

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: OAK HILL ELEMENTARY

District Name: Orange

Principal: Dr. June P. Jones

SAC Chair: Michael Gladden

Superintendent: Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	June P. Jones	Educational Doctorate, Elementary Education, Educational Leadership	5	15	Richmond Heights Elementary(2005)School grade improved from D to C. The current school's grade has been a B for 6 consecutive years(2006-2011). Students meeting high standards have ranged from 60-73 %. Learning gains have also ranged from 60-71%. Students performing in the bottom 25% in reading and math have averaged 60-80% over a four year period. AYP has ranged from 72%-97%.
Principal	June P. Jones	Educational Doctorate, Elementary Education, Educational Leadership	6	16	Oak Hill's grade has been a B for 6 consecutive years(2006-2011). For the 2011-12 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49-71 %. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a four year period.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Terri Korn	Masters/Elem./ Sec. VE/Elem. Ed./ESOL/Reading	2	17	The school grade remained a B from 2009-2011, then an A in 2012. For the 2011-12 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49-71 %. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a four year period.
Curriculum	Carmen Mendizabal	Masters/Primary Ed.	7	9	The school grade remained a B from 2005-2011, then an A in 2012. For the 2011-12 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49-71 %. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a four year period.
Staffing	Terica Weaver-Baker	Masters/Guidance/ESE	12	7	The school grade was a C for 2 consecutive years from 2000-2002, then fluctuated for 3 years from a B, to an A, to a C, to a B for 6 consecutive years, and then to an A in 2012. For the 2011-12 school year Oak Hill received 544 points which equated to A status. Students meeting high standards in math and reading have ranged from 49-71 %. Learning gains have also ranged from 60-84%. Students performing in the bottom 25% in reading and math have averaged 60-94% over a four year period.

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	Interview and recruit highly qualified teachers	Principal,CRT,Leadership Team, Employment Services	October, 2012	
2	Provide opportunities for senior interns to student teach under the supervision of teacher leaders	Principal,CRT	September,2012	
3	Develop a teacher mentoring program for beginning teachers and teachers new to the county.	Principal,CRT	September, 2012	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	2.8%(1)	16.7%(6)	52.8%(19)	27.8%(10)	50.0%(18)	100.0%(36)	11.1%(4)	0.0%(0)	69.4%(25)

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
Carmen Mendizabal	Amber Wall Jacqueline Green-Francis, Suki Carder	Mrs. Mendizabal is the instructional coach/CRT who works closely with teachers on matters related to curriculum focus, classroom management, student interaction and the MARzano iObservation process. She establishes a close relationship based on her level of comfort.	During pre-planning and as an ongoing effort she worked with mentees to assist with setting up new classrooms, discussed curriculum expectations, helped develop a better understanding of the new design questions targeted for this school year, and assisted with data analysis. Established classroom organization and instructional strategies to implement for a successful year.

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

Federal dollars are used in addition to the general operating budget. It allows for positions within the school to be purchased such as reading coach, dean and Family Involvement contacts. Parents are encouraged to participate in school functions such as PTA, SAC, Title I, and PLC meetings. Educational activities are scheduled throughout the year such as the 24 hour read-a-thon, Literacy Night, Science Night, Fifth Grade Citizenship trip to Washington, DC and FCAT Night. We encourage parents who would like to help with fieldtrips, fundraisers, and tutoring to sign up as an ADDitions Volunteer. Oak Hill's parents are encouraged to attend the Parent Involvement conference sponsored by the Title I department to learn parenting tips and strategies for working with children at home. Home and school communication is conducted using the student agenda, monthly newsletter and Connect Orange communication system.

Title I, Part C- Migrant

The migrant department provides services and support to students in conjunction with the Title I Program.

Title I, Part D

The district provides funds for the purpose of supporting the Educational Outreach program. These services work in

conjunction with the truancy and dropout prevention program.

Title II

In an effort to produce high quality teaching it is imperative that teachers are introduced to instructional strategies that focus on the achievement levels of students, enrichment activities, and needs of teachers. Professional Development is essential to the development of effective teaching from year to year. The focus this year is differentiating instruction, using Imagine It, SRA reading program, Envision Math and multiple intervention resources. Grant funded programs that require training include ST Math (a computerized math program that focus on Algebraic Thinking) and Supplemental Educational Support (SES) and 21st Century after school program. Additional tutoring comes through the PE waiver process. We offer a special course in reading and math to students who are performing below level.

Title III

The district provides a Curriculum Compliance Teacher (CCT) to oversee testing, parent meetings, and all dealings with ELL students. Certified ESOL paras provide tutoring and support to ELL students speaking Spanish and Haitian Creole. Schedules are centered around the needs of all ELL students to ensure time and effort is devoted to the success of the ELL population.

After School Tutoring will be offered by the multi-lingual dept for students scoring levels 1, 2, or 3 on FCAT.

Title X- Homeless

The district has appointed a social worker who works primarily with students who are homeless. The school's guidance counselor (Terica Weaver-Baker) is the point of contact to report any needs or support that is needed by students who are homeless. Transportation is provided by the district for students who resides in the school zone however, but due to extenuating circumstances they live outside of the school's zone temporarily.

Supplemental Academic Instruction (SAI)

SAI funds were used to hire a part of a position para to work with students in grades 3-5 on FCAT skills.

Violence Prevention Programs

Mr. Gladden(dean) works with and mentors students who display behavior issues. Terica Weaver-Baker is the liaison between A Better Therapy (a counseling agency) to refer students who are in need of assistance due to behavior, and emotional concerns.

An Anti Bullying Program was introduced to students by Mr. Mike Anti-/bullying Program. This program focuses on strategies and techniques using comedy that students can use if or when confronted by bullies.

Nutrition Programs

The school has selected a Wellness representative that gives tips each month on eating and exercising. Students are encouraged to eat healthy meals each day starting with the Universal Breakfast program for each student free of charge at Oak Hill.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our school's RtI team consists of the following: The Principal who provides common vision for the use of data-based decision-making and ensures that the school-based team is implementing MTSS/RtI; the Dean who provides guidance and expertise in the area of student conduct and the parent/student/teacher/school connection; the Guidance/Staffing Coordinator who provides support and guidance in meeting the overall needs of students receiving ESE services, Decreasing the Disproportionate Classification in Special Education and conducting ESE related meetings as needed for the purposes of staffing, intervention, parent communication and student guidance; the CRT who develops, leads, and supports school core content standards and programs; assists in the design and implementation for progress monitoring, data collection and analysis; provides staff development; the ESOL Curriculum Compliance Teacher who overlooks the ESOL Program providing support and guidance to teachers of students identified as second language learners, plans for the district mandated testing of language proficiency as outlined in the LEP Plan, and conducts meetings as needs to discuss the needs and progress of the LEP students on an ANI Plan; and the Reading Coach who provides guidance on school reading plan; provides professional development and technical assistance to teachers regarding Tier 1,2,3 intervention reading plans with special emphasis on Decreasing the Disproportionate Classification in Special Education.

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

The MTSS/RtI team meets as needed with a planned agenda to review data, help set goals, identify students' strengths and weaknesses and choose methods of progress monitoring. We discuss students who are struggling, help design intervention plans, support teachers during the progress monitoring process, and meet as needed to re-evaluate and assess the effectiveness of the intervention.

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

The MTSS/RtI team meets as needed with a planned agenda to review data, help set goals, identify students' strengths and weakness and choose methods of progress monitoring. The team discusses students who are struggling, help design intervention plans, support teachers during the progress monitoring process, and meet as needed to re-evaluate and assess the effectiveness of the intervention. We meet to review, discuss, and revise the school improvement plan so that clear representation of our school's RtI model is indicated in the plan. Members of the MTSS/RtI team are also present at the monthly scheduled SAC meetings and are ready to address any questions that come up regarding RtI and our school improvement plan.

MTSS Implementation

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

MTSS/RtI Implementation is as follows: Teachers are directed to document all concerns and interventions they have tried, including parent contact. They are to consult with our MTSS/RtI coach to schedule an MTSS/RtI team meeting and discuss results of the Tier 1 differentiated small group instruction. Multiple sources of data are used such as Imagine It! Benchmark Assessments, Edusoft Benchmark Assessments, Envision Math Benchmark Assessments, FAIR data and other formative informal data. The team reviews data collected, determines the problem and the percentage of time the problem occurs, and makes suggestions for strategic (Tier 2) interventions, then progress monitor the results. The classroom teacher or support person will provide a (Tier 2) intervention for a minimum of 5-8 weeks (3x a week for 30 minutes is recommended). The MTSS/RtI team reconvenes to discuss intervention results. If the interventions are working, the teacher will continue. If not, the team will discuss possible reasons why the intervention did not work, adjust the tier 2 intervention or develop an intensive (Tier 3) intervention and then progress monitor results. The classroom teacher or support person will provide an additional Tier 3 intervention for a minimum of 6 weeks (5x a week for 30 mins.) as recommended. The MTSS/RtI team reconvenes again to discuss the results of the Tier 3 intervention. If the Tier 3 did not produce the expected rate of progress, an Educational Planning Team (EPT) meeting will be scheduled with the staffing specialist, teacher, school psychologist, resource teacher, parents, MTSS/RtI coach and school administrator to discuss the results of all the interventions tried and the results of the ongoing progress monitoring. Based on the team's decision at the EPT meeting, the parent may be asked to consider an evaluation for exceptional student education (ESE) services in order to continue the intensive Tier 3 intervention. With consent from the parent, additional assessments such as a psychoeducational evaluation may be conducted to determine possible entitlement for ESE services. The School Psychologist conducts additional evaluations as necessary and contacts the staffing specialist to schedule a meeting to discuss results. If the student meets criteria for an ESE program, an IEP will be developed with goals that the student is eligible for with parent consent.

Describe the plan to train staff on MTSS.

Grade level meetings are held every other Tuesday with the classroom teachers during the Special Area time blocks and staff meetings are held once a month. The MTSS/RtI team members are all present at least once a month during the grade level meetings in order to present, address, and review the RTI process, MTSS/RtI related matters, procedures, student progress monitoring, specific concerns, revisions, and to present updates to the teachers. Recommendations are made on effective intervention strategies and teachers also have the opportunity to seek guidance and recommendations from the RTI team members. A team effort approach is followed so that all parties involved are well informed and coached on how to implement and carry through an effective action plan. MTSS/RtI team members are assigned specific grade levels as a means of support.

Describe the plan to support MTSS.

Our MTSS/RtI is supported by our Literacy Leadership Team, our teachers and our staff. The LLT meets each Friday to discuss school level systemic problems and data of students. We problem solve any concerns at this meeting. Our LLT has developed a very specific MTSS/RtI plan for placing students into tier 2 and or tier 3 interventions as determined by data and student need, following students progress through ongoing progress monitoring and determining fading of interventions, continuing or changing of interventions as needed.

Our teachers support the MTSS/RtI through their core tier 1 instruction, the tier 2 supplemental instruction and tier 3 intensive instruction. They further support the MTSS/RtI through ongoing progress monitoring in a graphic form and the student graphs are reviewed by the LLT at least 3 times per year to determine rate of progress. Teachers view the graphs biweekly and if are not seeing a positive response, they will meet with their MTSS/RtI coach for recommendations which often includes scheduling an individual student RtI meeting at which all data is reviewed and the MTSS/RtI team engages in the problem solving process.

Our staff supports the MTSS through providing either tier 2 or tier 3 interventions as determined. All staff are trained in the programs used for tier 2 and tier 3 interventions which occur outside of the core. Data is reviewed regularly and students are moved to appropriate interventions as this is a fluid plan.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. June P. Jones - Principal
Michael Gladden - Administrative Dean
Terica Weaver-Baker - Staffing Coordinator/Guidance
Carmen Mendizabal - Curriculum Resource Teacher
Terri Korn - Reading Coach
Pamela Welch - Grade 3 PLC Lead Teacher
Lucille Bloomer - Grade 1 PLC Lead Teacher
Gloria Notice-Campbell - Grade 5 PLC Lead Teacher
Patricia Jacques - Grade 4 PLC Lead Teacher
Patricia Woodard - Grade 2 PLC Lead Teacher
Coddette-Rogers - Kindergarten PLC Lead Teacher

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

The purpose of the Literacy Leadership Team is to model effective practices in the classroom, provide professional development that will help to differentiate the needs of teachers and students and develop a Literacy Plan that provides an instructional match for all students in order to close the academic reading achievement gap. The LLT meets weekly to review data, discuss strengths, weaknesses and next steps. Twice a month Grade level PLC's meet with the LLT for professional development, data analysis, review of FCIM and RtI in order to implement the Literacy Plan. The administration and three members of the leadership team have been trained in the new Teacher Evaluation System.

Development of the Literacy Plan began with our Curriculum Planning Meetings in June of 2012. All members of the Literacy Leadership Team were present and participated in the Curriculum Planning. Each Grade Level PLC Lead Teacher developed an instructional focus calendar for their grade level that specifically targeted the Comprehension Strategy and the Comprehension Skill Focus taught each week from our Core Reading Program, SRA's Imagine It! Included in the Focus calendar is our comprehensive assessment schedule of weekly lesson assessments and Benchmark Unit assessments.

Additionally, grades 3-5 utilize Edusoft Mini Assessments as part of FCIM to provide frequent assessments to determine student mastery of reading benchmarks. Small group differentiated instruction then occurs for students needing additional instruction in specific skills. Keeping FCIM in mind, we utilize our leveled readers from our core reading program as these leveled readers specifically reteach and reassess comprehension skills to be mastered. K-2 grades utilize the FAIR assessments to determine students in need of differentiated small group instruction targeting skills to be retaught and reassessed. They may utilize the leveled readers as well as other resources such as the Student Activity Centers provided by Florida Center for Reading Research.

Another integral piece of our Literacy Plan developed by our LLT is our 30 minute daily intervention instruction for all students. This intervention is differentiated on student need and intended to provide the instructional match for all students. We currently implement many programs to provide this match for our students struggling with reading to our students needing enrichment activities that encourage higher order critical thinking skills. Forty-one intervention instruction groups provide our students with an appropriate instructional match. All teachers and paraprofessionals are trained on the materials they are using for the intervention block. This is not a stagnate intervention block. In program assessments as well as the Imagine It! Benchmark assessments are used to examine student progress and movement from one intervention group to another in order to continually provide individual student instructional match. In program assessments provide feedback on specific skills taught while the Imagine It! Benchmark Assessments are a Curriculum Based Assessment which provides data as to which students are on or above grade level and which students are below grade level. Both types of assessments are reviewed by the LLT and by Grade Level PLC's therefore conducting precise data based decision making for our students. All members of the LLT are either providing intervention instruction or monitoring instruction and monitoring student progress.

Students have additional tutoring and maintenance (FCIM) opportunities through a third part of our Literacy Plan. Many sources of data were reviewed and students were identified who would benefit from the additional tutoring and maintenance instruction. Parents of the identified students were given the option of signing a waiver for the Physical Activity requirement and choosing for their child to participate in the tutoring and maintenance instruction 4 times a week for 30 minutes. Data such as Edusoft Benchmark assessments, FAIR, Edusoft mini assessments, SRA weekly lesson assessments and Imagine It! Benchmark assessments will be used to determine progress towards Grade level Reading Benchmarks.

Lastly, monitoring of the Literacy Plan will be the utmost importance of the LLT. On-going progress monitoring and utilizing an instructional graph for all students below grade level is a flexible and fluid aspect of the plan in order to monitor reading success for all our students. Materials such as the FAIR probes, Dibels probes, Easycbm.com probes and in program assessments will be used to monitor this progress. Every 6-8 weeks the LLT as well as Grade level PLC's will review the on-going progress monitoring to determine the effectiveness of core instruction and intervention instruction. This review promotes the most accurate data based decision making to occur and provide appropriate instructional match for all students.

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

Oak Hill has several initiatives our LLT will be introducing, continuing and improving this school year. We will continue lesson study, continue fluid data walls for teachers, continue comprehensive community data wall for our parents and community members, continue Classroom Walkthroughs, continue Eagle Talks and improve the infrastructure and capacity of our Grade Level PLC's. We will introduce our six component plan to increase reading achievement at Oak Hill.

Continuing the fluid data walls for the teachers and specifically Grade Level PLC's monitors student progress and determines goals PLC's will initiate to address student achievement. Analysis of data by Grade Level PLC's answers questions such as; is our core instruction working, if not, why is it not working, what will we do about it and how will we know if our decision making and intervention instruction is working? Data walls help PLC's hold meaningful conversations.

Our Comprehensive Community Data Wall informs parents, teachers and community leaders our goals to increase Annual Yearly Progress and what it takes to become an A school and to truly address the needs of all students. Our SAC and PTA are informed of these goals and help us to achieve them.

Eagle Talks provide on going communication between teachers and students. This communication addresses student progress, goal setting and monitoring. Teachers meet individually with their students, discuss student data, address common goals and steps to achieve those goals. Frequent Eagle Talks monitor the progress towards individual goals.

We will continue the Classroom Walkthroughs by our LLT. These walkthroughs provide the LLT and Grade Level PLC's on going analysis of fidelity of program instruction, utilization of effective classroom instructional strategies such as Marzano's High Yield Strategies and Blooms or Webs Depth of Knowledge, classroom management strategies and effective pacing. The goal of this data is, of course, to increase effective instruction that promotes engagement for all students.

This year at Oak Hill we really want to improve the infrastructure and utilization of the PLC concept and lesson study. Each Grade Level PLC will meet weekly to view grade level data, discuss concerns, determine strengths and weaknesses and develop next steps to increase student achievement. Monthly the Grade Level PLC's will meet with the LLT to continually inform and update the LLT of their action plans and to enlist the help of the LLT as needed. We are really excited about improving our PLC concept and supporting grade levels as they embark on lesson study.

Finally, our LLT will support the implementation of our six component plan to increase reading achievement for all students.

This process began at preplanning in August 2012 with the overview of the plan. Continued professional development of the six components of the reading plan took place through whole faculty training and small group training completed by September 5, 2012. Monthly grade level PLC meetings will continue to address the effectiveness of the plan and support needed.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/18/2012)

*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.

At Oak Hill the primary goal for pre-school children is to be transitioned into the public school setting by providing the necessary tools for growth, a conducive environment for learning, a stimulating and developmentally appropriate curriculum in order to be successful. The screening tool is given three times a year for the purpose of establishing baseline data. This screening helps to identify strengths and weaknesses in the areas of language, social/emotional growth, literacy, math and science. All first time kindergarteners are also administered the FLKRS (Florida Kindergarten Readiness Screener) to determine their readiness level upon entering school. Seventy five percent (6 of 8) of the students participating in our Voluntary Pre-K Program in 2010-2011 and remaining in Oak Hill for kindergarten in 2011-2012 showed readiness based on the results of the FLKRS. Our goal is to show an increase of at least 5% (3) the percent of VPK students who will enter elementary school ready based on FLKRS data. Our Voluntary Pre-K teacher is a highly qualified teacher trained in the new Marzano iObservation process and utilizes the teaching and learning strategies as indicated by Marzano. The school's mission is to involve parents in the process. Parents are invited to walk students to class and participate in the morning routine in order to establish consistency with the transition process. Activities such as circle time, to develop literacy and language development, play time to aid in social/emotional development, house keeping teaches responsibility and getting along. Parents are invited to attend parent involvement conferences that focus on helping them to adapt to the goals and expectations of the public school setting. Students who come with a background of a formal education is provided with enrichment activities based on their needs.

*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.

NA

*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?

NA

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?

NA

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](#)

NA

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:	By July 2013, at least 28% (67) of all students tested will achieve proficiency by scoring a level 3 on the FCAT 2.0 Reading assessment. This is an expected 3 percentage points increase from FCAT 2012. Of these students, 26% (22) will be 3rd grade students showing they are reading on grade level by age 9.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In June 2012, 30% (20) of all 4th grade students tested and 24% (18) of all 5th grade students tested, achieved proficiency by scoring a level 3 on the FCAT 2.0 Reading assessment. Twenty three percent (22) of all 3rd grade students tested achieved proficiency showing they are reading on grade level by age nine.	By July 2013, at least 28% (67) of all students tested will achieve proficiency by scoring a level 3 on the FCAT 2.0 Reading assessment. This is an expected 3 percentage points increase from FCAT 2012. Of these students, 26% (22) will be 3rd grade students showing they are reading on grade level by age 9.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate progress 	Leadership Team, Teachers, Tutors	Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score, CWT
	Students need to understand instructional goals	<ol style="list-style-type: none"> 1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Implement the new teacher evaluation system 2. Meet as PLCs to identify student progress and needs 	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark

2		<p>evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations.</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>		<p>3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson</p>	<p>Assessments, and Edusoft Skills-based Mini-assessments, Write Score, CWT</p>
3	<p>Teachers need to use assessment data to determine need for skills reinforcement</p>	<p>1. Disaggregate test data</p> <p>2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model</p> <p>3. Identify students performing below grade level for monitoring purposes</p> <p>4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p>	<p>Leadership Team, Teachers</p>	<p>Assess student progress in reading three times per year using district recommended assessments</p>	<p>FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score CWT</p>
4	<p>Students need to increase reading fluency in order to improve reading comprehension</p>	<p>1. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support</p> <p>2. Develop a Student Progress Monitoring Plan for students not making adequate reading progress</p> <p>3. Provide a daily school-wide 30 minute reading intervention block</p> <p>4. Continue to offer an additional reading intervention during P.E. for students who have P.E. waivers</p> <p>5. Continue to use the Vocabulary Workshop program by Sadlier to increase students' verbal lexicon as well as increase reading comprehension</p> <p>6. Attend professional development on Professional Learning Community (PLC)</p>	<p>Leadership Team, Teachers, Tutors</p>	<p>1. Assess student progress in reading three times per year using district recommended assessments</p> <p>2. Implement the use of the RTI model for student progress monitoring and instructional decision making.</p>	<p>FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments</p>

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>NA</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By July 2013, at least 25% (59) of all students tested will achieve levels 4 and 5 on the FCAT 2.0 Reading assessment. This is an expected 3 percentage points increase from FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 22% (51) of all students tested achieved above proficiency scoring levels 4 and 5 on the FCAT 2.0 Reading assessment.	By July 2013, at least 25% (59) of all students tested will achieve levels 4 and 5 on the FCAT 2.0 Reading assessment. This is an expected 3 percentage points increase from FCAT 2012.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide a more rigorous instructional approach in reading	<ol style="list-style-type: none"> Disaggregate test data to identify students performing above level grade level Conduct FCAT analysis training sessions to review the 2012 FCAT Reading test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified as needing enrichment Provide all classroom teachers and students with computers equipped with the Accelerated Reader program Implement an "Ultimate Reading Challenge" initiative to promote reading with students in grades 3-5 Monitor student progress using FAIR progress monitoring resources in grades K-5 and CIM mini-assessments in grades 3-5 Assess all students' progress in reading three times per year using district recommended assessments Provide gifted program screening for students 	Leadership Team, Teachers	<ol style="list-style-type: none"> Assess student reading progress three times per year using district recommended assessments Conduct "Eagle Test Talks" (ETT) between the school leadership team, classroom teachers and students Continue bi-monthly PLC meetings with all classroom teachers designed to be a communication tool. CWTs 	FCAT, FAIR, Benchmark Assessments, Ongoing Progress Monitoring

	performing above grade level 8. Teachers will participate in HOT/Webb's PD		
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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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By July 2013, at least 75% (178) of all students tested will make Learning Gains on the FCAT 2.0 Reading assessment. This is an expected 5 percentage points increase from FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 70% (166) of all students tested made Learning Gains on the FCAT 2.0 Reading assessment.	By July 2013, at least 75% (178) of all students tested will make Learning Gains on the FCAT 2.0 Reading assessment. This is an expected 5 percentage points increase from FCAT 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to use assessment data to determine need for skills reinforcement	1. Disaggregate test data 2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 3. Identify students performing below grade level for monitoring purposes 4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate	Leadership Team, Teachers	Assess student progress by using district recommended assessments	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

		differentiated instruction and be aware of students identified within each subgroup			
2	Teachers need to provide differentiated instruction targeted to help students transition into a higher grade to show their academic potential by making learning gains.	<ol style="list-style-type: none"> 1. Develop and implement the use of an Instructional Focus Calendar developed by lead teachers specific to each grade level and highlights specific reading skill for every week 2. Disaggregate test data to identify bubble students who have the potential to make learning gains 3. Review Next Generation Sunshine State Standards (NGSSS) to incorporate into daily lesson plans 4. Implement the teaching and reinforcement of the specific skill of the week as indicated in the K-5 SRA, Imagine It! instructional focus calendar 5. Maintain focus and consistency through the use of FCIM 6. Conduct FCAT analysis training sessions to review the 2012 FCAT Reading test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified as having the potential to make learning gains 7. Conduct initial district assessments, review previous assessments and plan instruction based on results 8. Monitor student progress using FAIR progress monitoring resources in grades K-5 and CIM mini-assessments in grades 3-5 12. Continue the use of FCAT Explorer for students and parents to have a better understanding of FCAT formatted reading test passages and questions 	Leadership Team, Teachers, Tutors	<ol style="list-style-type: none"> 1. Assess student progress in reading three times a year using district recommended assessments 2. Analyze assessment results to determine instructional decision making 	FCAT, Benchmark Assessments, FAIR, SRA, Imagine It Reading Program Benchmark Assessments, Edusoft Skills based Mini-assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By July 2013, at least 84% (50) of all students identified in the Lowest 25% will make learning gains in reading. This is an expected 3% increase from FCAT 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 81% (49) of all students identified in the Lowest 25% made learning gains on the FCAT 2.0 Reading assessment.	By July 2013, at least 84% (50) of all students identified in the Lowest 25% will make learning gains in reading. This is an expected 3% increase from FCAT 2012.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate reading 	<p>Leadership Team, Teachers, Tutors</p> <ol style="list-style-type: none"> 1. Implement the use of the RTI model for student progress monitoring and instructional decision making. 	<ol style="list-style-type: none"> 1. Implement the use of the RTI model for student progress monitoring and instructional decision making. 	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

2	<p>Teachers need to meet the individual needs of students that is reflected in the number requiring attention as measured within the constantly changing specific reading skills deficits</p>	<p>progress</p> <ol style="list-style-type: none"> 1. Develop and implement the use of an Instructional Focus Calendar developed by lead teachers specific to each grade level and highlights specific reading skill for every week 2. Disaggregate test data to identify students performing in the lowest 25% in reading 3. Develop a school-wide intervention plan targeted to meet the needs of students in the lowest 25% 4. Continue the teaching and reinforcement of the specific skill of the week as indicated in the K-5 SRA, Imagine It! instructional focus calendar 5. Provide two additional computers per classroom as a means of intervention for students below grade level 6. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress 7. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 8. Conduct FCAT analysis training sessions to review the 2012 FCAT Reading test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified as the lowest 25% 9. Continue the use of Early Interventions in Reading, Phonics for Reading and other Comprehension programs in the intervention block 10. Provide a daily school-wide 30 minute reading intervention block 11. Develop a Student Progress Monitoring Plan for students not making adequate reading progress 12. Assess all students' progress in reading three times per year using district recommended assessments 13. Offer the 21st Century After School Tutorial Program in the area of reading to all students in grades 2-5 	<p>Leadership Team, Teachers, Tutors</p>	<ol style="list-style-type: none"> 1. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication tool. 2. Assess all students' progress 3. Monitor student progress using FAIR progress monitoring resources in grades K-5 and CIM mini-assessments in grades 3-5 4. Conduct initial district assessments, review previous assessments and plan instruction based on results 5. Implement the use of the RTI model 	<p>FCAT, FAIR, Benchmark Assessments, Ongoing Progress Monitoring</p>
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	<p>14. Offer After School Tutoring in the area of reading provided through the Supplemental Education Services (SES) for students in grades K-5 that receive free and reduced lunch</p> <p>15. Provide an additional reading intervention during P.E. for students who have P.E. waivers</p> <p>Hold weekly meetings with the Response to Intervention Team - RTI</p>	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	<p>In June 2012 ___ of all students tested scored a level 1 and ___ scored a level 2 on the FCAT 2.0 Reading test. This is a total ___ of students identified as having an achievement gap in reading.</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By July 2013, there will be a 10% decrease of all students 27% (3) identified in the subgroups by ethnicity (White 23% (7); Black 53% (16) and Hispanic 24% (7) will not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Reading assessment results, 30% (34 of 113) of all students identified in the White 23% (8), Black 53% (18) and Hispanic 24% (8) ethnic subgroups did not make satisfactory progress in reading.	By July 2013, there will be a 10% decrease of all students 27% (3) identified in the subgroups by ethnicity (White 23% (7); Black 53% (16) and Hispanic 24% (7) will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	<ol style="list-style-type: none"> Continue the use of an Instructional Focus Calendar Disaggregate test data Develop a school-wide intervention plan Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model Identify students performing below grade level for monitoring purposes Implement the Differentiated Accountability model (DA) for adequate 	Leadership Team, Teachers, Tutors	1. Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

interventions, monitoring, and support
 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup
 8. Develop a Student Progress Monitoring Plan for students not making adequate progress

Teachers need to help students identified in our ethnic subgroup population increase reading interest levels

1. Disaggregate test data to identify the students in these subgroup populations
 2. Develop a school-wide intervention plan targeted to meet the needs of students below grade level and students who make up the subgroups population
 3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress
 4. Identify students performing below grade level for monitoring purposes
 5. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support
 6. Conduct FCAT analysis training sessions to review the 2012 FCAT Reading test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup
 7. Provide a daily school-wide 30 minute reading intervention block
 8. Assess all students' progress in reading three times per year using district recommended assessments
 9. Offer the 21st Century After School Tutorial Program in the area of reading to all students in grades 2-5
 10. Provide an additional reading intervention during P.E. for students who have P.E. waivers
 11. Provide reading incentives such as RIF 3 times a year
 12. Invite community leaders/members to role model high interest reading through programs

Leadership Team, Teachers, Tutors

1. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication tool.
 2. Monitor student progress using FAIR progress monitoring resources in grades K-5 and CIM mini-assessments in grades 3-5

FCAT, FAIR, Benchmark Assessments, SRA, Imagine It Reading Program Benchmark Assessments

		such as Teach-In and The Ultimate Reading Challenge			
3	Parents need to become more involved in and knowledgeable of the instructional process	<ol style="list-style-type: none"> 1. Enforce parent/teacher communication using the daily agenda 2. Provide parent/teacher talks such as Open House & FCAT Parent Nights to inform parents of the importance for them to get involved in the instructional process 3. Hold monthly SAC meetings involving updates on curriculum and test results matters 4. Utilize the school monthly newsletter to inform and encourage parents to attend functions specific to parent involvement and communication 5. Utilize the Connect Orange Communication System to maintain parents informed of school matters relevant to curriculum and student assessment practices 6. Provide parents with curriculum and student assessment matters utilizing the school marquee 	SAC, PTA, Title I, Teachers, Leadership team	<ol style="list-style-type: none"> 1. Monthly SAC/PTA/Title I meetings 2. FCAT Parent Nights 3. Connect Orange Communication System 	Participation sign-in sheets Parent/School Survey

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:	By July, 2013, there will be a 10% decrease 10% (3) of all students identified in the ELL subgroup population will not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Reading assessment results, 12% (4) of all students identified in the ELL subgroup population did not make satisfactory progress in reading.	By July, 2013, there will be a 10% decrease 10% (3) of all students identified in the ELL subgroup population will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers need to provide more differentiated instruction	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring 	Leadership Team, Teachers, Tutors	Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

1		<p>purposes</p> <p>6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support</p> <p>7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p> <p>8. Develop a Student Progress Monitoring Plan for students not making adequate progress</p>			
2	Teachers need to help ELL students increase reading interest levels	<p>1. Disaggregate test data to identify the ELL students</p> <p>2. Develop a school-wide intervention plan targeted to meet the needs of students below grade level and students who make up the ELL population</p> <p>3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress</p> <p>4. Identify ELL students performing below grade level for monitoring purposes</p> <p>5. Conduct FCAT analysis training sessions to review the 2012 FCAT Reading test results with the instructional personnel to plan appropriate differentiated instruction and be aware of ELL students needs</p> <p>6. Provide a daily school-wide 30 minute reading intervention block</p> <p>7. Assess all ELL students' progress in reading three times per year using district recommended assessments</p> <p>8. Provide an additional reading intervention during Special Area for students who have parent waivers</p> <p>9. Invite community leaders/members to role model high interest reading through Teach-In</p>	Leadership Team, ESOL Compliance Teacher, Teachers, Tutors	<p>1. Assess student progress in reading three times per year using district recommended assessments</p> <p>2. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication too.</p> <p>3. Implement the RTI model for student progress monitoring</p>	FCAT, FAIR, Benchmark Assessments, SRA, Imagine It Reading Program Benchmark Assessments
	ELL parents need to become more aware and involved in the instructional process	<p>1. Enforce parent/teacher communication using the daily agenda</p> <p>2. Provide parent/teacher talks such as Open House & FCAT Parent Nights to inform parents of the</p>	SAC, PTA, Title I, Teachers, Leadership team	<p>1. Monthly SAC/PTA/Title I meetings</p> <p>2. FCAT Parent Nights</p> <p>3. Connect Orange Communication System</p>	Participation sign-in sheets Parent/School Survey

3		<p>importance for them to get involved in the instructional process</p> <ol style="list-style-type: none"> 3. Hold monthly SAC meetings involving updates on curriculum and test results matters 4. Utilize the school monthly newsletter to inform and encourage parents to attend functions specific to parent involvement and communication 5. Utilize the Connect Orange Communication System to maintain parents informed of school matters relevant to curriculum and student assessment practices 6. Provide parents with curriculum and student assessment matters utilizing the school marquee 			
4	<p>Teachers need to help ELL students increase reading fluency and build vocabulary so that they improve reading comprehension</p>	<ol style="list-style-type: none"> 1. Develop a Student Progress Monitoring Plan for students not making adequate reading progress 2. Provide a daily school-wide 30 minute reading intervention block 3. Continue to offer an additional reading intervention during Special area for students who have parent waivers 	<p>Leadership Team, Teachers</p>	<ol style="list-style-type: none"> 1. Assess student progress in reading three times per year using district recommended assessments 2. Implement the use of the RTI model for student progress monitoring and instructional decision making 	<p>FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments</p>

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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>By July, 2013, there will be a 10% decrease 79% (18) of all students identified in the SWD subgroup population will not make satisfactory progress in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Based on 2012 FCAT 2.0 Reading assessment results, 87% (20 of 23) of all students identified in the SWD subgroup population did not make satisfactory progress in reading.</p>	<p>By July, 2013, there will be a 10% decrease 79% (18) of all students identified in the SWD subgroup population will not make satisfactory progress in reading.</p>

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
	<p>Teachers need to be more aware of students IEP goals in order to provide more effective differentiated instruction</p>	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 	<p>Leadership Team, Teachers, Tutors</p>	<p>1. Implement the use of the RTI model for student progress monitoring and instructional decision making.</p>	<p>FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT</p>

1		<p>5. Identify students performing below grade level for monitoring purposes</p> <p>6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support</p> <p>7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p> <p>8. Develop a Student Progress Monitoring Plan for students not making adequate progress</p>			
2	Teachers need to use assessment data to determine need for skills reinforcement	<p>1. Disaggregate test data</p> <p>2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model</p> <p>3. Identify students performing below grade level for monitoring purposes</p> <p>4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within this subgroup</p>	Leadership Team, Teachers	Assess student progress in using district recommended assessments	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

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:	By July, 2013, there will be a 10% decrease, 25% (32) of all students identified in the Economically Disadvantaged subgroup population not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Reading assessment results, 28% (35 of 125) of all students identified in the Economically Disadvantaged subgroup did not make satisfactory progress in reading.	By July, 2013, there will be a 10% decrease, 25% (32) of all students identified in the Economically Disadvantaged subgroup population not making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers need to use assessment data to determine need for skills reinforcement	<p>1. Disaggregate test data</p> <p>2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model</p> <p>3. Identify students</p>	Leadership Team, Teachers	Assess student progress in using district recommended assessments	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-

1		<p>performing below grade level for monitoring purposes</p> <p>4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p>			assessments, CWT
2	Students need to understand instructional goals	<p>1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations.</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	Leadership Team, Teachers	<p>1. Implement the new teacher evaluation system</p> <p>2. Meet as PLCs to identify student progress and needs</p> <p>3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson</p>	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
3	Students are not reading on grade level	<p>1. Disaggregate test data to identify students in the Economically Disadvantaged subgroup</p> <p>2. Develop a schoolwide intervention plan targeted to meet the needs of students below grade level and students who make up the subgroups population</p> <p>3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress</p> <p>4. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support</p> <p>5. Provide a daily school-wide 30 minute reading intervention block</p> <p>6. Develop a Student Progress Monitoring Plan for students not making adequate reading progress</p> <p>7. Assess student progress in reading three times per year using district recommended assessments</p> <p>8. Offer the 21st Century After School Tutorial Program in the area of reading to all Econ. Disad. students</p>	Leadership Team, Teachers, Tutors	<p>1. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication tool.</p> <p>2. Monitor student progress using FAIR progress monitoring resources in grades K-5 and CIM mini-assessments in grades 3-5</p> <p>3. Conduct initial district assessments, review previous assessments and plan instruction based on results</p>	FCAT, FAIR, Benchmark Assessments, SRA, Imagine It Program Benchmark Assessments

		<p>in grades 2-5</p> <p>9. Offer After School Tutoring in the area of reading provided through the Supplemental Education Services (SES) for students in grades K-5 that receive free and reduced lunch</p> <p>10. Provide an additional 30 minutes per day of intensive reading support to students identified in the Econo. Disad. subgroup who have a P.E. waiver</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IMS - Instructional Management System	K-5 Teachers	CRT; Reading Coach	School-wide, K-5 teachers	May 31, 2013	IMS Champion and Co-Champion to discuss their action plan for next steps to having teachers utilize IMS curriculum and data resources for reading, to maximize its potential as a vital and effective tool	Principal; CRT; Reading Coach
CCSS Common Core State Standards	K-2	CCSS ELA Blackbelts	All K-2 Teachers	May 31, 2013	CCSS ELA Blackbelts to meet monthly to plan next steps in the implementation and unfolding process of CCSS for ELA	CRT; K-2 CCSS Blackbelts
On-Going Progress Monitoring	Staff providing instruction during our 30 minute reading intervention block		School Wide, All K-5 Teachers	October 23, 2012	Review of Instructional Graphs every 6-8 weeks to determine effectiveness of intervention design and instruction	Reading Coach
Maximizing Imagine It! Workshop Centers	K-5 Teachers to be used during the 90 minute reading block	Reading Coach	School-Wide, All K-5 Teachers	August 28, 2012	Monthly each Grade Level PLC will meet with the Core Literacy Leadership Team to discuss their action plan of maximizing Imagine It! workshop centers.	Reading Coach
Increasing Reading Achievement at Oak Hill	K-5 Teachers all content areas	Reading Coach	School Wide, K-5 Teachers	Monday, August 13, 2012 Tuesday, August 28, 2012 Wednesday, September 5, 2012	Monthly each Grade Level PLC will meet with the Core Literacy Leadership Team to discuss their action plan steps put into place that utilize the use of the 6 components of the plan.	Reading Coach
Overview of Intervention Programs	School Staff providing instruction during our 30 minute reading intervention block	Reading Coach	Selected K-5 Teachers and Paraprofessional Tutors	Tuesday, September 25, 2012	Observation of Intervention Block instruction, Coaching as needed Model lessons as needed	Reading Coach
Thinking Maps Refresher (over 2 afternoons)	K-5 Teachers to be used in all content areas	Reading Coach and Staffing Specialist (school trainers)	School Wide, All K-5 Teachers	November 28, 2012 February 6, 2013	Monthly each Grade Level PLC will meet with the Core Literacy Leadership Team to discuss their action plan steps put into place that utilize the use of the Thinking Maps for all content areas.	Reading Coach and Staffing Specialist

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance Reading Skills	Interactive Reading Journals	School	\$207.00
Enhance Reading Skills	After the Bell	School	\$2,524.00
Build Vocabulary	Vocabulary Workshop	School	\$3,520.00
Enhance Reading Skills	Imagine It Reading Intervention Resources	School	\$23,327.00
Enhance Reading Skills	Scholastic News	School	\$1,940.00
Reading Intervention	Phonics for Reading	School	\$666.00
Enhance Reading Skills	Write Score	School	\$1,526.00
			Subtotal: \$33,710.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of technology to improve readability level of students	Accelerated Reader Annual Enrollment Fee	School	\$2,311.00
			Subtotal: \$2,311.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To enhance reading instruction	Interactive Reading Response Journals, Reading Coach	School	\$207.00
			Subtotal: \$207.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$36,228.00

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:		By June 2013, at least 59% (36) of all ELL students taking the CELLA listening/speaking sections will score at proficient level.			
2012 Current Percent of Students Proficient in listening/speaking:					
In June 2012, the CELLA test results indicated that 54% (33) of all ELL students tested scored proficient in the listening/speaking sections.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Teachers need to help ELL students increase reading fluency and build vocabulary so that they improve reading comprehension	<ol style="list-style-type: none"> 1. Implement adequate interventions, monitoring, and support 2. Develop a Student Progress Monitoring Plan for students not making adequate reading progress 3. Provide a daily school-wide 30 minute reading intervention block 4. Continue to offer an additional reading intervention during P.E. for students who have P.E. waivers 5. Continue using the Vocabulary Workshop program by Sadlier to increase students' verbal lexicon as well as increase reading comprehension and vocabulary. 6. Attend professional development on Professional Learning Community (PLC) 	Leadership Team, Teachers, Tutors	<ol style="list-style-type: none"> 1. Assess student progress in reading three times per year using district recommended assessments 2. Implement the use of the RTI model for student progress monitoring and instructional decision making 	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments

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:

By June 2013, at least 54% (33) of all ELL students taking the CELLA reading section will score at proficient level.

2012 Current Percent of Students Proficient in reading:

In June 2012, the CELLA test results indicated that 49% (30) of all ELL students tested scored proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 	Leadership Team, Teachers, Tutors	Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

		<p>7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p> <p>8. Develop a Student Progress Monitoring Plan for students not making adequate progress</p>			
2	Students need to understand instructional goals	<p>1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations.</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	Leadership Team, Teachers	<p>1. Implement the new teacher evaluation system</p> <p>2. Meet as PLCs to identify student progress and needs</p> <p>3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson</p>	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
3	Teachers need to help ELL students increase reading interest levels	<p>1. Disaggregate test data to identify the ELL students</p> <p>2. Develop a school-wide intervention plan targeted to meet the needs of students below grade level and students who make up the ELL population</p> <p>3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress</p> <p>4. Identify ELL students performing below grade level for monitoring purposes</p> <p>5. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support</p> <p>6. Conduct FCAT analysis training sessions to review the 2012 FCAT Reading test results with the instructional personnel to plan appropriate differentiated instruction and be aware of ELL students needs</p> <p>7. Provide a daily school-wide 30 minute reading intervention</p>	Leadership Team, ESOL Compliance Teacher, Teachers, Tutors	<p>1. Assess student progress in reading three times per year using district recommended assessments</p> <p>2. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication too.</p> <p>3. Implement the RTI model for student progress monitoring</p>	FCAT, FAIR, Benchmark Assessments, SRA, Imagine It Reading Program Benchmark Assessments

	<p>block</p> <p>8. Assess all ELL students' progress in reading three times per year using district recommended assessments</p> <p>9. Offer the 21st Century After School Tutorial Program in the area of reading to all students in grades 2-5</p> <p>10. Provide an additional reading intervention during P.E. for students who have P.E. waivers</p> <p>11. Provide reading incentives such as RIF 3 times a year which include ethnic/language themed reading material</p> <p>12. Invite community leaders/members to role model high interest reading through programs such as Teach-In and The Ultimate Reading Challenge</p>			
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, at least 49% (30) of all ELL students taking the CELLA writing section will score at proficient level.
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2012 Current Percent of Students Proficient in writing:

In June 2012, the CELLA test results indicated that 44% (27) of all ELL students tested scored proficient in writing.

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
	Teachers need to teach students how to use more effective writing strategies	<p>1. Implement the Differentiated Accountability model for adequate interventions, monitoring, and support</p> <p>2. Writing Committee will update the writing notebook and incorporate the OPCS Vision for Writing</p> <p>3. Provide teachers, students, and parents with a clear understanding of the expectations for a level 3.5 and above on the FCAT Writes essay</p> <p>4. Administer District Writing assessment in grade 4</p> <p>5. Use student writing</p>	Leadership Team, Teachers	<p>1. Monitor student progress in writing using school-wide writing assessments three times per year</p> <p>2. Use student writing samples and data from FCAT Writes to guide writing instruction</p> <p>1. FCAT, Mock FCAT Writes using rubric similar to the FCAT scoring team.</p>	FCAT, Mock FCAT Writes using rubric similar to the FCAT scoring team.

1	<p>samples and data from FCAT Writes to guide writing instruction</p> <p>6. Monitor student progress in writing through school-wide assessments three times per year</p> <p>7. Provide training opportunities to 4th grade teachers</p> <p>8. Integrate writing instruction within all content areas and monitor results</p> <p>9. Use Write Traits in grades 1-5 as a key component in the development of students writing skills</p> <p>10. Implement the use of a writing focus calendar</p> <p>10. Implement the use of Write from the Beginning program</p>			
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CELLA Budget:

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

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:	By July 2013, at least 39% (93) of all students tested will achieve proficiency by scoring a level 3 indicating that they are fluent in math operations. This is an expected 3 percentage points increase.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In June 2012 36% (85) of all students tested achieved proficiency scoring a level 3 on the 2012 FCAT 2.0 Mathematics test.	By July 2013, at least 39% (93) of all students tested will achieve proficiency by scoring a level 3 indicating that they are fluent in math operations. This is an expected 3 percentage points increase.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate progress 	Leadership Team, Teachers, Tutors	Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score, CWT
2	Students need to understand instructional goals	<ol style="list-style-type: none"> 1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation 2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Implement the new teacher evaluation system 2. Meet as PLCs to identify student progress and needs 3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson 	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score, CWT

		objectives and expectations. 3. Implement the use of student targeted self-evaluation scales/rubrics			
3	Teachers need to use assessment data to determine need for skills reinforcement	<ol style="list-style-type: none"> 1. Disaggregate test data 2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 3. Identify students performing below grade level for monitoring purposes 4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 	Leadership Team, Teachers	Assess student progress in reading three times per year using district recommended assessments	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score CWT
4	Our teachers need to follow the Envision Math and the ST Math programs with fidelity	<ol style="list-style-type: none"> 1. Continue using the OCPS newly adopted EnVision Math Program in grades K-5 2. Implement the use of ST Math (Visualize Math) in computer-based program in grades K-1 as a means of additional intervention and enrichment 3. Continue the use of ST Math (Visualize Math) in computer-based program in grades 2-5 as a means of additional intervention and enrichment 4. Provide TV/Computer adapter cables that will enable teachers to offer a more interactive mathematics experience for the core math program 5. Review the Next Generation Sunshine State Standards (NGSSS) to incorporate into daily lesson plans 6. Continue the use of FCAT Explorer for students and parents to have a better understanding of FCAT formatted mathematics examples 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Assess student progress in mathematics three times per year using district recommended assessments 2. Conduct ongoing progress monitoring using the benchmark assessment imbedded in the new EnVision Math program 3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress 	FCAT, Benchmark Assessments, EnVision Math program assessments
5	Our teachers need to use assessment data to identify specific areas of need and drive their instruction accordingly	<ol style="list-style-type: none"> 1. Disaggregate test data to identify students on grade level 2. Conduct initial district assessments, review previous assessments and plan instruction based on results 3. Review the Next Generation Sunshine State Standards (NGSSS) to incorporate into daily lesson plans 4. Assess all students' 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Assess student progress in mathematics three times per year using district recommended assessments 2. Conduct ongoing progress monitoring using the benchmark assessment imbedded in the new EnVision Math program 3. Implement Tier 1, 2, & 3 interventions as 	FCAT, Benchmark Assessments, EnVision Math program assessments

	progress in math at least three times per year using curriculum-based and district benchmark assessments 8. Continue the use of FCAT Explorer for students and parents to have a better understanding of FCAT formatted mathematics examples Leadership Team, Teachers	outlined in the district RTI model for students not making adequate progress	
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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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By July 2013, at least 25% (59) of all students tested will achieve above proficiency (FCAT Levels 4 and 5) in mathematics. This is an expected 3 percentage points increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 22% (52) of all students tested achieved above proficiency scoring levels 4 and 5 on the FCAT 2.0 Mathematics test.	By July 2013, at least 25% (59) of all students tested will achieve above proficiency (FCAT Levels 4 and 5) in mathematics. This is an expected 3 percentage points increase.

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
	Teachers need to provide a more rigorous instructional approach in mathematics	1. Disaggregate test data to identify students at and above grade level 2. Conduct FCAT analysis training sessions to review the 2012 FCAT Mathematics test results with the instructional personnel to plan appropriate differentiated	Leadership Team, Teachers	1. Conduct "Eagle Test Talks" (ETT) between the school leadership team, classroom teachers and students 2. Assess student progress in math at least three times per year using curriculum-based and district benchmark	FCAT, Benchmark Assessments, EnVision Math program assessments

1		<p>instruction and be aware of students above grade</p> <p>3. Develop and implement the use of an Instructional Focus Calendar developed by lead teachers specific to each grade level and highlights specific math skill for every week</p> <p>4. Continue to use the OCPS newly adopted EnVision Math Program in grades K-5</p> <p>5. Implement ST Math (Visualize Math) computer-based program as an additional intervention for enrichment.</p> <p>6. Provide TV/Computer adapter cables that will enable teachers to offer a more interactive mathematics experience for the core math program.</p> <p>8. Review the Next Generation Sunshine State Standards (NGSSS) to incorporate into daily lesson plans</p> <p>9. Assess all students' progress in math at least three times per year using curriculum-based and district benchmark assessments</p> <p>10. Continue the use of FCAT Explorer for students and parents to have a better understanding of FCAT formatted mathematics examples</p> <p>11. Teachers will participate in the HOT/Webbs PD</p>		<p>assessments</p> <p>3. CWTs</p>	
2	<p>Students need to understand instructional goals so that they can challenge themselves to meet expectation</p>	<p>1. Continue the use of the common board configuration outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	<p>Leadership Team, PLCs, Teachers</p>	<p>Implement the use of the RTI model for student progress monitoring and instructional decision making</p>	<p>FCAT, Benchmark assessments, Envision math benchmark assessments</p>

<p>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:</p>	
<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>NA</p>

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By July 2013, at least 90% (214) of all students tested will make learning gains in mathematics. This is an expected 5% increase
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 85% (202) of all students tested made Learning Gains on the FCAT 2.0 Mathematics test.	By July 2013, at least 90% (214) of all students tested will make learning gains in mathematics. This is an expected 5% increase

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to use assessment data to determine need for skills reinforcement	1. Disaggregate test data 2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 3. Identify students performing below grade level for monitoring purposes 4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup	Leadership Team, Teachers	Assess student progress by using district recommended assessments	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
	Teachers need to provide differentiated instruction targeted to help students transition into a higher grade to show their academic potential by making learning gains in the area of mathematics.	1. Disaggregate test data to identify students making learning gains 2. Implement ST Math (Visualize Math) computer-based program in grades K-1 as a means of additional intervention and enrichment 3. Continue ST Math (Visualize Math) computer-based program in grades 2-5 as a means of additional intervention	Leadership Team, Teachers	1. Assess student progress in mathematics three times per year using district recommended assessments 2. Conduct ongoing progress monitoring using the benchmark assessment imbedded in the new EnVision Math program	FCAT, Benchmark Assessments, EnVision Math program assessments

2		<p>and enrichment</p> <p>4. Conduct initial district assessments, review previous assessments and plan instruction based on results</p> <p>5. Provide TV/Computer adapter cables that will enable teachers to offer a more interactive mathematics experience for the core math program</p> <p>6. Review the Next Generation Sunshine State Standards (NGSSS) to incorporate into daily lesson plans</p> <p>7. Assess all students' progress in math at least three times per year using curriculum based and district benchmark assessments</p> <p>8. Continue the use of FCAT Explorer for students and parents to have a better understanding of FCAT formatted mathematics examples</p> <p>9. Provide two additional computers per classroom as another means of intervention and enrichment for use by students below, on, and above grade level</p>			
3	Students need to understand instructional goals so that they can challenge themselves to meet expectation	<p>1. Continue the use of the common board configuration outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	Leadership Team, PLCs, Teachers	Implement the use of the RTI model for student progress monitoring and instructional decision making	FCAT, Benchmark assessments, Envision math benchmark assessments

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

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

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:	By July 2013, at least 95% (57) of all students identified in the Lowest 25% will make learning gains in mathematics. This is an expected 1% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 94% (56) of all students identified in the Lowest 25% made learning gains on the FCAT 2.0 Mathematics assessment.	By July 2013, at least 95% (67) of all students identified in the Lowest 25% will make learning gains in mathematics. This is an expected 1% increase.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate reading progress	Leadership Team, Teachers, Tutors 1. Implement the use of the RTI model for student progress monitoring and instructional decision making.	1. Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
	Teachers need to use assessment data to identify students' specific areas of need in mathematics	1. Disaggregate test data to identify students below grade level 2. Implement the Differentiated Accountability model	Leadership Team, Teachers, RTI Team	1. Conduct bi-monthly grade level meetings with all classroom teachers designed to be a communication tool.	FCAT, FAIR, Benchmark Assessments, Ongoing Progress Monitoring

2		<p>(DA) for adequate interventions, monitoring, and support</p> <ol style="list-style-type: none"> 3. Develop and implement the use of an Instructional Focus Calendar developed by lead teachers specific to each grade level and highlights specific math skill for every week 4. Conduct initial district assessments, review previous assessments and plan instruction based on results 5. Conduct FCAT analysis training sessions to review the 2012 FCAT Mathematics test results with the instructional personnel to plan appropriate differentiated instruction 6. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 7. Develop a school-wide intervention plan targeted to meet the needs of students below grade level 8. Identify students performing below grade level for purposes of student progress monitoring 9. Develop a Student Progress Monitoring Plan for students not making adequate math progress 10. Offer the 21st Century After School Tutoring Program in the area of mathematics to all students in grades 2-5 11. Offer After School Tutoring in the area of mathematics provided through the Supplemental Education Services (SES) for students in grades K-5 that receive free and reduced lunch 		<ol style="list-style-type: none"> 2. Assess all students' progress 3. Monitor student progress using FAIR progress monitoring resources in grades K-5 and CIM mini-assessments in grades 3-5 4. Conduct initial district assessments, review previous assessments and plan instruction based on results 5. Implement the use of the RTI model 	
3	Students identified in the Lowest 25% need to be motivated in mathematics	<ol style="list-style-type: none"> 1. Use the Envision Math manipulatives as indicated in each lesson 2. Have students work in cooperative groups to determine answers to problems presented in the lessons 3. Provide students with leadership responsibilities when working in cooperative groups 4. Provide an additional 30 minutes of intervention to students who return the PE waivers 	Teachers, tutors	<ol style="list-style-type: none"> 1. Meet as grade level PLCs to make discuss trends that are evident across the grade level 2. Implement the use of the RTI model for careful progress monitoring and instructional decision making 	Benchmark assessments, program assessments, ST Math observations

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In June 2012 ___ of all students tested scored a level 1 and ___ scored a level 2 on the FCAT 2.0 Mathematics test. This is a total ___ of students identified as having an achievement gap in mathematics. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By July 2013, there will be a 10% decrease of all students 28% (7) identified in the subgroups by ethnicity White 1% (2); Black 56% (14); and Hispanic 36% (9) will not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 31% (29 of 93) of all students identified in the White 10% (3), Black 55% (16) and Hispanic 34% (10) ethnic subgroups did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics test.	By July 2013, there will be a 10% decrease of all students 28% (7) identified in the subgroups by ethnicity White 1% (2); Black 56% (14); and Hispanic 36% (9) will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate progress	Leadership Team, Teachers, Tutors	1. Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
	Teachers need to determine more effective interventions	1. Disaggregate test data to identify the students in these subgroup populations	Leadership Team, Teachers, RTI Team	1. Continue bi-monthly grade level meetings with all classroom teachers designed to	FCAT, Benchmark Assessments, EnVision Math program

2

2. Develop a schoolwide intervention plan targeted to meet the needs of students who make up the subgroups population

3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress

4. Identify students performing below grade level for monitoring purposes

5. Implement the Differentiated Accountability model(DA) for adequate interventions, monitoring, and support

6. Conduct FCAT analysis training sessions to review the 2012 FCAT Mathematics test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup

7. Conduct initial district assessments, review previous assessments and plan instruction based on results

8. Develop a Student Progress Monitoring Plan for students not making adequate reading progress

9. Assess student progress in mathematics three times per year using district recommended assessments

10. Hold weekly meetings with the Response to Intervention Team - RTI

be a communication tool.

2. Monitor student progress using CIM mini-assessments in grades 3-5

assessments

3

Parents need to become more involved in and knowledgeable of the instructional process

1. Enforce parent/teacher communication using the daily agenda

2. Provide parent/teacher talks such as Open House & FCAT Parent Nights to inform parents of the importance for them to get involved in the instructional process

3. Hold monthly SAC meetings involving updates on curriculum and test results matters

4. Utilize the school monthly newsletter to inform and encourage parents to attend functions specific to

SAC, PTA, Title I, Teachers, Leadership team

1. Monthly SAC/PTA/Title I meetings

2. FCAT Parent Nights

3. Connect Orange Communication System

Participation sign-in sheets

Parent/School Survey

	parent involvement and communication 5. Utilize the Connect Orange Communication System to maintain parents informed of school matters relevant to curriculum and student assessment practices 6. Provide parents with curriculum and student assessment matters utilizing the school marquee		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By July, 2013, there will be a 10% decrease, 23% (5) of all students identified in the ELL subgroup population not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012 FCAT 2.0 Mathematics assessment results indicate that 26% (6 of 23) of all students identified in the ELL subgroup did not make satisfactory progress in mathematics.	By July, 2013, there will be a 10% decrease, 23% (5) of all students identified in the ELL subgroup population not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate progress	Leadership Team, Teachers, Tutors	Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
	Teachers need to help ELL students increase	1. Disaggregate test data to identify the ELL	Leadership Team, ESOL Compliance	1. Continue bi-monthly grade level meetings	FCAT, Envision Math program

2	<p>interest levels in mathematics</p>	<p>students</p> <ol style="list-style-type: none"> 2. Develop a school-wide intervention plan targeted to meet the needs of students below grade level and students who make up the ELL population 3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress 4. Identify ELL students performing below grade level for monitoring purposes 5. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 6. Conduct FCAT analysis training sessions to review the 2012 FCAT Math test results with the instructional personnel to plan appropriate differentiated instruction and be aware of ELL students needs 7. Assess all ELL students' progress in reading three times per year using district recommended assessments 8. Offer the 21st Century After School Tutorial Program in the area of reading to all students in grades 2-5 9. Provide an additional 30 minutes of intensive math instruction for ELL students who have P.E. waivers 10. Implement the RTI model for student progress monitoring 11. Offer the 21st Century tutorial program in the area of mathematics to all ELL students in grades 2-5 12. Offer after school tutoring in math through the Supplemental Education Services (SES) for all ELL students in grades K-5 	<p>Teacher, Teachers, Tutors</p>	<p>with all classroom teachers designed to be a communication tool.</p> <ol style="list-style-type: none"> 2. Implement the RTI model for student progress monitoring 	<p>assessments, Benchmark Assessments</p>
3	<p>Students need to understand instructional goals so that they can challenge themselves to meet expectation</p>	<ol style="list-style-type: none"> 1. Continue the use of the common board configuration outlining lesson objectives, skills, expectations and evaluation 2. Train teachers on how to reference the instructional goal during a lesson so that ELL students understand lesson objectives and expectations 3. Implement the use of 	<p>Leadership Team, PLCs, Teachers</p> <p>Implement the use of the RTI model for student progress monitoring and instructional decision making</p> <p>FCAT, Benchmark assessments, Envision math benchmark assessments</p>	<p>Implement the use of the RTI model for student progress monitoring and instructional decision making</p>	<p>FCAT, Benchmark assessments, Envision math benchmark assessments</p>

		student targeted self-evaluation scales/rubrics			
4	ELL parents need to become more aware of and involved in the instructional process	<ol style="list-style-type: none"> 1. Enforce parent/teacher communication using the daily agenda 2. Provide parent/teacher talks such as Open House & FCAT Parent Nights to inform parents of the importance for them to get involved in the instructional process 3. Hold monthly SAC meetings involving updates on curriculum and test results matters 4. Utilize the school monthly newsletter to inform and encourage parents to attend functions specific to parent involvement and communication 5. Utilize the Connect Orange Communication System to maintain parents informed of school matters relevant to curriculum and student assessment practices 6. Provide parents with curriculum and student assessment matters utilizing the school marquee 	SAC, PTA, Title I, Teachers, Leadership team	<ol style="list-style-type: none"> 1. Monthly SAC/PTA/Title I meetings 2. FCAT Parent Nights 3. Connect Orange Communication System 	Participation sign-in sheets Parent/School Survey

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:	By July, 2013, there will be a 10% decrease, 60% (14) of all students identified in the SWD subgroup population will not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Mathematics assessment results, 67% (15 of 23) of all students identified in the SWD subgroup population did not make satisfactory progress in mathematics.	By July, 2013, there will be a 10% decrease, 60% (14) of all students identified in the SWD subgroup population will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to use assessment data to determine need for skills reinforcement	<ol style="list-style-type: none"> 1. Disaggregate test data 2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 3. Identify students performing below grade level for monitoring purposes 4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to 	Leadership Team, Teachers	Assess student progress in reading three times per year using district recommended assessments	FCAT, Benchmark Assessments, Envision Math Program Benchmark Assessments

		plan appropriate differentiated instruction and be aware of students identified within this subgroup			
2	Teachers need to become more aware of the students' IEP goals in order to provide more effective differentiated instruction	<ol style="list-style-type: none"> 1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and support 7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup 8. Develop a Student Progress Monitoring Plan for students not making adequate progress 9. Teachers will have access to the student's IEP goals/accommodations to differentiate instruction for SWD students 	Leadership Team, Teachers, Tutors	<ol style="list-style-type: none"> 1. Implement the use of the MTSS/RTI model for student progress monitoring and instructional decision making 2. Quarterly SWD progress reports. 	FCAT, Benchmark Assessments, Envision Math Program Benchmark Assessments Progress Reports

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:	By July, 2013, there will be a 10% decrease, 24% (22) of all students identified in the Economically Disadvantaged subgroup population not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Mathematics assessment results, 27% (24 of 90) of all students identified in the Economically Disadvantaged subgroup did not make satisfactory progress in mathematics.	By July, 2013, there will be a 10% decrease, 24% (22) of all students identified in the Economically Disadvantaged subgroup population not make satisfactory progress in mathematics.

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
	Teachers need to use assessment data to determine need for skills reinforcement	<ol style="list-style-type: none"> 1. Disaggregate test data 2. Implement Tier 1, 2, & 3 interventions as outlined in the district 	Leadership Team, Teachers	Assess student progress in using district recommended assessments	FCAT, Benchmark Assessments, Core Program Benchmark Assessments, and

1		<p>RTI model</p> <p>3. Identify students performing below grade level for monitoring purposes</p> <p>4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p>			Edusoft Skills-based Mini-assessments, CWT
2	Students need to understand instructional goals	<p>1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations.</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	Leadership Team, Teachers	<p>1. Implement the new teacher evaluation system</p> <p>2. Meet as PLCs to identify student progress and needs</p> <p>3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson</p>	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
3	Students identified in the Economically Disadvantaged subgroup need a better understanding of the instructional process and expectation	<p>1. Disaggregate test data to identify students in the Economically Disadvantaged subgroup</p> <p>2. Develop a schoolwide intervention plan targeted to meet the needs of students below grade level and students who make up this subgroup population</p> <p>3. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model for students not making adequate progress</p> <p>4. Implement the Differentiated Accountability model(DA) for adequate interventions, monitoring, and support</p> <p>5. Develop a Student Progress Monitoring Plan for students not making adequate reading progress</p> <p>6. Assess all students' progress in mathematics three times per year using district recommended assessments</p> <p>7. Offer the 21st Century After School Tutorial Program in the area of mathematics to all Econ. Disad. students</p>	Leadership Team, Teachers, Tutors, RTI Team	<p>1. Conduct bi-monthly grade level meetings with all classroom teachers</p> <p>2. Monitor student progress</p> <p>3. Conduct initial district assessments, review previous assessments and plan instruction based on results</p>	FCAT, Benchmark Assessments, EnVision Math program assessments

		<p>in grades 2-5</p> <p>8. Offer After School Tutoring in the area of mathematics provided through the Supplemental Education Services (SES) for students in grades K-5 that receive free and reduced lunch</p> <p>9. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication tool.</p> <p>10. Monitor student progress using CIM mini-assessments in grades 3-5</p> <p>11. Hold weekly meetings with the Response to Intervention Team - RTI</p> <p>12. Implement the use of student targeted self evaluation scales/rubrics</p>		
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EnVision Mathematics Program	Grades K-5	District, CRT	Leadership Team, K-5 Teachers, Tutors	May 31, 2013	CWT, Bi-Monthly Grade Level Meetings, Program based progress monitoring system	Leadership Team, Teachers
ST Math (Visualize Math Computerized Program)	Grades K-1	District, Math Specialist - Mr. Michael Gladden	Leadership Team, 2-5 Teachers	May 31, 2013	CWT, Bi-Monthly Grade Level Meetings	Leadership Team, Teachers
IMS - Instructional Management System	K-5 Teachers	CRT; Reading Coach	School-wide, K-5 teachers	May 31, 2013	IMS Champion and Co-Champion to discuss their action plan for next steps to having teachers utilize IMS curriculum and data resources for mathematics to maximize its potential as a vital and effective tool	CRT; Reading Coach
CCSS Common Core State Standards	K-2	CCSS Math Blackbelts	All K-2 Teachers	May 31, 2013	CCSS Math Blackbelts to meet monthly to plan next steps in the implementation and unfolding process of CCSS for Math	CRT; K-2 CCSS Blackbelts

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Supplemental materials to improve math skills	Comprehensive Math	School	\$18,000.00
Utilize Supplemental Resource to differentiate math instruction	Write Score Assessment Company	School	\$2.00

Subtotal: \$18,002.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of technology to improve math skills	ST Math Computer Software Program	School	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$21,502.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		By July 2013, at least 24% (18) of all students tested, will achieve proficiency (FCAT Level 3) in science. This is an expected 3% increase.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on 2012 FCAT Science data, 21% (16 of 74) of all students tested, achieved proficiency (FCAT Level 3) in science.		By July 2013, at least 24% (18) of all students tested, will achieve proficiency (FCAT Level 3) in science. This is an expected 3% increase.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more differentiated instruction	1. Continue the use of an Instructional Focus Calendar 2. Disaggregate test data 3. Develop a school-wide intervention plan 4. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model 5. Identify students performing below grade level for monitoring purposes 6. Implement the Differentiated Accountability model (DA) for adequate interventions, monitoring, and	Leadership Team, Teachers, Tutors	Implement the use of the RTI model for student progress monitoring and instructional decision making.	FCAT, Benchmark Assessments, FAIR, Core Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score, CWT

		<p>support</p> <p>7. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p> <p>8. Develop a Student Progress Monitoring Plan for students not making adequate progress</p>			
2	Students need to understand instructional goals	<p>1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations.</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	Leadership Team, Teachers	<p>1. Implement the new teacher evaluation system</p> <p>2. Meet as PLCs to identify student progress and needs</p> <p>3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson</p>	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score, CWT
3	Teachers need to use assessment data to determine need for skills reinforcement	<p>1. Disaggregate test data</p> <p>2. Implement Tier 1, 2, & 3 interventions as outlined in the district RTI model</p> <p>3. Identify students performing below grade level for monitoring purposes</p> <p>4. Conduct FCAT analysis training sessions to review the 2012 FCAT test results with the instructional personnel to plan appropriate differentiated instruction and be aware of students identified within each subgroup</p>	Leadership Team, Teachers	Assess student progress in reading three times per year using district recommended assessments	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, Write Score CWT
	Students need to improve their test taking skills	<p>1. Identify strategies for improving science instruction within content areas</p> <p>2. Update the computers in the computer lab to offer students and teachers a wider variety of Educational Software science skills</p> <p>3. Administer the new Edusoft Science Benchmark assessments to all 5th grade students</p> <p>4. Monitor and post student progress using</p>	Leadership Team, Teachers	<p>1. Assess student progress using district recommended assessments</p> <p>2. Implement the use of the RTI model for student progress monitoring and instructional decision making.</p>	FCAT, Curriculum based assessments, Edusoft Science Benchmark Assessments

4	curriculum based and district assessments 5. Implement the use of the newly adopted Fusion Science program as the core science program in grades K-5 6. Utilize Snap Shots, an SRA resource program for grades 3-5 in the Science lab setting 7. Utilize computer software to reinforce science skills 8. Continue the use of a science lab model to provide students with hands-on and explorative activities		
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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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By July 2013, at least 13% (10 of 74) of all students tested, will achieve above proficiency FCAT Levels 4 and 5) in science. This is an expected 3% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 2.0 Science assessment results, 10% (7 of 74) of all students tested, achieved above proficiency (FCAT Levels 4 and 5) in science.	By July 2013, at least 13% (10 of 74) of all students tested, will achieve above proficiency FCAT Levels 4 and 5) in science. This is an expected 3% increase.

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
Teachers need to provide a more rigorous	1. Disaggregate test data to identify bubble	Leadership Team, Teachers	1. Assess students progress using	FCAT, FAIR, Benchmark

1	instructional approach in the area of science.	<p>students a level 3 or above</p> <p>2. Identify strategies for improving science instruction within content areas</p> <p>3. Utilize Snap Shots, an SRA resource program for grades 3-5 in the Science lab setting</p> <p>4. Utilize computer software to reinforce and enrich science skills</p> <p>5. Continue the use of the computer lab to provide students with hands-on and explorative activities</p>		<p>district recommended assessments</p> <p>2. Conduct "Eagle Test Talks" (ETT) between the school leadership team, classroom teachers and students</p> <p>3. Conduct bi-monthly grade level meetings with all classroom teachers designed to be a communication tool.</p>	Assessments, Ongoing Progress Monitoring
2	Students need to understand instructional goals	<p>1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation</p> <p>2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations.</p> <p>3. Implement the use of student targeted self-evaluation scales/rubrics</p>	Leadership Team, Teachers	<p>1. Implement the new teacher evaluation system</p> <p>2. Meet as PLCs to identify student progress and needs</p> <p>3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson</p>	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT

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

(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
Science Boot Camp District Training Session	Grade 5/Science	District Office	Grade 5 Teachers	September 2012	Edusoft Science Benchmark Assessments	Classroom Teachers, Leadership Team
Science Lab Hands-On Experience/Team Teaching Approach	Grade 5/Science	Classroom Teachers	Grade 5 Teachers	ongoing	Edusoft Science Benchmark Assessments	Classroom Teachers, Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize supplemental material to improve science and reading comprehension	Science Bootcamp	School	\$5,000.00
Utilize supplemental assessment material to improve science instruction and student achievement in 5th grade students	Write Score	School	\$450.00
			Subtotal: \$5,450.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improve science instruction through the use of interactive powerpoint	Science Boot Camp Material	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,450.00

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:

By July 2013, at least 80% (66) of all fourth grade students tested, will score 3.0 or above in writing. This is an expected 5 percentage points increase.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Based on 2012 FCAT 2.0 Writing data, 75% (50 of 67) of all students tested, scored 3.0 or above in writing.

By July 2013, at least 80% (66) of all fourth grade students tested, will score 3.0 or above in writing. This is an expected 5 percentage points increase.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to teach students how to use more effective writing strategies	<ol style="list-style-type: none"> 1. Implement the Differentiated Accountability model for adequate interventions, monitoring, and support 2. Writing Committee will update the writing notebook and incorporate the OCPS Vision for Writing 3. Provide teachers, students, and parents with a clear understanding of the expectations for a level 3.5 and above on the FCAT Writes essay 4. Implement the administration of a monthly writing prompt to all students in grades 1-5 to be used as a progress monitoring tool incorporating the use of a rubric similar to the FCAT scoring team. 5. Use student writing samples and data from FCAT Writes to guide writing instruction 6. Monitor student progress in writing through school-wide assessments three times per year 7. Provide training opportunities to 4th grade teachers 8. Integrate writing instruction within all content areas and monitor results 9. Use Write Traits in grades 1-5 as a key component in the development of students writing skills 10. Implement the use of a writing focus calendar 11. Implement the use of Write from the Beginning program 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Monitor student progress in writing using school-wide writing assessments three times per year 2. Use student writing samples and data from FCAT Writes to guide writing instruction 	1. FCAT, Mock FCAT Writes using rubric similar to the FCAT scoring team.
	Students need to understand instructional goals	<ol style="list-style-type: none"> 1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation 2. Train teachers on 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Continue to use the new teacher evaluation system with additional focus on Design Questions 2, 5, 7, & 8 2. Meet as PLCs to identify student progress and needs 	1. FCAT, Mock FCAT Writes using rubric similar to the FCAT scoring team.

2	how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations. 3. Implement the use of student targeted self-evaluation scales/rubrics	3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Strategies for Writing	3rd and 4th grade writing	District, Leadership Team	3rd and 4th grade teachers	ongoing	Writing Prompts and improvement	3rd and 4th grade teachers
Write From the Beginning	3rd and 4th grade/writing	District, Leadership Team	3rd and 4th grade teachers	ongoing	Writing prompts and improvement monitoring	Classroom teachers, Leadership Team
Four Square Writing Strategies	K-5/writing	Lead Teachers, Leadership Team	K-5 teachers	ongoing	writing prompts and improvement monitoring	Classroom teachers, Leadership Team
Supplemental Instruction to improve writing	3 and 4th	Write Score	3-5 teachers	on going	writing prompts and improvement monitoring	Write Score Co. classroom teachers, and Leadership Team

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
To improve quality writing in 4th grade students	Write Score	School	\$912.00
			Subtotal: \$912.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$912.00

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		To increase the average daily attendance rate to reflect 98% (471) or above.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In June 2012, the average daily attendance rate was 91% (441). As of September 2012, the current average daily attendance rate is 96% (462).		The 2013 expected average daily attendance rate will increase by 2 percent.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
As of September 2012, the current number of students with excessive absences (10 or more) is zero.		The expected number of students with excessive absences (10 or more) is expected to decrease by 16 students Which is 10% (148) Students			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
As of September 2012, the current number of students with excessive tardies (10 or more) is zero.		The expected number of students with excessive tardies (10 or more) is expected to decrease by 10% (5) which is a decrease of 16 (42) students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents need to be more supportive of students who are showing excessive	1. Increase perfect attendance incentives frequencies from quarterly awards to two	Teachers, Office Staff, Social Worker	1. Monthly monitoring of (EDW) Data Warehouse Attendance Summary	School Effectiveness Survey

1	tardiness and absences	times per marking period recognition. 2. Careful monitoring by teachers and office staff to contact parents when students start showing a trend in excessive absences or tardiness 3. Utilization of the school social worker for students with excessive absences and tardies. 3. Utilize the school monthly newsletter to communicate to parents the importance daily attendance plays on student achievement and continue to use Connect Orange to automatically call parents with absentees.		2. Utilize the (SMS) Student Management System for weekly data report 3. Monthly collaboration with SAC concerning effectiveness of teacher monitoring and attendance incentive program
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To brainstorm solutions to the poor attendance of students	K-5	CRT	Teachers in grades K-5	Meetings will take place monthly as a method to study data and meet with parents	Monitor attendance through Progress Book	Registrar; Classroom Teachers

Attendance Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	The goal for the 2012-2013 school year is to develop a system that would help to decrease the number of suspensions from 2011-2012 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Oak Hill does not currently have In School Suspension	NA
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of 70 suspensions (37) students 7.25%.	We expect the number of students suspended from school to decrease by 50% (35) suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
37 Student	Expected outcome is to decrease the number of students receiving suspension by 50% (19 Students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Provide an in school suspension person to monitor students	Use volunteers, rotate teachers and staff members	Dean/Principal	Registrar and dean will monitor ODA/SMS Reports to see if numbers are decreasing.	ODA, EDW, SMS Reports
2	Tracking progress towards expected goal.	Mr. Gladden will monitor student suspensions. Discipline profile will be reviewed monthly and students who need to be directed into the RtI process will be identified.	Dean/Principal	Discipline record will be tracked monthly to verify that trend will meet expected goal	EDW, SMS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Decrease the number of suspensions by 50%	3rd-5th	Mr. Gladden/PLC leadership team	Schoolwide	Pre-planning, and on an as needed basis.	Monitor ODA, use the schoolwide discipline plan, review the student Code of Conduct quarterly.	Dean
How to implement an in school suspension room as an alternative to suspension.	K-5	Teacher Leaders, Leadership Team/Dean	Schoolwide	Pre-Planning	Use volunteers, rotate staff	Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In the history of Oak Hill, parents have been reluctant to attend and participate in Parent Involvement Activities. By 2013 at least 90- 100% of all parents of the student population would have attended at least one or more parent involvement activities.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

In June 2012, 78% (397) parents attended or participated in at least one or more parent involvement activities.		By 2013 Parental involvement is expected to increase by 12 - 25% to reflect 90- 100% (450) of the student population would attend or participate in at least one or more activities at school.			
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	We need to create activities that will attract parents	<p>Contact Parents via Connect Orange Communication System</p> <p>Send monthly newsletters home</p> <p>Communicate with Parents via the student agenda</p> <p>Increase the number of parent involvement activities</p> <p>Send out Parent Involvement Reports each nine week</p> <p>Recognize parents at the end of each grading period by giving out Certificates</p> <p>Invite parents to sign up as addition volunteers to assist with tutoring and attend fieldtrips.</p>	Additions Coordinator, Adminstrators, Teachers, CRT, Staffing Coordinator, Reading Coach, CT, Title 1 Coordinator	<p>Student achievement improvement</p> <p>Number of parents attending school activities</p> <p>The increase of parents that attend PTA, SAC, and Title 1 meeting.</p>	<p>Student achievement improvement</p> <p>Number of parents attending school activities</p> <p>Parent Survey, Parent Feedback, Parent involvement and Inquiry.</p>

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
The professional development focuses on the development of teachers within the school by providing high quality and needed training to teachers that will be utilizing skills and techniques of	Kindergarten through fifth grade level	Adminstrators, CRT, Guidance Counselors, Reading Coaches, Testing Coordinators, Grade Level Team Leaders, County Personal	PLC's, adminstrators, staff, grade level teachers, and parents everybody that has a responsibility to improving the educational culture of that school.	The target dates for these meeting will be held on Wednesday which is the school early release day. These meeting will be held on the 1st and the third Wednesday of the month.	Walk throughs, teacher input, grade level meeting, and PLC's.	Adminstrators, CRT, Reading, coach, and the leadership team.

new programs that is implemented within the school.					
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use student agendas as a daily communicaton tool with parents	Student Agenda	School	\$1,864.00
			Subtotal: \$1,864.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,864.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:	Increase the percentage of teachers using and providing problem-based learning through the integration of scientific, mathematical, and/or technology designed challenges as an instructional method.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to improve their skills in planning and designing STEM related lessons and activities	1. Provide professional development on STEM for our teachers to acquire a better understanding	Leadership team; District Resources; Lead teachers	1. Have teachers share the lessons that they have designed during grade level and professional development meetings	FCAT; Edusoft Benchmark assessments; CWT; Exhibition of student work samples
2	Teachers need to plan more STEM related lessons and activities	1. Provide teachers with STEM related resources designed and approved by the DOE 2. Keep teachers informed of STEM related field trip opportunities	Leadership Team; District Support; Lead Teachers; Classroom Teachers	1. Lesson plan review 2. Field trip planning sheet with expectations of STEM related learning experiences well defined	FCAT; Edusoft Benchmark assessments; CWT; Student work samples

3	Students need to be provided more opportunities to demonstrate their understanding of problem-based learning through STEM related projects and activities	1. Plan for STEM related student design project exhibitions once per semester 2. Provide incentives for students' STEM activities that demonstrate a clear and well processed method of presentation	Classroom Teachers; Lead Teachers; Leadership Team	1. Select students to present their STEM projects on the morning announcements 2. Have teachers share about the STEM related projects being presented by their students. 3. Have teachers brainstorm on STEM related lessons and activities/experiences during grade level and professional development meetings	FCAT; Edusoft Benchmark assessments; CWT; Student work samples
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overview of STEM and STEM resources	K-5	District STEM Consultant; CRT	Schoolwide	October 31, 2012	PLC Meeting notes	Principal

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Destination College 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:

<p>1. Destination College Goal</p> <p>Destination College Goal #1:</p>	<p>By June 2013, 100% (5 teachers) of our 3rd grade teachers will complete the Year One Destination College online course requirements. One hundred percent of our 3rd grade students will be taught how to use the year one strategies. One hundred percent of our 4th and 5th grade students will be taught how to use the year one and year two strategies. We will continued to show effort to create a college-going culture at Oak Hill Elementary School.</p>
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<p>2012 Current level:</p>	<p>2013 Expected level:</p>
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<p>By June 2012, grades 4 & 5 teachers had implemented the year two strategies of Destination College. Emphasis was also placed on Creating a College-Going Culture. One hundred percent of the teachers grades 4-5 completed the course.</p>	<p>By June 2013, 100% (5 teachers) of our 3rd grade teachers will complete the Year One Destination College online course requirements. One hundred percent of our 3rd grade students will be taught how to use the year one strategies. One hundred percent of our 4th and 5th grade students will be taught how to use the year one and year two strategies. We will continued to show effort to create a college-going culture at Oak Hill Elementary School.</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our 3rd grade teachers need to take the Destination College year 1 focus strategies online course	<ol style="list-style-type: none"> All teachers in grade 3 will complete the online course requirements for year one An overview of Destination College will be provided to the 3rd grade teachers by the Destination College consultant Binders will be expected of students in grade 3. 	CRT, Lead Teachers; Destination College Consultant	<ol style="list-style-type: none"> Teachers will turn in work samples as evidence of students reflecting their competence in the use of Destination College year 1 focus strategies. CRT will maintain a binder consisting of all the documentation that the course requirements for Destination College Focus Strategies Year 1 were implemented and taught 	<ol style="list-style-type: none"> Binder check Homework completion Submission of Destination College Focus Strategies Student Work Samples
2	Our 4th and 5th grade teachers need to continue providing all 9 focus strategies taught in Destination College year 1 and 2 coursework	<ol style="list-style-type: none"> All teachers in grade 4-5 will have access to the Destination College online course resources An overview of Destination College will be provided to the 4th and 5th grade teachers Binders will be expected of students in grades 4 and 5 	CRT, Lead Teachers	<ol style="list-style-type: none"> Teachers will turn in work samples as evidence of students reflecting their competence in the use of Destination College year 1 and 2 focus strategies. CRT will maintain a binder consisting of all the documentation that the course requirements for Destination College Focus Strategies Year 1 and 2 were implemented and taught 	<ol style="list-style-type: none"> Binder check Submission of Destination College Focus Strategies Student Work Samples

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

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

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

Budget:

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

End of Destination College Goal(s)

Increase the enrollment and performance in the Gifted Program. 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 the enrollment and performance in the Gifted Program. Goal	Teachers will provide a more rigorous instructional approach so that more students meet the criteria to qualify for Gifted screening thus increasing the enrollment and participation in the Gifted Program.
I increase the enrollment and performance in the Gifted Program. Goal #1:	
2012 Current level:	2013 Expected level:
In June 2012, 2% (11) of all students from Oak Hill Elementary School qualified and participated in the Gifted	By June 2013, the percentage of students that qualify and participate in the Gifted Program will increase to 5%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide a more rigorous instructional approach	<ol style="list-style-type: none"> 1. Provide more enrichment activities and opportunities for students 2. Increase the usage of higher level questioning and answering techniques as outlined in Bloom's Taxonomy 3. Encourage the involvement of students in oration contests 4. Encourage involvement and participation in extra-curricular activities such as school patrols and student council members 5. Increase creative writing activities and experiences 6. Screen more students who show potential to be in the Gifted Program 	Teachers, Guidance/Staffing Coordinator, CRT, Reading Coach, Gifted Teacher	<ol style="list-style-type: none"> 1. Assessment results 2. Track number of Gifted Screening per quin 	FCAT, Edusoft BEnchmark Assessment, FAIR, Curriculum-based assessment results
2	Teachers need to stay current with best practices for developing a more rigorous instructional approach in reading	<ol style="list-style-type: none"> 1. Continue as needed staff development training, specifically designed to teach and reinforce the importance of using Marzano's 9 High Yield Strategies 2. Implement Destination College for teachers in grade 3 3. Continue Destination College for teachers in grades 4-5 to provide them with additional knowledge and effective instructional and management strategies from best practices models 3. Provide TV/Computer adapter cables that will enable teachers to offer a more interactive reading experience for the core reading program 4. Provide a daily school-wide 30 minute reading intervention/enrichment block utilizing the SRA Online E-Inquiry 	Leadership Team, Teachers, Program Monitors	<ol style="list-style-type: none"> 1. Assess student reading progress three times per year using district recommended assessments 2. Conduct "Eagle Test Talks" (ETT) between the school leadership team, classroom teachers and students 3. Continue bi-monthly grade level meetings with all classroom teachers designed to be a communication tool. 	FCAT, FAIR, Benchmark Assessments, Ongoing Progress Monitoring
	Students need to understand instructional goals	<ol style="list-style-type: none"> 1. Continue the use of the Common Configuration Board outlining lesson objectives, skills, expectations and evaluation 	Leadership Team, Teachers	<ol style="list-style-type: none"> 1. Continue training on the new teacher evaluation system with focus on Design Questions 2, 5, 7, & 8 2. Meet as PLCs to identify student 	FCAT, Benchmark Assessments, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and

3	2. Train teachers on how to reference the instructional goal during a lesson so that students understand lesson objectives and expectations. 3. Implement the use of student targeted self-evaluation scales/rubrics	progress and needs 3. Conduct post observation conferences between administration and teachers to discuss effectiveness of lesson	Edusoft Skills-based Mini-assessments, CWT s, FAIR, SRA Imagine It! Reading Program Benchmark Assessments, and Edusoft Skills-based Mini-assessments, CWT
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Budget:

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

End of I increase the enrollment and performance in the Gifted Program. Goal(s)

Increase by 3 to 5% - The percent of VPK students who will enter elementary school ready based on FLKRS data 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 by 3 to 5% - The percent of VPK students who will enter elementary school ready based on FLKRS data Goal	Refer to the Pre-School section of the SIP for further data.
Increase by 3 to 5% - The percent of VPK students who will enter elementary school ready based on FLKRS data Goal #1:	
2012 Current level:	2013 Expected level:
Refer to the Pre-School section of the SIP for further data.	Refer to the Pre-School section of the SIP for further data.

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						

Budget:

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

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

End of 1 increase by 3 to 5% - The percent of VPK students who will enter elementary school ready based on FLKRS data Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enhance Reading Skills	Interactive Reading Journals	School	\$207.00
Reading	Enhance Reading Skills	After the Bell	School	\$2,524.00
Reading	Build Vocabulary	Vocabulary Workshop	School	\$3,520.00
Reading	Enhance Reading Skills	Imagine It Reading Intervention Resources	School	\$23,327.00
Reading	Enhance Reading Skills	Scholastic News	School	\$1,940.00
Reading	Reading Intervention	Phonics for Reading	School	\$666.00
Reading	Enhance Reading Skills	Write Score	School	\$1,526.00
Mathematics	Utilize Supplemental materials to improve math skills	Comprehensive Math	School	\$18,000.00
Mathematics	Utilize Supplemental Resource to differentiate math instruction	Write Score Assessment Company	School	\$2.00
Science	Utilize supplemental material to improve science and reading comprehension	Science Bootcamp	School	\$5,000.00
Science	Utilize supplemental assessment material to improve science instruction and student achievement in 5th grade students	Write Score	School	\$450.00
Writing	To improve quality writing in 4th grade students	Write Score	School	\$912.00
Parent Involvement	Use student agendas as a daily communication tool with parents	Student Agenda	School	\$1,864.00
				Subtotal: \$59,938.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the use of technology to improve readability level of students	Accelerated Reader Annual Enrollment Fee	School	\$2,311.00
Mathematics	Increase the use of technology to improve math skills	ST Math Computer Software Program	School	\$3,500.00
Science	Improve science instruction through the use of interactive powerpoint	Science Boot Camp Material	NA	\$0.00
				Subtotal: \$5,811.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To enhance reading instruction	Interactive Reading Response Journals, Reading Coach	School	\$207.00
				Subtotal: \$207.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$65,956.00

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 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Orange School District OAK HILL ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	68%	73%	40%	251	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	66%	66%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	78% (YES)			134	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					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District OAK HILL ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	65%	73%	31%	244	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	66%			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?	61% (YES)	67% (YES)			128	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					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested