (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment 2 (DRA2), Duval District Benchmark Assessments and the FCAT, District Math Assessment for grades K-2, Running Records, and Pearson's Inform Data Base system.
- Mid-Year data: FAIR, DRA-2, Duval District Benchmark Assessments
- End of Year: FAIR, FCAT and DRA2
- Ongoing Progress Monitoring: PMRN data input to state, FAIR, Progress Monitoring Assessments (PMAs) in reading, math, science; Reading Benchmarks
- Frequency of data review: data will be reviewed at a minimum of once weekly by the RtI Leadership Team, during weekly grade level meetings, during faculty meetings, during monthly Lead Teacher Team meetings, and during each RtI Grade Level meeting every 6 weeks.

Describe the plan to train staff on MTSS.

- Our Professional Development Plan will show that a large portion of our learning this school year be focused on RtI. Our

learning will be on-going and results-driven as the whole school community comes to a deeper understanding of the entire process of RtI. We have early dismissal professional development trainings that are divided as primary and intermediate strategies for Tier 2 supplemental instruction and Tier 3 intensive interventions. Our RtI Team will be attending trainings throughout the year and will return to train our staff. RtI learning is job-embedded and occurs during the following:

- o Problem solving
- o Professional learning communities
- o Classroom observations
- o Collaborative planning
- o Analyses of student work
- o Book studies
- o Lesson study

Describe the plan to support MTSS.

- Train staff, see list above.
- Have reading and math coach pull tier 3 students.
- Meet with teachers regularly regarding their RTI kids and their AYP folder analyzing data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal (Denise S. Ahearn)
- Guidance Counselor (Joy Turner)
- Math Coach (Laura Burrell)
- Reading Coach (Kelly Varano)
- Special Education Teachers- Site Coaches (Mark Dancer and Adriane Leonard)
- Excel Behavior Interventionist (Nick Roberts)
- DTU (Eve Bradley)
- K (Kendall Whitfield)
- 1st grade (Jennifer McClellan)
- 2nd grade (Kerri Hall)
- 3rd grade (Jennifer Barrett)
- 4th grade (Janice Pickett)
- 5th grade (Chris Smith and Sheryll Brown)
- Dolphin building (Paul Scammacca, and Amanda Hutto)
- SRO (Officer Carver)
- Resource (Lori Pashley)
- Teacher of Gifted (Carlene Jones)

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

- The LLT is part of the Administrative Leadership Team that meets weekly to discuss walk-throughs with various emphasis on instruction and on differentiated instruction. The team also plans for and provides professional development training during Working on the Work (WOW) Wednesdays, faculty meetings, lead teacher meetings, and Early Dismissal days. The roles and functions include data analyses across grade levels to identify strengths and needs; strategize on instructional and support systems necessary to address instructional needs; identify methods for accountability for student achievement; identify methods to ensure that consistent implementation of instructional and support systems are in place; problem solve barriers to instructional or organizational systems necessary to address student needs; ensure that instruction is aligned with district goals and with school goals and mission. This team also provides assistance in assessing faculty professional development needs and to develop plans on effective implementation of targeted reading goals within our surrounding community. Instructional rigor in our reading curriculum and its instructional delivery is a primary goal.

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

- Data analysis, analysis of student work, differentiated instructional strategies, multiple intelligences, higher-level complexity questioning skills, shared reading, implementation of Read It Forward Jax!, and a follow-up focus on guided reading. Additional initiatives include:
 - o Identify ongoing professional development needs for teachers to ensure that moderate to higher cognitive complexity levels are being addressed with fidelity throughout instruction.
 - o Ensure that 90 minutes of uninterrupted instruction is taking place daily in each classroom.

