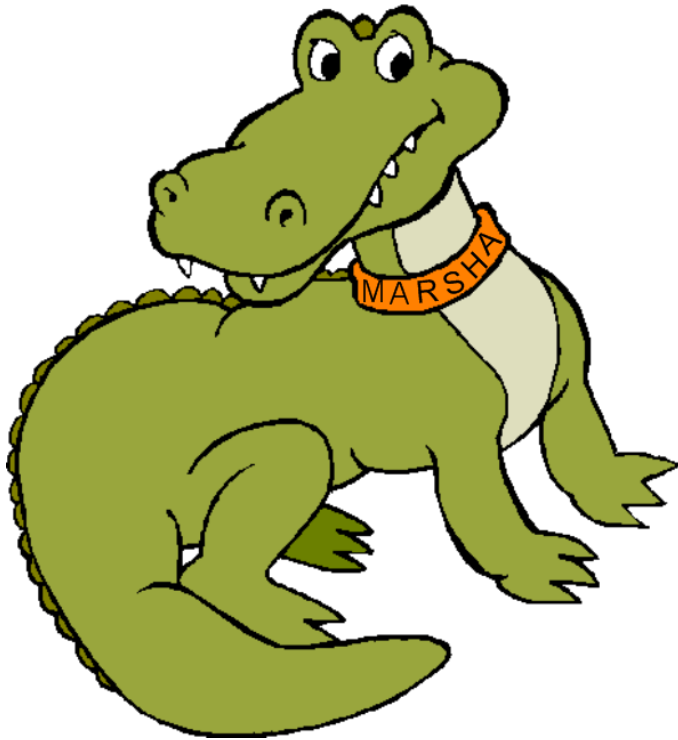


2013-2014



**Harns Marsh  
Elementary School**

**A Professional Learning  
Community**

**HARNS MARSH ELEMENTARY COMPREHENSIVE NEEDS ASSESSMENT**

The School District of Lee County  
Title I Comprehensive Needs Assessment

School Name: Harns Marsh Elementary

Principal: Marsha A. Bur, Ed.D

1800 Unice Avenue N

Lehigh Acres, FL 33971

School Year: 2013-2014

A+ Leadership Committee Member Composition

Gail Hall	Curriculum Specialist
Abby Lewis	TIF Teacher
Anthony Allevato	TIF Teacher
Kyle Nelson	Fourth Grade Teacher
Jason Wetherbee	Fifth Grade Teacher

This committee will meet four hours per month to monitor strategies outlined in the School Improvement plan.

**The School District of Lee County**  
**Title I Comprehensive Needs Assessment**

School Name: Harns Marsh Elementary

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School Year: 2013-2014

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Dr. Marsha A. Bur	Principal
Richard Perdue	Assistant Principal
Gail Hall	Curriculum Specialist
Abby Lewis	TIF Teacher
Anthony Allevato	TIF Teacher
Dawn Jones	Kindergarten PLC Chair
Amy Anfinson	First Grade PLC Chair
Stephanie Kravetz	Second Grade PLC Chair
Denise Norwood	Third Grade PLC Chair
Amy Johnson	Fourth Grade PLC Chair
Penny Branham	Fifth Grade PLC Chair
Charlotte Moore	Specials Areas
Tyrincia Powell	ESE
Jason Wetherbee	At Large

**B. Meeting Dates and Agenda Items**

<i>Meeting Dates</i>	<i>Agenda Items</i>	<i>Who Will Be Involved?</i>	<i>What Product Will Be Produced?</i>
<b>08/12/13</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>
<b>09/10/13</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>
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<b>11/12/13</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>
<b>12/10/13</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>
<b>01/14/14</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>
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<b>04/08/14</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>
<b>05/13/14</b>	<b>See Official Notes on Sharepoint</b>	<b>Leadership</b>	<b>Strategic curriculum Decisions</b>

## II. School Profile

### A. Overview (school profile)

Harns Marsh Elementary School is presently in its ninth year. The school is located in Lehigh Acres, Florida. The area is growing in both population and diversity. Harns Marsh is a Professional Learning Community (PLC) based upon the work of Dr. Richard DuFour, Dr. Robert Eaker, and Rebecca DuFour. There are 970 students. The demographics of the school



are <1. % Asian, 21 % Black, 49 % Hispanic, <1% Indian, 8% Multi-Racial and 21% White. The school consists of 60 Pre-K students, 150 Kindergarten students, 139 First Grade students, 151 Second Grade students, 157 Third Grade students, 156 Fourth Grade students, and 157 Fifth Grade students. The school also consists of three self-contained Intensive Academic classrooms, one PK varying exceptionalities classroom, one part time PK speech classroom, one part-time gifted classroom, five general education resource teachers, six special areas teachers, and sixteen paraprofessionals. Harns Marsh Elementary is a Title One school. Our target grades are Kindergarten, first, second, third, fourth, and fifth grades. Although the State of Florida has received a waiver from the Federal Government exempting AYP requirements, Harns Marsh Elementary continues to monitor subgroup progress. In the 2012-2013 school year, the following is the breakdown of the percent of students meeting high standards in reading, and mathematics.

Subgroup	Reading	Math
White	62	63
Black	42	44
Hispanic	52	54
EDD	51	53
LEP	34	34
SWD	13	27



Harns Marsh Elementary earned a state grade of "C" for the 2013-2014 school year.

In 2013-2014, our school is committed to improving the percent of students in all subgroups meeting or exceeding standards in all subjects. Beginning October 2012, Harns Marsh Elementary will offer SES tutoring for those third through fifth grade students that receive free or reduced lunch, who obtained an achievement level of 1 or 2 on the reading and/or math portion of the FCAT. Harns Marsh Elementary will also offer its own tutoring program beginning in January 2013. The purpose of the programs is to help those students who are substantially and minimally below grade level in Reading and Math. In the 2012-2013 school year Harns Marsh Elementary will be offering student and parent workshops for each grade level each quarter to enhance the home-school connection and parental involvement.

#### B. Professional Learning Community (PLC)

More and more across the United States, state governments, local school districts, and individual schools are affected by the issue of overall school performance and individual student performance. Emphasis has been placed on uniformed curriculum and performance standards. School staffs have explored and have sought to identify and implement the best of educational practices in order to bring about desired student achievement on standardized tests (Schlechty, 2002).

Research in the area of school effectiveness has been extensive and has pointed to the notion that not only is it important for school districts and individual schools to concentrate on curriculum standards, other areas are also important, such as the role of the principal, teacher skill and knowledge, school resources, and data collection. Borko et al. (2003) discussed this general issue. The authors examined what were identified as three exemplary schools and their practices that led to



the success of students achieving proficiency on the Washington Assessment of Student Learning Tests. According to Borko et al., "Effective principal leadership is a critical force in a school's capacity to educate its students" (p. 174). Also, they pointed out that the capacity of the school includes such features as shared goals for student learning, reflective professional inquiry, and the opportunity for staff to influence the activities and policies of the school.

The focus of this comprehensive needs assessment is the evaluation of the Harns Marsh Elementary School culture to determine the effectiveness of our organizational culture. The center point of this educational institution is the PLC. The leadership of our school has defined our learning community not as a set of processes but as a way of work that is our culture. The activities of the culture may be characterized as a forward-looking change agent, utilizing collaboration, teamwork, and a strong results orientation.

The PLC is being implemented in order to consider the research that would connect such issues of leadership, organizational structure, and other underpinnings of these, such as work processes, organizational trust, collaboration, employee performance, and organizational vision and mission, to determine if the PLC does in fact create an organizational culture that functions as a learning organization that is effective in achieving the vision and mission of the organization. The intent of the PLC is to discover the implications of the research that may be better applied to increase student performance and to improve adult learning and performance in our school.

### *The PLC*

The Professional Learning Community of HME is strongly focused on the work of Eaker et al. (2002), which is dedicated to what has been coined the PLC. The authors acknowledged the PLC



is not a standalone program but describes a culture that assimilates research and proven practices that become a culture when practiced consistently.

Christie (2004) conducted research involving student achievement in Virginia schools. The research sought to identify those practices that brought about significant student achievement in schools that were called challenged schools. Christie noted that in spite of demographic factors such as poverty rate, family support, and teacher qualifications, those schools that instituted some specific practices experienced a greater student success rate on the Standards of Learning Test administered in Virginia schools.

Christie (2004) identified the following practices used in schools with good achievement results: (a) strong principal leadership; (b) an environment conducive to learning; (c) an effective teacher staff; (d) data-driven assessment of student weaknesses; (e) curriculum alignment; (f) pacing; and (g) differentiation in teaching, remediation, teamwork, and collaboration.

Roberts and Pruitt (2003) discussed the structure of the school as culture. The authors described the school that has values that are centered on learning, collaboration of staff, and reflective dialogue within the school. Also, within the school, members of the staff share values and norms that are expressive of the agreement with the mission and goals of the school. This research has provided important information for this leadership team because Roberts and Pruitt asserted that the ultimate purpose of the movement toward examining the culture of a school is the realization of improved student learning and performance on standards-based measurements.

Schlechty (2002) also considered the issue of school reform and its emphasis on student achievement. The major issue was the means by which a school approaches teaching and learning.





Schlechty purported that school staffs may improve student performance in three ways: (a) work on students, (b) work on teachers, and (c) work on the work. A key to the discussion was the topic of work. By this, Schlechty wrote about the major beliefs of the school and its approach to learning. The suggestion was that the principal must be the leader for the necessary change in the school. The staff must have common values about the belief that all children have the capacity to learn and agree that effective practices will become a norm within the school. Active learning, data-driven curriculum, and collaboration of the staff all will result in improved student performance. The research presented gives our leadership team the opportunity to consider the investigation of the impact of culture on the work environment for teachers. The suggestion of the research was that a secondary outcome to high student achievement is the professional atmosphere that is created when effective leadership by the principal is evident, reflective staff practices and professional development are utilized, and the school culture is focused on collaboration (DuFour, Eaker, & DuFour, 2005). This process will, in effect, necessitate change in the way the staff approached the work environment.

According to Kotter (1996), change in an organization often brings about pain and frustration. Kotter suggested that whether the change initiative is brought about by the need to improve productivity, merger, reengineering, or for the purpose of cultural renewal, a major threat to its success will be the issue of complacency; that is, people in the organization feeling too comfortable with the status quo. Senge (1996) equated the success of any change process as needing tension. Tension promotes growth and development in an organization rather than the results of complacency.

The driving initiative in any change process, and the construction of a PLC that is a change process, must be linked to the organization's core values. DuFour and Eaker (1998) linked it to the mission of a school. Livers and Hoffman (2005) linked it with the organization's vision, and Huxham



and Vangen (2000) linked it to collaboration.

Eaker et al. (2002) suggested that the major thing that must drive the change initiative that will transform culture of a school into that of a PLC is its mission. A school must decide just what its major reason for its existence. Only then will school leaders begin to know what must be done to accomplish that purpose. The mission is born from the vision of the organization.

Livers and Hoffman (2005) noted that before substantive change in an organization's culture occurs in processes, strategies, and practices, members of the organization must first embrace and converge on the key element of its core values.

### *Organizational Trust*

As discussed here, the issues of leadership, ethics, and visioning are also linked to the issue of organizational trust. Shockley-Zalabak, Ellis, and Winograd (2000) conducted research around the issue of trust in organizations and stated,

Trust within and across organizations is conceived by many to be directly related to the ability to form new associations and networks of trusting relationships to accomplish business transactions and, therefore, is predictive of whether or not an organization will remain viable. (p. 35)

According to Shockley-Zalabak et al., also important was the suggestion that organizational trust has a strong link to overall employee job satisfaction and effectiveness. Shockley-Zalabak et al. stated organizational trust is defined by way of the behaviors of stakeholders who exhibit "willingness to be vulnerable and to assume risk; and trust involves some level of dependency on the other party so that the outcomes of one party are influenced by the actions of another" (p. 36).

Eaker et al. (2002), in defining the PLC, stressed the importance of mission, vision, values,



and goals as intricate pieces to a sustained organizational culture. Shockley-Zalabak et al. (2000) proffered that "If individuals associate or identify with an organization's goals, norms, values, and beliefs, they are more likely to attribute higher levels of trust to the organization" (p. 38).

The literature as it applies to the PLC was reviewed in order to evaluate the culture of our elementary school. Key components were identified and studied to make the determination that indeed this organization exhibited a culture that included such elements of collaboration, teamwork, leadership, processes, and organizational trust, all founded on a vision and mission that articulated the values of the organization and produced desired results of a thriving learning organization that displayed high performance and a satisfied workforce. The mission of Harns Marsh Elementary School is "To achieve high performance in an environment of high expectations and teamwork."

#### Implications/Reactions to the Research

The A+/Leadership Team considered and discussed the research, and compared it to the progress HME has experienced in the past seven years. All agreed that our school is developing into a strong culture that is descriptive of a professional learning community. The continuing success of the school culture may in great part be attributed to the training in the PLC that has been achieved by the staff. Some of the present staff members have received formal training in the PLC. However, with normal attrition and staff growth, the need still remains that all staff—instructional, paraprofessional, support, food service, and custodial receive training in the professional learning community because the entire staff contributes the learning culture we seek to establish and maintain at HME school.

#### C. Parent Involvement/Community Activities:



- Parents and community members will have an active voice and involvement in the school improvement process through the School Advisory Council.
- We have a full-time parent involvement specialist and a parent learning center for parents to visit and obtain educational and community resource information.
- There is frequent and ongoing communication between school staff and parents using a variety of means (newsletters, meetings, conferences, email, homework folders).
- Students, parents, and staff participate in student led conferences throughout the school year.
- Parent trainings and workshops are offered each quarter by the Parent Involvement Specialist, school staff, and or outside resources.
- Family reading and math nights are offered to encourage parents to be involved in student learning.
- Parents and community members are invited and encouraged to attend our annual pasta dinner/talent show and the fall festival.
- Third grade FCAT parents are invited to FCAT information nights.
- Parents and students are invited to a school open house in the fall to meet staff and receive school and district information.
- Parents are invited to attend and volunteer at our end of the year celebration for all students.
- Parents are invited to awards assemblies to celebrate student learning and achievement.

*D. Student Demographics*

	<u>07/08</u>	<u>08/09</u>	<u>09/10</u>	<u>10/11</u>	<u>11/12</u>	<u>12/13</u>
<b>Total Enrollment</b>	871	859	929	925	927	945
<b>Total Minority</b>	77.7%	78.5%	79%	79%	80%	79%
<b>African American</b>	19.9%	19.2%	19.4%	23%	22%	21%
<b>Hispanic</b>	51.5%	56.4%	52.7%	49%	51%	49%
<b>Other Ethnic</b>	6.3%	7.4%	6.7%	6.9%	7%	9%



<b>ESE</b>	<b>13.5%</b>	<b>14.2%</b>	<b>9.2%</b>	<b>9.8%</b>	<b>11.6%</b>	<b>13%</b>
<b>Gifted</b>	<b>1.8%</b>	<b>2.0%</b>	<b>1.9%</b>	<b>2.0%</b>	<b>3.1%</b>	<b>4%</b>
<b>LEP</b>	<b>20.7%</b>	<b>16.9%</b>	<b>15.2%</b>	<b>12.2%</b>	<b>9.3%</b>	<b>12%</b>
<b>F/R Lunch</b>	<b>75.0%</b>	<b>83.0%</b>	<b>85%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>
<b>Mobility</b>	<b>34.7%</b>	<b>N/A</b>	<b>21.2%</b>	<b>25%</b>	<b>25%</b>	<b>22%</b>
<b>Stability</b>	<b>85.0%</b>	<b>N/A</b>	<b>91%</b>	<b>90%</b>	<b>90%</b>	<b>93%</b>
<b>Attendance</b>	<b>94.7%</b>	<b>N/A</b>	<b>94%</b>	<b>94%</b>	<b>NA</b>	<b>94%</b>

*E. Harns Marsh Elementary Highly Qualified Personnel*

Harns Marsh Elementary administrative staff includes: Dr. Marsha A. Bur, principal, Mr. Richard Perdue, assistant principal. Marsha Bur has been with the Lee County School District for 22 years. She has taught 1<sup>st</sup>, 4<sup>th</sup> and gifted resource K-5 and was a curriculum specialist for five years. She has served as a district facilitator for TALC/SPALC and staff development trainer. She recently obtained her doctorate in Educational Leadership. Richard Perdue has been with the Lee County School District for 16 years. He has taught Life Skills, Specific Learning Disabilities, worked as a Behavior Specialist and taught general education second grade. Mr. Perdue has also chaired the District Advisory Council.

All Harns Marsh teachers are highly qualified.

Grade Level	# of Teachers	BA Degree	Master's Degree	Doctorate
PK	2	2	0	0
1 <sup>st</sup>	8	8	0	0
2 <sup>nd</sup>	8	8	0	0



3 <sup>rd</sup>	8	8	0	0
4 <sup>th</sup>	8	8	3	0
5 <sup>th</sup>	7	7	3	0
ESE	10	10	5	0
Resource	13	13	5	1

Paraprofessionals: Harns Marsh has 16 highly qualified paraprofessionals.

#### *F. Challenges*

Upon review of the data, the following challenges have been identified for Harns Marsh Elementary School:

- To continue training in the Professional Learning Community for new and existing staff members who have not had the training
- To increase the number of subgroups meeting high standards
- To regain an “A” grade from the State of Florida
- To continuously improve student achievement
- To increase the level of parent involvement at HME
- To maintain/retain a stable professional staff and support staff
- To provide necessary and appropriate staff training that ensures quality instruction
- To improve the level of technology and technology access in the school

#### Prioritized Needs According to the Data

- Improve reading and math scores at all grade levels by providing additional resource teachers for small group tutoring and instruction
- Improve science instruction and student performance in science by providing a science resource teacher
- Continue to upgrade present technology and equipment in the school
- Continue to upgrade resource and library books and materials that represent rigorous material
- Provide training in instructional areas such as reading, phonics, math, Kagan, cooperative learning, differentiated instruction, writing, and Positive Behavior Support for staff



- Provide tutoring opportunities for ESE students
- Provide tutoring for all students who are substantially below in grades K-5

#### Benchmarks for Achievement of Prioritized Needs

- 2012-2013 STAR Early Literacy, STAR and FCAT results that show improved student performance in substantially all subgroups
- Regaining an “A” grade from the State of Florida
- Achieving learning gains for all students as reported by the State of Florida Accountability Report
- Increased of Parent Involvement activities over the 2013-2014 school year

#### *G. Student Achievement*

##### *FCAT*

##### *School Grades as determined by the state of Florida*

- 2012 - 2013 - “C”
- 2011 - 2012 - “B”
- 2010 - 2011 - “A”
- 2009 - 2010 - “A”
- 2008 - 2009 - “A”
- 2007 - 2008 - “A”
- 2006 - 2007 - “A”
- 2005 - 2006 - “C”

	<u>08/09</u>	<u>09/10</u>	<u>10/11</u>	<u>11/12</u>	<u>12/13</u>
<b>Percent of Students taking FCAT</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Percent Making Learning Gains in Reading</b>	<b>77%</b>	<b>63%</b>	<b>66%</b>	<b>74%</b>	<b>53%</b>
<b>Percent Making Learning Gains in Math</b>	<b>79%</b>	<b>66%</b>	<b>64%</b>	<b>58%</b>	<b>53%</b>
<b>Lowest 25% Making Learning Gains in Reading</b>	<b>74%</b>	<b>52%</b>	<b>63%</b>	<b>79%</b>	<b>58%</b>
<b>Lowest 25% Making Learning Gains in Math</b>	<b>88%</b>	<b>67%</b>	<b>71%</b>	<b>59%</b>	<b>52%</b>



**FCAT Results – Percentage Meeting or Exceeding Standards - Standard Curriculum Students**

<b><u>Third Grade</u></b>		<b><u>05/06</u></b>	<b><u>06/07</u></b>	<b><u>07/08</u></b>	<b><u>08/09</u></b>	<b><u>09/10</u></b>	<b><u>10/11</u></b>	<b><u>11/12</u></b>	<b><u>12/13</u></b>
	<b><u>Reading</u></b>	66%	75%	73%	78%	76%	66%	57%	51%
	<b><u>Math</u></b>	53%	70%	79%	82%	76%	75%	56%	50%
<b><u>Fourth Grade</u></b>									
	<b><u>Reading</u></b>	57%	60%	73%	80%	77%	68%	62%	54%
	<b><u>Math</u></b>	50%	45%	65%	70%	76%	75%	55%	60%
	<b><u>Writing</u></b>	84%	87%	87%	92%	96%	100%	85%	61%
<b><u>Fifth Grade</u></b>									
	<b><u>Reading</u></b>	57%	67%	62%	72%	67%	63%	55%	49%
	<b><u>Math</u></b>	46%	50%	50%	78%	61%	63%	45%	46%
	<b><u>Science</u></b>	12%	28%	18%	40%	47%	40%	45%	48%

**Federal Adequate Yearly Progress**

<b><u>AYP Rdg Proficiency Required</u></b>	<b>58%</b>	<b>65%</b>	<b>72%</b>	<b>79%</b>		
	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
<b>Total Population</b>	64%	72%	68%	68%	54%	52%
<b>White</b>	84%	90%	81%	79%	61%	62%
<b>Black</b>	54%	63%SH	64%	51%	39%	42%
<b>Hispanic</b>	61%	67%	65%	72% SH	54%	52%
<b>Economically Disadvantaged</b>	61%	68%	66%	67%	54%	51%





<b>Limited English Proficiency</b>	<b>39%</b>	<b>59%SH</b>	<b>53%</b>	<b>N/A</b>	<b>10%</b>	<b>34%</b>
<b>Students with Disabilities</b>	<b>42%</b>	<b>47%**</b>	<b>N/A</b>	<b>N/A</b>	<b>17%</b>	<b>13%</b>

<b><u>AYP Math Proficiency Required</u></b>	<b>62%</b>	<b>68%</b>	<b>74%</b>	<b>80%</b>		
	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
<b>Total Population</b>	<b>62%</b>	<b>73%</b>	<b>66%</b>	<b>72%SH</b>	<b>52%</b>	<b>54%</b>
<b>White</b>	<b>72%</b>	<b>86%</b>	<b>81%</b>	<b>81%</b>	<b>61%</b>	<b>63%</b>
<b>Black</b>	<b>51%</b>	<b>68%</b>	<b>54%</b>	<b>59%SH</b>	<b>33%</b>	<b>44%</b>
<b>Hispanic</b>	<b>62%</b>	<b>70%</b>	<b>63%</b>	<b>74%SH</b>	<b>51%</b>	<b>54%</b>
<b>Economically Disadvantaged</b>	<b>58%</b>	<b>71%</b>	<b>64%</b>	<b>70%SH</b>	<b>46%</b>	<b>53%</b>
<b>Limited English Proficiency</b>	<b>49%</b>	<b>59%SH</b>	<b>52%</b>	<b>NA</b>	<b>36%</b>	<b>34%</b>
<b>Students with Disabilities</b>	<b>29%</b>	<b>53%SH</b>	<b>NA</b>	<b>NA</b>	<b>25%</b>	<b>27%</b>

<b><u>AYP Writing Proficiency Required</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>2010</u></b>	<b><u>2011</u></b>	<b><u>2012</u></b>	<b><u>2013</u></b>
<b>Total Population</b>	<b>92%</b>	<b>99%</b>	<b>96%</b>	<b>100%</b>	<b>80%</b>	<b>63%</b>
<b>Hispanic</b>	<b>89%SH</b>	<b>99%</b>	<b>96%</b>	<b>100%</b>	<b>85%</b>	<b>69%</b>
<b>Economically Disadvantaged</b>	<b>91%</b>	<b>99%</b>	<b>96%</b>	<b>100%</b>	<b>78%</b>	<b>63%</b>
<b>Black</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>73%</b>	<b>56%</b>
<b>Limited English Proficiency</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>50%</b>	<b>56%</b>
<b>Students with Disabilities</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>79%</b>	<b>27%</b>



**SAT10 Reading - Percent of Students Meeting / Exceeding Standards (Standard Curriculum)**

Year	Test	Kindergarten	First Grade	Second Grade
13-14	STAR Early Lit K & 1 STAR 2nd	70%	60%	58%
12-13	SAT 10	70%	60%	58%
11-12	SAT 10	49%	67%	68%
10-11	SAT 10	88%	86%	81%
09-10	SAT 10	92%	92%	82%
08 - 09	SAT 10	91.2%	81.4%	76.9%
07- 08	SAT 10	79.6%	80.0%	70.3%
06- 07	SAT 10	77.5%	74.4%	58.4%
05- 06	SAT 10	73.0%	67.5%	60.9%

**Writing Longitudinal – Fourth Grade FCAT (Percent of Students Meeting / Exceeding Standards)****Florida Standards (standard curriculum students)**

Year	Fourth Grade
11-12	80%
10-11	84%
09-10	88%
08-09	92%
07-08	87%
06-07	87%
05-06	84%

**III. Analyzing Program Needs and Setting Goals***A. Summary of Projected School-Wide Program Goals***Kindergarten:**

<i>Priority Focus Area</i>	<i>Goal</i>	<i>Projected Year 1 Outcome</i>	<i>Projected Year 2 Outcome</i>
ELA	In the 2013-14 school year, 80% of students will score at Transitional Reader level on STAR Early Literacy assessment.	In the 14-15 school year, 82% of students will score at Transitional Reader level on the STAR Early Literacy assessment.	In the 15-16 school year, 85% of students will score at Transitional Reader level on the STAR Early Literacy assessment.



**Strategies for Reading:**

- Daily Reading Street whole and small group instruction
- Drops in the Bucket reading skill practice sheets
- Leveled readers- Wright books and Reading Street student books
- Frog games- in class set and parent homework packs
- Phonics/phonological awareness listening centers
- Computer programs such as Essential skills, Starfall, Earobics, English in a Flash & Jumpstart
- Resource & push-in teacher support
- Grade level intervention/enrichment
- Kagan Strategies
- Participation in an afterschool tutoring program
- Core Connections Writing Program
- Common Core State Standards implementation.

**First Grade:**

<i>Priority Focus Area</i>	<i>Goal</i>	<i>Projected Year 1 Outcome</i>	<i>Projected Year 2 Outcome</i>
ELA	70% of the students in first grade will score on or above grade level as measured by STAR Early Literacy in the 13-14 school year.	First grade students scoring at or above grade level as measured by STAR Early Literacy will increase by 5% in the 14-15 school year.	First grade students scoring at or above grade level as measured by STAR Early Literacy will increase by 5% in the 15-16 school year.
Math	80% of students will score a 75% or higher on the EOY math assessment for the 13-14 school year.	80% of students will score a 80% or higher on the EOY math assessment for the 14-15 school year.	80% of students will score a 80% or higher on the EOY math assessment for the 15-16 school year.
Writing	80% of students will score 75% or higher on the district performance writing tasks for the 13-14 school year.	80% of students will score a 75% or higher on district performance writing tasks for the 14-15 school year.	80% of students will score a 80% or higher on the district performance writing tasks for the 15-16 school year.



<b>Strategies for Reading:</b>	<b>Strategies for Math:</b>	<b>Computer Programs:</b>
<ul style="list-style-type: none"> <li>• Daily <i>Reading Street</i> whole and small group instruction</li> <li>• <i>Drops in the Bucket</i> reading practice sheets</li> <li>• Leveled readers – <i>Reading Street</i> student books</li> <li>• Daily Spaulding phonics program</li> <li>• Phonics / phonological awareness listening centers</li> <li>• Resource teacher support/Daily Push-ins</li> <li>• <i>My Sidewalks</i> &amp; daily grade level intervention</li> <li>• Grade level enrichment</li> <li>• Kagan strategies</li> <li>• STAR Early Literacy</li> <li>• Differentiated instruction</li> <li>• Parent involvement Spalding night</li> <li>• STAR/AR</li> <li>• Read Alouds</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Go Math!</i></li> <li>• Small group instruction</li> <li>• SMART Board</li> <li>• Intervention / Enrichment</li> <li>• <i>Drops in the Bucket</i></li> <li>• Family math night</li> <li>• <i>Every Day Counts</i></li> <li>• Resource teacher support</li> <li>• Kagan Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Skills</li> <li>• Mad Minute</li> <li>• Starfall</li> <li>• English in a Flash</li> <li>• Accelerated Reader</li> <li>• Compass Learning</li> <li>• Mega Math</li> </ul>

**Second Grade:**

<i>Priority Focus Area</i>	<i>Goal</i>	<i>Projected Year 1 Outcome</i>	<i>Projected Year 2 Outcome</i>
ELA	Increase the percentage of students demonstrating at least one year growth on the STAR Enterprise in the 13-14 school year.	At least 80% of students will show one year's growth from their original grade equivalent in the 14-15 school year.	At least 85% of the students will show one year's growth from their original grade equivalent in the 15-16 school year.
Math	Increase percentage of students achieving mastery (75% or higher) on the District Post Test in the 13-14 school year.	Percentage of students achieving mastery (75% or higher) on the District Post Test will be 5% higher in the 14-15 school year.	Percentage of students achieving mastery (75% or higher) on the District Post Test will be 5% higher in the 15-16 school year.
Writing	80% of students will score 75% or higher on the district performance writing tasks for the 13-14 school year.	80% of students will score a 78% or higher on district performance writing tasks for the 14-15 school year.	80% of students will score a 80% or higher on the district performance writing tasks for the 15-16 school year.



Strategies for Reading:	Strategies for Math:	Computer Programs:
<ul style="list-style-type: none"> <li>• <i>Reading Street</i> program</li> <li>• <i>My Sidewalks</i> intervention program</li> <li>• Small group instruction</li> <li>• Intervention/Enrichment</li> <li>• Drops in the Bucket</li> <li>• Spalding Phonics</li> <li>• Kagan Strategies</li> <li>• Differentiated Instruction</li> <li>• Larry Bell Processes</li> <li>• Resource teacher support for struggling students</li> <li>• SMART Board and SENTEO Responders</li> <li>• Resource Teacher Support</li> <li>• Content Connections</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Go Math!</i></li> <li>• Content Connections</li> <li>• Small group instruction</li> <li>• Math manipulatives</li> <li>• SMART Boards and SENTEO Responders</li> <li>• Intervention/Enrichment</li> <li>• Drops in the Bucket</li> <li>• Every Day Counts</li> <li>• Resource teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Skills</li> <li>• Starfall</li> <li>• Mad Minute</li> <li>• Earobics</li> <li>• Read to Succeed</li> <li>• Accelerated Reading</li> <li>• Accelerated Math</li> <li>• Compass Learning</li> </ul>

**Third Grade:**

<i>Priority Focus Area</i>	<i>Goal</i>	<i>Projected Year 1 Outcome</i>	<i>Projected Year 2 Outcome</i>
ELA	1. In 2013-14, 58% of third grade students will be on grade level as measured by FCAT Reading.	1. In 2014-15, third grade proficiency levels will raise from 58% to 76% as measured by FCAT Reading.	1. In 2015-16, third grade proficiency levels will raise from 76% to 80% as measured by FCAT Reading.
Math	1. In 2013-14, 61% of third grade students will be on grade level as measured by FCAT Math.	1. In 2014-15, third grade proficiency levels will raise from 61% to 65% as measured by FCAT Math.	1. In 2015-16, third grade proficiency levels will raise from 65% to 69% as measured by the FCAT Math.



Writing	1. In 2013-2014, third grade students will score a 3.5 on a given prompt based on the fourth grade rubric.	1. In 2014-2015, third graders will score a 4.0 on a given prompt based on the fourth grade rubric.	1. In 2015-2016, third graders will score a 4.5 on a given prompt based on the fourth grade rubric.

Strategies for Reading	Strategies for Math	Strategies for Writing
<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• Differentiated instruction</li> <li>• Accelerated Reader</li> <li>• English in a Flash</li> <li>• Small group instruction</li> <li>• Resource/Pull out</li> <li>• FCAT Explorer</li> <li>• Kagan Strategies</li> <li>• CLOSE Reading</li> <li>• UNRAAVEL</li> </ul>	<ul style="list-style-type: none"> <li>• Go Math!</li> <li>• Crosswalk, NGSSS</li> <li>• Accelerated Math</li> <li>• Small group instruction</li> <li>• Resource/Pullout</li> <li>• Kagan Strategies</li> <li>• Differentiated Instruction</li> <li>• Mad Minute</li> <li>• 40 Day Math Counts</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• Small group instruction</li> <li>• Kagan Strategies</li> <li>• Differentiated instruction</li> <li>• Resource/Pullout</li> <li>• Core Connections</li> </ul>

## Fourth Grade

Priority Focus Area	Goal	Projected Year 1 Outcome	Projected Year 2 Outcome
ELA	1. In 2013-14, 70% of fourth grade students will be on grade level as measured by FCAT Reading.	1. In 2014-15, fourth grade proficiency levels will raise from 70% to 75% as measured by FCAT Reading.	1. In 2015-16, fourth grade proficiency levels will raise from 75% to 78% as measured by FCAT Reading.
Math	1. In 2013-14, 70% of	1. In 2014-15, fourth	1. In 2015-16, fourth grade



	fourth grade students will be on grade level as measured by FCAT Math.	grade proficiency levels will raise from 70% to 75% as measured by FCAT Math..	proficiency levels will raise from 75% to 80% as measured by FCAT Math.
Writing	1. In 2013-14, 85% of fourth grade students meet standards on the State Florida Writes Assessment.	2. In 2014-15, 88% of fourth graders will meet standards on the Florida Writes Assessment.	1. In 2015-16, 90% of fourth grade students will meet standards on the Florida Writes Assessment.

<b>Strategies for Reading</b>	<b>Strategies for Math</b>	<b>Strategies for Writing</b>
<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• Differentiated instruction</li> <li>• Accelerated Reader</li> <li>• English in a Flash</li> <li>• Small group instruction</li> <li>• Resource/Pull out</li> <li>• Essential Skills</li> <li>• FCAT Explorer</li> <li>• Kagan Strategies</li> <li>• Study Buddies</li> <li>• FAIR</li> <li>• Florida Achieves</li> <li>• Compass Island</li> <li>• Unra(a)vel</li> </ul>	<ul style="list-style-type: none"> <li>• Go Math!</li> <li>• Accelerated Math</li> <li>• Everyday Math Counts</li> <li>• SMART Boards</li> <li>• SENTEO Responders</li> <li>• Small group instruction</li> <li>• Florida Achieves</li> <li>• FCAT Math Coach</li> <li>• 40 Day Countdown</li> <li>• Math Facts (fluency)</li> <li>• Kagan Strategies</li> <li>• Resource/Pullout</li> <li>• Mad Minute</li> <li>• Compass Learning</li> <li>• CRA model</li> <li>• Unra(a)vel</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional practice provided by Reading Specialist.</li> <li>• Kathy Robinson strategies</li> <li>• Expository Writing based on 4 paragraphs</li> <li>• Narrative Writing based on a beginning, middle and end.</li> <li>• Vocabulary Building</li> <li>• Grammar Components</li> <li>• 2 minute writes</li> <li>• Modeling</li> <li>• 60 minutes per day</li> <li>• Razzle Dazzle</li> <li>• Core Connections</li> </ul>



- Resource/Pullout

**Fifth Grade:**

<i>PRIORITY FOCUS AREA</i>	<i>GOAL</i>	<i>PROJECTED YEAR 1 OUTCOME</i>	<i>PROJECTED YEAR 2 OUTCOME</i>
5 <sup>th</sup> Grade ELA	In 2013-14, 55% of fifth grade students will be on grade level as measured by FCAT Reading.	In 2014-15, fifth grade proficiency levels will increase from 55% to 60% as measured by FCAT Reading.	In 2015-16, fifth grade proficiency levels will increase from 60% to 65% as measured by FCAT Reading.
<i>PRIORITY FOCUS AREA</i>	<i>GOAL</i>	<i>PROJECTED YEAR 1 OUTCOME</i>	<i>PROJECTED YEAR 2 OUTCOME</i>
5 <sup>th</sup> Grade Math	In 2013-14, 53% of fifth grade students will be on grade level as measured by FCAT Math.	In 2014-15, fifth grade proficiency levels will raise from 53% to 56% as measured by FCAT Math.	In 2015-16, fifth grade proficiency levels will raise from 56% to 60% as measured by FCAT Math.
<i>PRIORITY FOCUS AREA</i>	<i>GOAL</i>	<i>PROJECTED YEAR 1 OUTCOME</i>	<i>PROJECTED YEAR 2 OUTCOME</i>
5 <sup>th</sup> Grade Science	In 2013-14, the percent of students in the fifth grade that score level 3 or higher on FCAT Science will increase to 50%.	In 2014-15, the percent of students in the fifth grade that score level 3 or higher on FCAT Science will increase to 55%.	In 2015-16, the percent of students in the fifth grade that score level 3 or higher on FCAT Science will increase to 60%.

The bottom 25% of the fifth grade population will be offered afterschool tutoring to be held at Harns Marsh Elementary.





Strategies for Reading	Strategies for Math	Strategies for Science
<ul style="list-style-type: none"> <li>• Reading Street</li> <li>• Differentiated instruction</li> <li>• Small group instruction</li> <li>• Resource/Push-In</li> <li>• Kagan Strategies</li> <li>• SMART Board and SENTEO Responders</li> <li>• Computer programs:               <ul style="list-style-type: none"> <li>○ Essential Skills</li> <li>○ Accelerated Reader</li> <li>○ FCAT Explorer</li> <li>○ Compass Learning</li> <li>○ English in a Flash</li> <li>○ Florida Achieve</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Go Math!</li> <li>• 40 Day Countdown</li> <li>• Small group instruction</li> <li>• SMART Board and SENTEO Responders</li> <li>• Intervention/Enrichment</li> <li>• Resource teacher support for struggling students</li> <li>• Computer programs:               <ul style="list-style-type: none"> <li>○ Essential Skills</li> <li>○ Mad Minute</li> <li>○ Accelerated Math</li> <li>○ Study Jams</li> <li>○ Compass Learning</li> <li>○ FL Achieves</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• FCAT Science Coach</li> <li>• Science Lab special created</li> <li>• National Geographic Science textbook</li> <li>• SMART Board and SENTEO Responders</li> <li>• Measure Up Science</li> <li>• Mandatory Science Fair</li> <li>• Computer programs:               <ul style="list-style-type: none"> <li>○ Essential Skills</li> <li>○ FCAT Explorer</li> <li>○ Study Jams</li> <li>○ Compass Learning</li> <li>○ FL Achieves!</li> <li>○ NG Connect</li> <li>○ <a href="http://www.thehappyscientists.com">www.thehappyscientists.com</a></li> <li>○ Brain Pop</li> </ul> </li> </ul>

*B.*  
Curriculum



**Kindergarten****Computer Applications**

Earobics  
English-in-a-Flash  
Essential Skills  
Star Fall  
Read to Succeed  
Jump Start World K

**Mathematics**

Drops-in-the-Bucket  
Every Day Counts  
Go Math!  
Frog System Dual Language  
Essential Skills – Mad Minute Math

**Reading**

Reading Street  
Drops-in-the Bucket  
Renaissance Learning – Early Literacy  
Wright Books – leveled readers  
Leap Frog System- Dual Language

**Phonological Awareness**

Lakeshore Phonological  
Listening Centers  
Michael Heggerty “Phonemic Awareness”  
Earobics  
Essential Skills Software

**Vocabulary**

English-in-a-flash  
Reading Street  
Essential Skills

**Spelling**

Reading Street

**Grammar & Writing**

Handwriting – Zaner-Bloser

**Science**

Harcourt Textbook Series  
Connect Ed – on-line  
National Geographic

**Social Studies**

Harcourt – Big Book Series  
Smart Centers



**Grade 1****Computer Applications**

English-in-a-Flash  
Essential Skills  
Read to Succeed  
Compass Learning

**Mathematics**

Go Math!  
Mega Math  
Quick Facts  
Compass Learning  
Essential Skills – Mad Minute  
District Math Assessments

**Reading**

Drops-in-the Bucket  
Renaissance Learning – AR,SEL & STAR  
Reading Street  
Weekly Readers

**Phonological Awareness**

Spalding Phonics  
Essential Skills Software  
Reading Street

**Vocabulary**

English-in-a-Flash  
Essential Skills

**Spelling**

Spalding Phonics

**Grammar & Writing**

Reading Street  
Go Math!

**Science**

Connect Ed  
Reading Street  
National Geographic

**Social Studies**

Content Connections: Big Books  
Reading Street



## Grade 2

**Computer Applications**

Earobics  
English-in-a-Flash  
Essential Skills  
Basic Skills

**Mathematics**

Drops-in-the Bucket  
Every Day Counts  
Go Math!  
Accelerated Math  
Essential Skills – Mad Minute Math  
District Math Assessments

**Reading**

Reading Street  
My Sidewalks  
Drops-in-the Bucket  
Renaissance Learning – AR & STAR

**Phonological Awareness**

Spalding Phonics  
Earobics  
Essential Skills Software  
Lakeshore Listening Box

**Vocabulary**

Reading Street  
English-in-a-Flash  
Reading Street  
Essential Skills

**Spelling**

Reading Street  
Spalding

**Grammar & Writing**

Evan-Moor Language Arts Fundamentals  
Reading Street

**Science**

Harcourt  
Content Connections

**Social Studies**

Harcourt Big Book Series  
Content Connections



**Grade 3****Mathematics**

Compass Learning  
Go Math!  
Accelerated Math  
Essential Skills  
Mad Minute Math

**Reading**

Reading Street  
Renaissance Learning – AR & STAR  
Compass Learning  
Computer Applications

**Computer Applications**

FCAT Explorer  
English-in-a-Flash  
Essential Skills  
Basic Skills

**Vocabulary**

Reading Street  
Science & Social Studies  
English-in-a-Flash  
All Computer Applications

**Spelling**

Reading Street

**Social Studies**

McGraw Hill

**Additional Resources**

Positive Behavior System (PBS)  
Kagan Strategies



## Grade 4

**Mathematics**

Drops-in-the-Bucket  
Every Day Counts  
Go Math!  
District Baseline Assessments  
Accelerated Math  
FCAT Coach Gold Edition  
Essential Skills  
Mad Minute Math  
Compass Learning

**Reading**

Reading Street  
Drops-in-the-Bucket  
Renaissance Learning – AR & STAR  
FL Achieves

**Computer Applications**

FCAT Explorer  
English-in—Flash  
Essential Skills  
Study Buddies  
Scholastic Momentum Library  
Compass Learning  
Made Minute

**Phonological Awareness**

Essential Skills Software

**Vocabulary**

National Reading Vocabulary  
Reading Street  
Science & Social Studies  
English-in-a-Flash  
All Computer Applications

**Spelling**

Reading Street  
Vocabulary

**Grammar**

Reading Street  
Razzle Dazzle  
Core Connections

**Science**

National Geographic  
Reading Street

**Social Studies**

Reading Street  
McGraw/Hill



**Grade 5****Mathematics**

Drops-in-the-Bucket  
40 Day Countdown  
Go Math!  
FCAT Explorer  
Accelerated Math  
Study James  
Essential Skills  
Mad Minute Math  
Compass Learning

**Reading**

Reading Street  
FL Achieves  
Renaissance Learning – AR & STAR

**Computer Applications**

FCAT Explorer  
English-in—Flash  
Mad Minute  
Compass Learning  
Essential Skills  
Study Buddies  
Scholastic Momentum Library  
Compass Learning

**Phonological Awareness**

Essential Skills Software

**Vocabulary**

National Reading Vocabulary  
Reading Street  
Science & Social Studies  
English-in-a-Flash  
All Computer Applications

**Spelling**

Reading Street  
Vocabulary

**Grammar**

Reading Street

**Science**

National Geographic  
Reading Street  
FCAT Coach  
Science Fair

**Social Studies**

Reading Street  
McGraw/Hill

**K-1 Intensive Academics (IA)****Reading**

Reading Street/ My Sidewalks

**Math**

Go Math!

**2-3 Intensive Academics (IA)****Reading****Math**

Reading Street/ My Sidewalks

Go Math!

**Social Studies/Science**

Harcourt

**4-5 Intensive Academics (IA)**

**Reading**

Reading Street/ My Sidewalks

**Math**

Go Math!

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