- o Ensure a 60 minute math block.
- o Assist in the process of aligning test specifications with literacy and math standards in grades K-5.
- o Ensure that the 30 minute of RtI interventions are occurring across grade levels each morning from 8:45 until 9:15.
- o Problem solve solutions to challenges in planning and implementing the RtI Interventions block each morning.
- o Include reading targets and action steps to improve performance for all AYP groups and grade levels (e.g. CLC, Lesson Study, PLC's missions, etc.)
- o Word of the Week to assist with explicit vocabulary instruction.
- o Read It Forward Jax! Monthly activities.
- o Independent reading to build stamina, and to build depth and breadth of reading for every student in every classroom.
- o Implementing K-2 Common Core Standards, content standards and mathematical practice standards, across all curricular areas with fidelity.
- o Implementing Mathematical Practices in grades 3-5 with fidelity.
- o Implement Standard 10: Text Complexity in grades 3-5 with fidelity.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 27% (80/295) of the students will achieve proficiency on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(47/206)	27%(80/295)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Implement Common Core State Standards K-2 (all content); Implement Common Core State Standard 10 in Reading grades 3-5.	1A.1. Training on CCSS standards and Accountable Talk. Book study on Implementing the Framework for Teaching in Enhancing Professional Practice by Danielson which addresses student centered classrooms and Accountable Talk.	1A.1. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	1A.1. Lesson Plans
2	1A.2. Differentiation according to student data and individual needs. Technology resources for differentiation.	1A.2. Riverdeep Learning Village, Destination Success, Compass Odyssey, and Houghton-Mifflin on-line resources will be used to enhance growth and test taking skills. Guided Reading groups meet daily for differentiated instruction based on student data. During work time, student work will be differentiated based on student need.	1A.2. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.2. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	1A.2. Lesson Plans, Progress Monitoring Forms
3	1A.3. Implement the learning schedule as a guide to instruction.	1A.3. Full implementation of the district learning schedule and anchor lessons for reading. Training on supplementing skills block to meet Common Core State Standards.	1A.3. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	1A.3. Focused walk throughs, lesson plans, and monitoring forms.	1A.3. Lesson Plans, Progress Monitoring Forms

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 39% (115/295) of the students will achieve proficiency on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(75/206)	39%(115/295)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Implement Common Core State Standards K-2 (all content); Implement Common Core State Standard 10 in Reading grades 3-5 with fidelity and rigor.	2A.1. Training on CCSS standards and Accountable Talk. Book study on Implementing the Framework for Teaching in Enhancing Professional Practice by Danielson which addresses student centered classrooms and Accountable Talk. Training on conferencing and guided reading groups to increase rigor of text complexity.	2A.1. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	2A.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	2A.1. Lesson Plans
2	2A.2. Differentiation according to student data and individual needs. Technology resources for differentiation.	2A.2. Riverdeep Learning Village, Destination Success, Compass Odyssey, and Houghton-Mifflin on-line resources will be used to enhance growth and test taking skills. Guided Reading groups meet daily for differentiated instruction based on student data. During work time, student work will be differentiated based on student need.	2A.2. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	2A.2. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	2A.2. Lesson Plans, Progress Monitoring Forms
	2A.3. Implement the learning schedule as a guide to instruction.	2A.3. Full implementation of the district learning schedule and anchor	2A.3. Principal, Reading Coach, Day Treatment and	2A.3. Focused walk throughs, lesson plans, monitoring forms, and	2A.3. Lesson Plans, Progress Monitoring Forms

3	Materials to supplement core curriculum with authentic literature.	lessons for reading. Training on integrating authentic literature into core curriculum to extend lessons.	Behavior Support Site Coaches	AYP folders.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 70% (207/295) of the students will make learning gains on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (197/298)	70% (207/295)

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	3A.1. Implement Common Core State Standard 10 in Reading grades 3-5.	3A.1. Training on CCSS standards and Accountable Talk. Book study on Implementing the Framework for Teaching in Enhancing Professional Practice by Danielson which addresses student centered classrooms and Accountable Talk. Training on conferencing and guided reading groups to increase rigor of text complexity.	3A.1. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	3A.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	3A.1. Lesson Plans
	3A.2. FCIM lessons daily	3A.2. Training on	3A.2. Principal,	3A.2. Focused walk	3A.2. Progress

2	based on student needs.	implementing and planning data based FCIM instruction to promote student achievement.	Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	throughs, lesson plans, monitoring forms, and weekly FCIM calendar.	Monitoring Forms, weekly FCIM calendar
3	3A.3. RTI implemented daily to increase achievement.	3A.3. Training on implementing RTI and incorporating best practices into RTI lessons. Lesson planning based on student data and achievement.	3A.3. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	3A.3. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	3A.3. Lesson Plans, Progress Monitoring Forms

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 60% (177/295)) of students in the lowest 25% will make learning gains on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(164/298)	60%(177/295)

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	4A.1. RTI implemented daily to increase student achievement.	4A.1. Training on implementing RTI and incorporating best practices into RTI lessons. Lesson planning based on student data and achievement.	4A.1. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	4A.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	4A.1. Lesson Plans, Progress Monitoring Forms
	4A.2. Differentiation	4A.2. Riverdeep Learning	4A.2. Principal,	4A.2. Focused walk	4A.2. Lesson

2	according to student data and individual needs. Technology resources for differentiation.	Village, Destination Success, Compass Odyssey, and Houghton-Mifflin on-line resources will be used to enhance growth and test taking skills. Guided Reading groups meet daily for differentiated instruction based on student data. During work time, student work will be differentiated based on student need.	Reading Coach, Day Treatment and Behavior Support Site Coaches	throughs, lesson plans, monitoring forms, and AYP folders.	Plans, Progress Monitoring Forms
3	4A.3. Multiple intelligences incorporated into lessons daily.	4A.3. Training on multiple intelligences and how to plan lessons to incorporate several intelligences. Training on surveying students to determine their learning style and how to use the information in meeting student needs.	4A.3. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	4A.3. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	4A.3. Lesson Plans, Progress Monitoring Forms

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The AMO reading target is to reach 75% in 2013. Our baseline data in 2010-2011 was 70%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	75%	78%	80%	83%	

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:	In grades 3-5, we will reduce to 58% (41/71) the number of black students not making satisfactory progress on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 66% (31/47) White: 27% (30/111)	Black: 58% (41/71) White: 24% (41/171)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Differentiation according to student data and individual needs. Technology resources for differentiation.	5B.1. Riverdeep Learning Village, Destination Success, Compass Odyssey, and Houghton-Mifflin on-line resources will be used to enhance growth and test taking skills. Guided Reading groups meet daily for differentiated instruction based on student data. During work time, student	5B.1. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5B.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5B.1. Lesson Plans, Progress Monitoring Forms

		work will be differentiated based on student need.			
2	5B.2. RTI implemented daily.	5B.2. Training on implementing RTI and incorporating best practices into RTI lessons. Lesson planning based on student data and achievement.	5B.2. Principal, Reading Coach, Reading Lead Teachers, Day Treatment and Behavior Support Site Coaches	5B.2. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5B.2. Lesson Plans, Progress Monitoring Forms
3	5B.3. AYP folders updated monthly and utilized to assess progress of AYP students.	5B.3. Training on how to use AYP folder to track student progress. Common planning time and early release time to analyze data and complete AYP folders. Monthly meetings to discuss each student and how to meet the student's needs.	5B.3. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5B.3. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5B.3. Lesson Plans, Progress Monitoring Forms

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A
2	5B.2	5B.2.	5B.2.	5B.2.	5B.2.
3	5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 3-5, we will reduce to 50% (31/62) the number of the students with disabilities who are not making satisfactory progress on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(27/50)	50% (31/62)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Visual materials and manipulatives available to supplement curriculum.	5D.1. Teachers will be trained in how to use manipulatives to increase understanding with SWD. Teachers will be trained on using the resources in the core curriculum and Houghton Mifflin Reading Series to supplement daily instruction.	5D.1. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5D.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5D.1. Lesson plans, Progress monitoring forms
2	5D.2. Lessons developed with VE Teachers to meet individual needs of all SWD and reach IEP goals.	5D.2. Common planning time will be given for teachers and VE teachers to plan lessons based on student data and IEP goals.	5D.2. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5D.2. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5D.2. Lesson plans, Progress monitoring forms
3	5D.3. Utilize technology in the classroom to enhance instruction for students with disabilities.	5D.3. Riverdeep Learning Village, Destination Success, Compass Odyssey, and Houghton-Mifflin on-line resources will be used to enhance growth and test taking skills. Guided Reading groups meet daily for differentiated instruction based on student data. During work time, student work will be differentiated based on student need.	5D.3. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5D.3. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5D.3. Lesson plans, Progress monitoring forms

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:	In grades 3-5, we will decrease to 47% (75/161) of the students who are economically disadvantaged are not making satisfactory progress on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(54/102)	47%(75/161)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Utilize technology in the classroom to enhance instruction for economically disadvantaged students.	5E.1. Riverdeep Learning Village, Destination Success, Compass Odyssey, and Houghton-Mifflin on-line resources will be used to enhance growth and test taking skills. Guided Reading groups meet daily for differentiated instruction based on student data. Student work will be differentiated based on student need.	5E.1. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5E.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5E.1. Lesson plans, Progress monitoring forms
2	5E.2. RTI groups implemented daily.	5E.2. Training on implementing RTI and incorporating best practices into RTI	5E.2. Principal, Reading Coach, Reading Lead Teachers, Day	5E.2. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5E.2. Lesson plans, Progress monitoring forms

		lessons. Lesson planning based on student data and achievement.	Treatment and Behavior Support Site Coaches		
3	5E.3. Communication with parents/guardians regularly.	5E.3. Training on importance of communication with parents on all high-stakes testing (ex. -FAIR, FCAT) and classroom assessments. Progress reports sent home every 4½ weeks to communicate student progress. Training on using agendas to communicate with parents on student progress daily/weekly.	5E.3. Principal, Reading Coach, Day Treatment and Behavior Support Site Coaches	5E.3. Parent Contact Log, monitoring forms, and AYP folders.	5E.3. Parent Contact Log, Progress Monitoring Form

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	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release, Thursday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Effective implementation of District Learning Schedule and the Instructional Focus Calendar	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release, Thursday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Components of differentiated instruction in reading	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release, Thursday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Effective implementation of Multiple Intelligences Instructional Strategies	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release, Thursday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Guided Reading and Conferencing	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release, Thursday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
DRAs and Running Records	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release, Thursday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
Subtotal: \$0.00			
Grand Total: \$0.00			

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:		Increase the percent of proficient students to 30% [7/24]			
2012 Current Percent of Students Proficient in listening/speaking:					
25% [4/12] of students are proficient in Listening and speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. English not spoken at home.	1.1. Provide parent letters in native language.	1.1. Classroom teachers, Guidance, Principal.	1.1. Classroom grades and anecdotal information from classroom teacher	1.1. CELLA exam
2	1.2. Parent Communication	1.2. Request interpreters for parent conferences.	1.2. Guidance, Principal.	1.2. Parent feedback	1.2. Anecdotal notes on parent feedback.
3	1.3. Lack of assistance for homework help.	1.3. Send home basic fact problems for math.	1.3. Classroom teachers	1.3. Classroom grades and anecdotal information from classroom teacher	1.3. CELLA exam

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Increase the percent of proficient students to 30% [7/24]

2012 Current Percent of Students Proficient in reading:

25% [4/12] of students are proficient in Listening and speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. English not spoken at home.	2.1. Provide parent letters in native language.	2.1. Classroom teachers, Guidance, Principal.	2.1. Classroom grades and anecdotal information from classroom teacher	2.1. CELLA exam
2	2.2. Parent Communication	2.2. Request interpreters for parent conferences.	2.2. Guidance, Principal.	2.2. Parent feedback	2.2. Anecdotal notes on parent feedback.
3	2.3. Lack of assistance for homework help.	2.3. Send home basic fact problems for math.	2.3. Classroom teachers	2.3. Classroom grades and anecdotal information from classroom teacher	2.3. CELLA exam

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the percent of proficient students to 30% [7/24]

2012 Current Percent of Students Proficient in writing:

25% [4/12] of students are proficient in Listening and speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. English not spoken at home.	2.1. Provide parent letters in native language.	2.1. Classroom teachers, Guidance, Principal.	2.1. Classroom grades and anecdotal information from classroom teacher	2.1. CELLA exam
2	2.2. Parent Communication	2.2. Request interpreters for parent conferences.	2.2. Guidance, Principal.	2.2. Parent feedback	2.2. Anecdotal notes on parent feedback.
3	2.3. Lack of assistance for homework help.	2.3. Send home basic fact problems for math.	2.3. Classroom teachers	2.3. Classroom grades and anecdotal information from classroom teacher	2.3. CELLA exam

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3-5, 33% of the students will achieve proficiency on the 2013 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 3 29% [29/100], In grade 4 29% [29/100], In grade 5 26% [26/99]	33% [97/295] of the students will get a level 3 on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Integrating two math curriculums (enVisions and Investigations) effectively and with fidelity into the math workshop format.	1A.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity.	1A.1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.1. Monitoring and desegregating data, focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	1A.1. Focused walkthroughs by administration
2	1A.2. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards.	1A.2. Training on CCSS standards, CCSS mathematical practice standards and Accountable Talk. Book study on Children's Mathematics by Caprtenter which incorporate different types of questions. Book study on Implementing the Framework for Teaching in Enhancing Professional Practice by Danielson which addresses student centered classrooms and Accountable Talk.	1A.2. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.2. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	1A.2. Focused walkthroughs by administration
3	1A.3. Lack of proper materials and time constraints.	1A.3. Common grade level planning, sharing resources, utilizing online resources.	1A.3. Principal and teachers	1A.3. Focused walkthroughs, lesson plans, and grade level meeting notes,	1A.3. Focused walkthroughs by administration

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 33% of the students will achieve proficiency on the 2013 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 3rd grade 34% [34/100] In 4th grade 35% [35/199] In 5th grade 24% [24/99]	33% [97/295] of the students will get a level 3 on the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Integrating two math curriculums (enVisions and Investigations) effectively into the math workshop format with fidelity and rigor.	2A.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity specifically utilizing the cognitive complexity questions to assist in high order questioning. Extending students thinking and having them applying their knowledge to other concepts and, not just giving them more work.	2A.1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	2A.1. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	2A.1. Focused walkthroughs by administration
2	2A.2. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards with rigor.	2A.2. Training in questioning using the article to elicit questions, point out high cognitive complexity questions in the learning schedule and showing enrichment pages in the enVisions textbook.	2A.2. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	2A.2. Focused walkthroughs, lesson plans.	2A.2. Focused walkthroughs by administration
3	2A.3. Materials for RTI extensions.	2A.3. Have resource teachers pull high kids and extend their thinking through the multiple intelligences.	2A.3. Principal, Math Coach, Math Lead Teachers, Resource Teachers, Teacher of the gifted.	2A.3. Focused walkthroughs, lesson plans.	2A.3. Focused walkthroughs by administration

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.	
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Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	66% [195/295] of students 3rd-5th grade made gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62 % [185/298] of students 3rd-5th grade made gains.	66% [195/295] of students 3rd-5th grade made gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Integrating two math curriculums (enVisions and Investigations) effectively into the math workshop format.	3A.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity specifically utilizing the cognitive complexity questions to assist in high order questioning.	3A.1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	3A.1. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	3A.1. Focused walkthroughs by administration
2	3A.2. Keeping students engaged and excited in the learning process.	3A.2. Teachers engaging students through the multiple intelligence, technology and creative delivery of instruction.	3A.2. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	3A.2. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	3A.2. Focused walkthroughs by administration
3	3A.3. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards with rigor.	3A.3. Training in questioning using the article to elicit questions, point out high cognitive complexity questions in the learning schedule and showing enrichment pages in the enVisions textbook.	3A.3. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	3A.3. Focused walkthroughs, lesson plans.	3A.3. Focused walkthroughs by administration

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	63 % [185/295] of student's 3rd-5th grade made gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58 % [173/298] of student's 3rd-5th grade made gains.	63 % [185/295] of student's 3rd-5th grade made gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Integrating two math curriculums (enVisions and Investigations) effectively into the math workshop format.	4A.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity specifically utilizing the cognitive complexity questions to assist in high order questioning.	4A.1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	4A.1. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	4A.1. Focused walkthroughs by administration
2	4A.2. RTI resources to meet the needs of our bottom quartile students.	4A.2. Inform and train teachers on a variety of resources: Building Blocks, Number World, easycbm.com, envisions Intervention Kit.	4A.2. Principal, teachers, Math Coach, Math Lead Teachers, VE teachers	4A.2. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	4A.2. Focused walkthroughs by administration
3	4A.3. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards with rigor.	4A.3. Training in questioning using the article to elicit questions, point out high cognitive complexity questions in the learning schedule and	4A.3. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support	4A.3. Focused walkthroughs, lesson plans.	4A.3. Focused walkthroughs by administration

	showing enrichment pages in the enVisions textbook.	Site Coaches	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal in math for our annual measurable goal is 80%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80%	82%	84%	86%	88%	

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:	Black: 42% [30] will make satisfactory progress. White: 76% [224] will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 65% [53] of our Black students didn't make satisfactory progress. White: 31% [72] of our White students didn't make satisfactory progress.	Black: 42% [30] will make satisfactory progress. White: 76% [224] of our White students didn't 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	5B.1. Integrating two math curriculums (enVisions and Investigations) effectively into the math workshop format.	5B.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity specifically utilizing the cognitive complexity questions to assist in high order questioning.	5B 1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5B.1. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	5B.1. Focused walkthroughs by administration
2	5B.2. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards with rigor.	5B.2. Training in questioning using the article to elicit questions, point out high cognitive complexity questions in the learning schedule and showing enrichment pages in the enVisions textbook.	5B.2. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5B.2. Focused walkthroughs, lesson plans.	5B.2. Focused walkthroughs by administration
3	5B.3. Keeping students engaged and excited in the learning process.	5B.3. Teachers engaging students through the multiple intelligence, technology and creative delivery of instruction.	5B.3. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5B.3. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	5B.3. Focused walkthroughs by administration

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:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
2	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
3	5B.3	5B.3	5B.3.	5B.3.	5B.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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		39% [25] will make satisfactory progress.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
68% [59] of our SWD students didn't make satisfactory progress.		39% [25] 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	5D.1. Integrating two math curriculums (enVisions and Investigations) effectively into the math workshop format.	5D.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity specifically utilizing the cognitive complexity questions to assist in high order questioning.	5D 1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5D.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5D.1. Focused walkthroughs by administration
2	5D.2. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards with rigor.	5D.2. Training in questioning using the article to elicit questions, point out high cognitive complexity questions in the learning schedule and showing enrichment pages in the enVisions textbook.	5D.2. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5D.2. Focused walkthroughs, lesson plans.	5D.2. Focused walkthroughs by administration
	5D.3. Keeping students engaged and excited in the learning process.	5D.3. Teachers engaging students through the multiple intelligence,	5D.3. Principal, teachers, Math Coach, Math Lead	5D.3. Focused walkthroughs, lesson plans, monitoring forms,	5D.3. Focused walkthroughs by administration

3		technology and creative delivery of instruction.	Teachers, Day Treatment and Behavior Support Site Coaches	and AYP folders.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	30% [49] will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% [95] of our SWD students didn't make satisfactory progress.	30% [49] 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	5E.1. Integrating two math curriculums (enVisions and Investigations) effectively into the math workshop format.	5E.1. Training, modeling and observing Math Workshop and effective charting. Full implementation of the district learning schedule with fidelity specifically utilizing the cognitive complexity questions to assist in high order questioning.	5E1. Principal, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5E.1. Focused walk throughs, lesson plans, monitoring forms, and AYP folders.	5E.1. Focused walkthroughs by administration
2	5E.2. Implement Common Core State Standards K-2 content standards and K-5 mathematical practice standards with rigor.	5E.2. Training in questioning using the article to elicit questions, point out high cognitive complexity questions in the learning schedule and showing enrichment pages in the enVisions textbook.	5E.2. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5E.2. Focused walkthroughs, lesson plans,	5E.2. Focused walkthroughs by administration
3	5E.3. Keeping students engaged and excited in the learning process.	5E.3. Teachers engaging students through the multiple intelligence, technology and creative delivery of instruction.	5E.3. Principal, teachers, Math Coach, Math Lead Teachers, Day Treatment and Behavior Support Site Coaches	5E.3. Focused walkthroughs, lesson plans, monitoring forms, and AYP folders.	5E.3. Focused walkthroughs by administration

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
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Effective implementation of District Learning Schedule	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Components of differentiated instruction in math including tiered lessons.	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Essential Questions and Charting	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
RTI	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Accountable Talk	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Common Core Standards K-2 content and mathematical standards, 3-5 mathematical standards	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal
Effective implementation of Multiple Intelligences Instructional Strategies	K-5 Math	Math Lead Teachers, Principal, Math Coach	K-5 Math Teachers	August 13nd – June 11th Early Release, Friday Trainings, WOW Wed.	Classroom walkthroughs, lesson plans	Principal

Mathematics Budget:

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

End of 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 science. Science Goal # 1a:	36% [36/100] of 5th grade students will score a level 3 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% [31/99] of 5th grade students scored a level 3 on FCAT	36% [36/100] of 5th grade students will score a level 3 on FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Understanding of the 5 E model.	1A.1. Use Professional Development time to ensure understanding of how to implement the 5 E (Explain, Explore, Engage, Extend, Evaluate) Model.	1A.1. Science Lead Teachers, Principal	1A.1. Lesson plans, analysis of test results	1A.1. Walkthroughs by the principal, EOY FCAT scores, benchmark data, PMA data, unit tests.
2	1A.2. Knowledge on how to reach higher level science skills.	1A.2. Use vertical team meetings to discuss the standards and how to extend. Training on alignment of science standards K-5.	1A.2. Science Lead Teachers, Principal	1A.2. Lesson plans, analysis of test results	1A.2. Walkthroughs by the principal, FCAT scores, benchmark data, PMA data, unit 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above	

Achievement Level 4 in science. Science Goal #2a:	20% [20/100] in 5th grade will score a 4 or 5 on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% [15/99] in 5th grade scored a 4 or 5 on the FCAT	20% [20/100] in 5th grade will score a 4 or 5 on the FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Understanding of the 5 E model	2A.1. Use Professional Development time to ensure understanding of how to implement the 5 E (Explain, Explore, Engage, Extend, Evaluate) Model.	2A.1. Science Lead Teachers, Principal	2A.1. Lesson plans, analysis of test results	2A.1. Walkthroughs by the principal, EOY FCAT scores, benchmark data, PMA data, unit tests.
2	2A.2. Scientific Inquiry model	2A.2. Read about and discuss inquiry. Training on implementing Scientific Unquiry Model into lessons to increase student achievement.	2A.2. Science Lead Teachers, Principal	2A.2. Lesson plans, analysis of test results	2A.2. Walkthroughs by the principal, FCAT scores, benchmark data, PMA data, unit 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:

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analysis of the continuum of standards from K-5	K-5 Science	Science Lead Teacher	Science vertical teams	August 2012 – June 2013 Early Release	Walkthroughs by principal and analysis of Science FCAT scores	Principal
5 E model	K-5 Science	Science Lead Teacher	Science vertical teams	August 2012 – June 2013 Early Release	Walkthroughs by principal and analysis of Science FCAT scores	Principal
Science Notebooks	K-5 Science	Science Lead Teacher	Science vertical teams	August 2012 – June 2013 Early Release	Walkthroughs by principal and analysis of Science FCAT scores	Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grades 3-5, 55% (51/92) of the students will achieve proficiency on the 2013 FCAT Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (50/100)	55%(51/92)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Knowledge of best instructional practices and coherence to writing workshop model.	1A.1. Training on workshop model and best instructional practices. Training on CCSS standards for writing in K-2. Common planning time for K-5 teachers to address the needs of students and share effective teaching strategies.	1A.1. Principal, Reading Coach, Writing Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.1. Focus walks, lesson plans, and conference logs.	1A.1. Lesson Plans
2	1A.2. Utilizing district writing prompt to plan instruction.	1A.2. Teachers in K-5 will administer district writing prompt and discuss writing during vertical team meetings. Training on writing rubric and anchor papers for FCAT Writes. 3rd-5th grade teachers trained on FCAT writes expectations, K-2 teachers trained on analyzing writing prompt to determine instructional needs.	1A.2. Principal, Reading Coach, Writing Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.2. Focus walks, lesson plans, and conference logs.	1A.2. Lesson Plans, Progress Monitoring Form
3	1A.3. Implement CCSS writing standards in K-2 with fidelity, 3-5 utilize writing samples in CCSS in planning.	1A.3. Training on CCSS writing standards. Training on sample writing provided in CCSS Appendix. Give common planning time to assess student writing and plan instruction.	1A.3. Principal, Reading Coach, Writing Lead Teachers, Day Treatment and Behavior Support Site Coaches	1A.3. Focus walks, lesson plans, and conference logs.	1A.3. Lesson Plans, Progress Monitoring Form, 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 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release Trainings, Thursday Trainings, WOW	Classroom walk throughs, lesson plans	Principal
Effective implementation of District Learning Schedule and the Instructional Focus Calendar	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release Trainings, Thursday Trainings, WOW	Classroom walk throughs, lesson plans	Principal
Writing Prompt Analysis and Focus of Instruction	K-5 ELA	Literacy Lead Teachers, Principal, Reading Coach	K-5 ELA Teachers	August 13nd – June 11th Early Release Trainings, Thursday Trainings, WOW	Classroom walk throughs, lesson plans	Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

Attendance Goal #1:	Increase our expected attendance rate to 80%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
66% (407)	80% (503)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
34% (213)	20% (125)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1.1% (7)	0.5% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Transportation complications to and from school.	1.1. Promote extended day to parents who have excess tardies. Educate parents that we have a crossing guard to make their child's walk to and from school safe. Inform parents of the transportation phone number to contact with a problem.	1.1. Principal, Guidance Counselor, CRT	1.1. Monitor number of absences and tardies and compare results every time a report is generated.	1.1. Absent report through Genesis.
2	1.2. Parents believe that there is little consequence to elementary attendance requirements.	1.2. Educate parents on the importance of the effects of being in school and student performance. Conduct home visits. Referral to Attendance Intervention Team (AIT).	1.2. Principal, Guidance Counselor, CRT, AIT Team	1.2. Monitor number of absences and tardies and compare results every time a report is generated.	1.2. Absent report through Genesis. AIT Team log
3	1.3. Incorrect parent contact information.	1.3. Teachers will verify their contact information is up to date and relay changes to the front office. Teachers will make contact with parents of students who have missed three or more days in a nine-week period.	1.3. Teachers	1.3. Monitor number of absences and tardies and compare results every time a report is generated.	1.3. Parent Contact logs, Blue 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
Address students on the morning announcements regarding perfect attendance, no tardies, and no early checkouts.	K-5	Guidance Counselor	School-wide	Quarterly	Monitoring attendance	Principal, Guidance Counselor
Educate staff on the role of the Attendance Intervention Team (AIT)	K-5	Guidance Counselor	School-wide	Monthly	Monitoring attendance	Principal, Guidance Counselor
Award ceremonies at the end of every nine weeks.	K-5	Teachers	School-wide	Quarterly	Monitoring attendance	Principal, Teachers

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Decrease the number of suspensions from the previous year. From Aug. 2012 to June 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

1.6% (10)	1.3% (8)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1.6% (10)	1.3% (8)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
15% (94)	13% (80)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8.1% (51)	6.4% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Daytreatment and Behavior support have class three violations.	1.1.Time out system in place, point sheets system for behavior, interventionist and therapist for students in the Day Treatment program.	1.1.Day Treatment Site Coach, Behavior Support Site Coach, Interventionist	1.1. Reducation the number of suspensions.	1.1. Reduction the number of suspensions.
2	1.2.Consistently implementing CHAMP's and our school wide behavior plan.	1.2.Train teachers in CHAMPs and educate teachers on the importance of consistency and following the behavior plan.	1.2.Principal	1.2. Counting the number of referrals and suspensions per teachers.	1.2. Referrals
3	1.3.Bullying	1.3.Implementing foundations, CHAMPs and Second Steps regularly and with fidelity.	1.3.Teacher, Principal, Foundations Team	1.3.Data analysis	1.3.Foundations survey

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
Second Step	K-5	Guidance, Behavior Interventionist, Foundations Team	School-wide	August 2012- June 2013	Lesson Plans	Principal EXCEL Site Coach
SSIS	K-5 Excell building	Behavior Interventionist, Site Coaches	School-wide	August 2012- June 2013	Lesson Plans	Principal EXCEL Site Coach

CHAMPs	K-5	CHAMPs trainer, Behavior Interventionist, Foundations Team	School-wide	August 2012-June 2013	Artifacts in classroom	Principal
Foundations training for all new staff members.	K-5	Guidance, Behavior Interventionist, Foundations Team	School-wide	August 2012-June 2013	Artifacts in classroom	Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		To have 67% of our parents involved with our school.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
31% (203)		45% (270)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.2. Minimal	1.2. Literacy Night in	1.2. Principal and	1.2. Survey collected	1.2. Attendance

1	participation of parents of bottom quartile students	conjunction with book character dress-up day	ELA Vertical Team	at the end of the literacy evening	sheets and surveys
2	1.3. Parents not aware of parent training offerings	1.3. Broadcast via the weekly newsletter and Parent Link	1.3. School Technology Coordinator	1.3. Survey and feedback from parents	1.3. Attendance sheets and surveys
3	1.4 Perceived lack of communication between home and school	1.4. Increased communication between school and home via school marquee, weekly newsletter and Parent Phone Link system	1.4. Principal and Classroom Teachers	1.4. Parent Contact Log	1.4. Attendance sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy, Math and Science Night	K-5 math, reading, science	Math Coach, Reading Coach, Science Lead Teacher, Principal	School wide	Math, Science and Literacy night prior to FCAT.	Sign in sheets at parent nights. Surveys completed by parents.	Math Coach, Reading Coach, Science Lead Teacher, Principal
PTA and SAC	School Wide	PTA, teachers, Principal	School wide	Monthly meetings	Sign in sheets	PTA, teachers, Principal
All Pro Dads	School Wide	All Pro Dads Lead	School wide	Monthly meetings	Sign in sheets	All Pro Dads Lead

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

Additional Goal(s)

Increase school safety 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. Increase school safety Goal Increase school safety Goal #1:			Increase school safety for parents and staff by 1%.		
2012 Current level:			2013 Expected level:		
100% (655) of students, 95.9% (629) of parents, and 88.8% (583) of staff perceive the school campus as safe.			100% (655) of students, 96.9% (635) of parents, and 89.8% (590) of staff will perceive the school campus as safe.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reasons for staff perception	1.1. Revise school safety plan as needed	1.1. Principal	1.1. Climate Survey	1.1. Climate Survey
2	1.2. Establish more structured procedures for dismissal	1.2. Communicate during Meet and Greet, Open House, and in weekly newsletters	1.2. Principal, Classroom Teachers	1.2. Climate Survey	1.2. Climate Survey

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
Foundation Safe and Healthy Schools. Talking about expectations at common areas.	School wide	Foundations Team, Principal	School wide	Early Release days	Principal communication with parents and staff.	Climate Survey

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Increase school safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
Increase school safety	NA	NA	NA	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
Increase school safety	NA	NA	NA	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
Increase school safety	NA	NA	NA	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
Increase school safety	NA	NA	NA	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/20/2012)

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
NA	\$0.00

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

The School Advisory Council meets on the second Tuesday of each month. The activities that are targeted for this year are listed below.

- Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
- Assisting in the preparation of the accreditation report.
- Parent involvement strategies.
- Ideas to improve communication between the home and school.
- Parking issues – lack of space to park so finding creative ways to keep students safe

Frequent reviews of the School Improvement Plan

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District HOLIDAY HILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	91%	92%	79%	346	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	59%	61%			120	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?	47% (NO)	53% (YES)			100	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District HOLIDAY HILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	92%	93%	70%	342	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	67%	70%			137	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?	51% (YES)	68% (YES)			119	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested