FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINEWOOD ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Karla Gary Orange

SAC Chair: Nicole Sawicki/ Carol Raphan

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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)
					2011-12: Principal of Pinewood Elementary 53% of students reading at or above grade level, 48% of students at or above grade level in math 75% of students met state standards in writing, 36% of students at or above grade level in Science School Grade C
					2010-2011: Assistant Principal of Pinewood Elementary
					68% of students reading at or above grade level 71% of students at or above grade level in math 92% of students met state standards in writing 32% of students at or above grade level in Science
					School Grade: B Met AYP Requirements: No BLACK, HISPANIC, ECONOMICALLY

		Assis Principal	Mrs. Darlene Milner	Master of Science: Administration and Supervision, Florida Atlantic University Bachelor of Science: Special Education, University of Florida; Mentally Handicapped (K-12); Educational Leadership (K-12)	13	15	DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading. STUDENTS WITH DISABILITIES need improvement in Mathematics.

DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading.
STUDENTS WITH DISABILITIES need improvement in Mathematics.

2009-2010:
72% of students reading at or above grade level
63% of students at or above grade level in math
91% of students met state standards in writing
31% of students at or above grade level in Science

School Grade: B
Met AYP Requirements: No
BLACK, ECONOMICALLY DISADVANTAGED students need improvement in Reading and Math.

2008-2009:
77% of students reading at or above grade level
71% of students at or above grade level in math
93% of students met state standards in writing
24% of students at or above grade level in Science

School Grade: A
Met AYP Requirements: No
STUDENTS WITH DISABILITIES need improvement in Reading

BLACK, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES need improvement in Math

2007-2008:
72% of students reading at or above grade level
71% of students at or above grade level in math
89% of students met state standards in writing
33% of students at or above grade level in Science

School Grade: A
Met AYP Requirements: Yes
All subgroups met this criteria.

2006-2007:
68% of students reading at or above grade level
73% of students at or above grade level in math
93% of students met state standards in writing
36% of students at or above grade level in Science

School Grade: A
Met AYP Requirements: Yes
All subgroups met this criteria

2005-2006:
67% of students reading at or above grade level
69% of students at or above grade level in math
79% of students met state standards in writing

School Grade: A
Met AYP Requirements: Yes
All subgroups met this criteria.

2004-2005:
67% of students reading at or above grade level
67% of students at or above grade level in math
70% of students met state standards in writing

School Grade: B
Met AYP Requirements: Yes
All subgroups met this criteria.

Principal	Mrs. Karla Gary Orange	Master of Science: Educational Leadership,Nova Southeastern University Bachelor of Art: Special Education/Mental Retardation (K-12),Bennet College Certification: Mentally Handicapped (K-12);Educational Leadership (K-12)	3	20	2011-12: Principal of Pinewood Elementary 53% of students reading at or above grade level, 48% of students at or above grade level in math 75% of students met state standards in writing, 36% of students at or above grade level in Science School Grade C 2010-2011: Principal of Pinewood Elementary 68% of students reading at or above grade level 71% of students at or above grade level in math 92% of students met state standards in writing 32% of students at or above grade level in Science School Grade: B Met AYP Requirements: No BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading. STUDENTS WITH DISABILITIES need improvement in Mathematics. 2006-2010: Principal on Special Assignment (North Area Exceptional Student Education Coordinator) Record of Prior Performance: 2003-2006 Principal of Maplewood Elementary 2005-2006: 85% of students reading at or above grade level 84% of students at or above grade level in math 90% of students met state standards in writing School Grade: A Met AYP Requirements: Yes 2004-2005: 84% of students reading at or above grade level 82% of students at or above grade level in math 88% of students met state standards in writing School Grade: A Met AYP Requirements: Yes 2003-2004: 78% of students reading at or above grade level 80% of students at or above grade level in math 90% of students met state standards in writing School Grade: B Met AYP Requirements: Yes

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)
					2011-12:

| Curriculum Facilitator (ELA, Math, and Science) | Carol Raphan | Bachelors of Arts: Elementary Education, City University of New York, Queens College | 28 | 2 | 53% of students reading at or above grade level, 48% of students at or above grade level in math
75% of students met state standards in writing, 36% of students at or above grade level in Science
School Grade C

2010-2011:
68% of students reading at or above grade level 71% of students at or above grade level in math
92% of students met state standards in writing 32% of students at or above grade level in Science
School Grade B Met AYP Requirements: No BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading. STUDENTS WITH DISABILITIES need improvement in Mathematics. |

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	New Educator Support System	Nicole Sawicki	6/2013	
2	Professional Learning Communities	Leadership Team	5/2013	
3	District Training	District Trainers	Ongoing	
4	School-Based Professional Development	Leadership Team; Literacy Leadership Team; BTU Stewards	6/2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
45	4.4%(2)	40.0%(18)	148.9%(67)	28.9%(13)	84.4%(38)	222.2% (100)	20.0%(9)	20.0%(9)	193.3%(87)

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 Vargas (Fourth Grade Teacher)	Tanna King	The teacher is new to the fourth grade. The teacher will serve as mentor. The teacher has experience in intermediate education.	1. The mentor and mentee will meet before and after school or during selected planning periods. 2. The mentor and mentee will debrief after weekly scheduled team meetings to discuss grade level planning and to provide support to the mentee. 3. The mentor will provide support during team planning and review the mentee's lesson plans to ensure alignment with state standards and grade level curriculum. 4. Both teachers will attend on-site professional development. The mentee will observe the mentor apply strategies during a lesson and provide opportunities for co-teaching to ensure effective application of the strategy. Modeling of strategies will occur based upon the needs of the mentee. 5. The mentor will encourage the new teacher to attend professional learning communities and relevant district training. 6. The mentor will teach and monitor organizational skills of the mentee and provide assistance to the mentee in the following areas: 1) creation and maintenance of a grade and lesson book 2) review paperwork prior to the mentee submitting the requirement to administration.
Nicole Sawicki	Joelle Scott	The teacher is new to the fifth grade and new to the school. The NESS Coach will serve as mentor. The teacher has experience in intermediate education.	1. The mentor and mentee will meet before and after school or during selected planning periods. 2. The mentor and mentee will debrief after weekly scheduled team meetings to discuss grade level planning and to provide support to the mentee. 3. The mentor will provide support during team planning and review the mentee's lesson plans to ensure alignment with state standards and grade level curriculum. 4. Both teachers will attend on-site professional development. The mentee will observe the mentor apply strategies during a lesson and provide opportunities for co-teaching to ensure effective application of the strategy. Modeling of strategies will occur based upon the needs of the mentee. 5. The mentor will encourage the new teacher to attend professional learning communities and relevant district training.

K-5 Team Leaders	Melissa Moore	The teacher is new to the school. The teacher has experience as a Media Specialist.	6. The mentor will conduct observations and provide feedback to the mentee. 7. The mentor will teach and monitor organizational skills of the mentee and provide assistance to the mentee in the following areas: 1) creation and maintenance of a grade and lesson book 2) review paperwork prior to the mentee submitting the requirement to administration.
K-5 Team Leaders	Melissa Moore	The teacher is new to the school. The teacher has experience as a Media Specialist.	1. The mentor and mentee will meet before and after school or during selected planning periods. 2. The mentor and mentee will debrief after weekly scheduled team meetings to discuss grade level planning and to provide support to the mentee. 3. The mentor will provide support during team planning and review the mentee's lesson plans to ensure alignment with state standards and grade level curriculum. 4. Both teachers will attend on-site professional development. The mentee will observe the mentor apply strategies during a lesson and provide opportunities for co-teaching to ensure effective application of the strategy. Modeling of strategies will occur based upon the needs of the mentee. 5. The mentor will encourage the new teacher to attend professional learning communities and relevant district training. 6. The mentor will teach and monitor organizational skills of the mentee and provide assistance to the mentee in the following areas: 1) creation and maintenance of a grade and lesson book 2) review paperwork prior to the mentee submitting the requirement to administration.
			1. The mentor and mentee will meet before and after school or during selected planning periods. 2. The mentor and mentee will debrief after weekly scheduled team meetings to discuss grade level planning and to provide support to the mentee. 3. The mentor will provide support during team planning and review the mentee's lesson plans to ensure alignment with state standards and grade level curriculum. 4. Both teachers will

Nicole Sawicki (ESE Specialist)	Esta Brownstein	The teacher is new to ESE Support Facilitation. The ESE Specialist will serve as mentor. The teacher has experience in primary and intermediate education with ESE students.	attend on-site professional development. The mentee will observe the mentor apply strategies during a lesson and provide opportunities for co-teaching to ensure effective application of the strategy. Modeling of strategies will occur based upon the needs of the mentee. 5. The mentor will encourage the new teacher to attend professional learning communities and relevant district training. 6. The mentor will conduct observations and provide feedback to the mentee. 7. The mentor will teach and monitor organizational skills of the mentee and provide assistance to the mentee in the following areas: 1) creation and maintenance of a grade and lesson book 2) review paperwork prior to the mentee submitting the requirement to administration.

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

The "Title I" program is to support our school's efforts that all children meet challenging academic standards and have a fair, equal, and significant opportunity to obtain a high-quality education. "Title I" funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at our school by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability and teaching and learning, and by meeting the educational needs of low-achieving children in our school. Title I funds are also used for teacher salaries through Parent Involvement and Professional Development activities. Also, distributing resources sufficiently to make a difference where needs are greatest.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school participates in the anti-bullying campaign by encouraging a "bully free" school environment through implementation of the "Silence Hurts" campaign and use of the "bully box". "Safe Zone" listeners are identified and there are posters on their doors for easy identification by students. Students go to these people when they need a comfortable, safe place to talk to someone. Students who need mentors are identified and mentor teachers are assigned to assist students when they need extra support with behavior, socialization, etc. Students K-5 will participate in scheduled meetings/lessons provided by the School Guidance Counselor following the "Get Real About Violence" curriculum. "Bullying, Safe Zone Listeners, No Name Calling, Problem Solving, Peace Table" are additional components of the violence prevention lessons that will be shared with students. Peer Mediation is also available to all students. Peer mediation is conducted by trained 5th graders and the School Guidance Counselor.

Nutrition Programs

1. Pinewood follows the "Commit to Be Fit" curriculum to teach healthy lifestyles and food choices to students.

2. The Physical Education teacher facilitates a school-wide walking program for students. Participants receive a "toe token" for each mile they walk during or after school. Students keep a log of their physical activity. At the end of the year students receive an award. The fifth grader with the most miles logged receives a plaque and a t-shirt.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Pinewood's MTSS/RtI team is comprised of the principal, assistant principal, guidance counselor, speech and language pathologist, ESE specialist, curriculum facilitator, school psychologist, school social worker, ESE support facilitator, classroom teachers and parents.

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 team meets each week, based upon needs, to discuss students for whom there are concerns either in academic or behavioral areas or both. The guidance counselor coordinates and facilitates the MTSS/RtI meetings. She also serves as a case manager and assigns other MTSS/RtI members to serve as case managers (ESE Specialist, Curriculum Facilitator, Speech Language Pathologist, etc.). Students are referred by teachers, support staff, or as the result of a parent request. When a child is referred teachers meet with the MTSS/RtI Team. Research based supplemental programs from the Struggling Reader Chart and from the Struggling Math Chart is used to assist in the intervention planning process. The school has been trained on how to use "Google docs" which has regularly updated school-wide data available for teachers and for the MTSS/RtI Team. A particularly useful document that has been shared with teachers and is available on "Google docs" is the process for identifying students who need to be referred to the MTSS/RtI Team as well as a document that describes the MTSS/RtI process.
Teachers conduct observations, parent conferences, and collect data. The MTSS/RtI folder contains summary sheets for initial

data collection that is collected and analyzed by the MTSS/RtI Team. This includes a review of the cumulative folder, screenings for speech/language, hearing and vision, an observation, and documentation of Tier 1 interventions that have been implemented addressing a target behavior. An initial parent conference is held to identify and discuss the area of concern. The classroom teacher will collect tier 1 data. Tier 1 interventions utilize data points from previous school year assessments/data as well as classroom assessments that have been administered thus far to assist in deciding the type of interventions to put into place.

If Tier 2 interventions are needed, then a member of the MTSS/RtI RTI Team who was assigned as case manager works with the teacher in designing Tier 2 interventions for the student. Tier 2 interventions are monitored through the use of support team observation, informal classroom assessments and teacher collected data. If needed, a support team member would consider completing a Diagnostic Assessment of Reading (DAR), KeyMath, or some other more formal type of assessment to assist in the planning of interventions. The case manager and the classroom teacher meet regularly to discuss intervention outcomes and consider adjustments that need to be made to help the student be most successful. A second parent conference is held to discuss the student's response to the interventions that are in place.

If needed, Tier 3 interventions are implemented. Which are intensive individualized instructional or behavioral interventions. After reviewing the Tier 3 interventions the MTSS/RtI Team will make a recommendation for further student assessment. Tier 3 interventions are put in place and monitored as appropriate. If Tier 3 strategies are unsuccessful, the MTSS/RtI Team will refer the child to the School Psychologist for further assessment. If it is determined that no testing is needed, the child will be monitored by designated members of the MTSS/RtI Team to ensure continued success.

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 is made up of school support staff who, through the MTSS/RtI process, monitor students who are struggling in academics and/or behavior. They offer assistance to classroom teachers in the areas of interventions and differentiating instruction to meet the needs of all students. Students who are not making gains will be monitored and data will be collected for further evaluation. Students who have been retained will be progress monitored. The MTSS/RtI Team assists teachers by helping them identify the problem their struggling students are facing, analyze student data, develop and implement an intervention plan, and monitor/evaluate for effectiveness. There is a MTSS/RtI SAC Sub-committee that meets monthly, in addition to CPST meetings, to discuss student progress, teachers' needs, students' needs and how it coordinates with the school improvement plan. The MTSS/RtI Team also assists in the development and implementation of the School Improvement Plan by reviewing the document regularly, providing training for faculty, and monitoring progress of students.

MTSS Implementation

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

The data management system is a multi-tiered approach composed of summary sheets, data collection forms, documentation graphs, behavior tracking forms, and other instruments used to illustrate the child's specific needs and target behaviors to be addressed. Summary sheets are utilized to collect background data, screening scores, assessment data, and other information. Anecdotals, referrals, and behavioral observations are reviewed. After an intervention is implemented, the response is documented in order to drive instructional and/or behavioral decisions and/or to make a recommendation for an optimal learning environment/placement. Formal and informal assessments are evaluated to assist in making decisions regarding interventions for students.

Students' progress is tracked through the use of regular assessments (classroom assessments, assessments provided through supplemental programs, formal assessments such as the DAR, or KeyMath, etc.).

Describe the plan to train staff on MTSS.

Staff will be trained in the use of the Response to Intervention model through team meetings at the beginning of the school year. The guidance counselor, support facilitators, and others on the MTSS/RtI team will conduct the training. Approaches to data collection and presentation will be demonstrated with examples given. Methods for differentiating instruction will be presented. Teachers will learn how to use data as a tool in decision-making to develop, implement, and evaluate instruction/behavioral strategies. Interventions will be the focus of the school.

The school has been trained on how to use "Google docs" which has regularly updated school-wide data available for teachers and for the CPS Team. A particularly useful document that has been shared with teachers and is available on "Google docs" is the process for identifying students who need to be referred to the CPS Team as well as a document that describes the CPS process.

Describe the plan to support MTSS.

There will be a meeting mid-year to assist teachers in the MTSS/RtI process and provide any updates of the process. The MTSS/RtI SAC Sub-Committee will address the faculty every other month to provide updates of the School Improvement Plan and progress of our students. This will also be a time for teachers to ask questions about the MTSS/RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Members include Principal, Assistant Principal, ESE Specialist, Curriculum Facilitator, Guidance Counselor/ ESOL Coordinator, ESE Support Facilitator, Team Leaders Grades K-5 and ESE

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

The school based Literacy Leadership Team is responsible for developing goals, strategies, and measures to implement cross-curricular literacy development. The goals of their efforts are to improve the achievement of all students, with a focus on the needs of students at risk. Literacy team members monitor, disaggregate, and make instructional decisions about the current literacy program for at risk students including effective programs and resources to be utilized. The LLT develops in collaboration with SAC, a school wide plan which includes professional development for teachers, training for volunteers, processes for identifying and monitoring students who are at risk, on level or in need of further enrichment. The LLT communicates a clear instructional and professional development to the staff. The LLT meets weekly with Team Leaders based upon needs to review data such as student achievement data, classroom walkthrough feedback, classroom observations conducted by the curriculum facilitator, informal administrative observations and to discuss any concerns teachers may have in regard to the Literacy program. The role of LLT members include but is not limited to, sharing knowledge with teachers, establishing professional learning communities that support literacy growth, monitoring the effectiveness of programs, interventions and resources, and communicating with other teachers in the building as a means of sharing best practices.

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

Teachers will use higher order thinking comprehension questions to help students gain a greater understanding of material learned in class. The questions can be modified to accommodate student needs by adjusting the difficulty level of the questions asked to appropriately assess students' understanding. Students will add vocabulary words with definitions in a vocabulary notebook for the duration of the school year. Students can refer back to the notebooks throughout the school year when they come across a difficult word that is used in the curriculum. If the students come across any additional unknown words, then they will add them to their vocabulary notebook. Teachers will provide students with extended response practice across the curriculum. Students are given the opportunity to answer extended response questions in all subjects to help their comprehension in all areas improve.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/28/2012)

*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.

To ensure school readiness, the pre-school program has implemented a new literacy, math, and science curricula in the pre-school classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the pre-school students' progress in the program.
Regarding the logistics of registering students at the elementary schools, the pre-school program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The pre-school family services support team and the pre-school teachers provide ongoing guidance to the pre-school families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.
Throughout the school year the teachers continuously learn about the expectations and requirements of their Pre-School students when they enter Kindergarten. Team meetings are held a minimum of two times per month (or more frequently as needed) Kindergarten and ESE Team Leaders are available to assist and support the pre-school teachers as needed.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 26.8% (310) of students scored at achievement Level 3. It is expected that 35% of students will achieve proficiency on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 26.8% (310) of students achieved Level 3 on the 2012 FCAT Reading Test.	In grades 3-5, 35% (310) of students will achieve Level 3 on the 2013 FCAT Reading Test

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to master grade level benchmarks in Reading.	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple-dose sessions are provided, as needed, and literacy centers are implemented in the areas of fluency, vocabulary and comprehension.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	Treasures benchmark assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, school-created benchmark assessments Tests, DAR
2	Students have a limited vocabulary.	Teachers will implement "Elements of Reading - Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary.Teachers will increase the eposure to poetry to foster an appreciation of the genre and an increased exposure to vocabulary.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	Elements of Reading - Vocabulary assessments/ Treasures Reading Assessments
3	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.) Teachers will expose students to complex text from Appendix B of the	Administration, Curriculum Facilitator, Team Leader	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching	Treasures Benchmark Assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, school-based benchmark assessments Tests, DAR

		Common Core State Standards.Teachers will use poetry from Exemplars and other non-fiction text to enhance students' repetoires of skills and strategies with non-fiction text.		strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	
	4	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Google docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will conducted every 6 weeks to discuss the results of the assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	School-based assessments
	5	Students need additional support to master grade level strands in Reading	Grades K-5 participate in a 90 minute uninterrupted Reading Block with an additional 30 minutes of Reading instruction built into the daily schedule to assist students by providing small group sessions as needed, and by implementing literacy centers in the areas of fluency, vocabulary and comprehension.	Administration; Curriculum Facilitator; Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
	6	Students have a limited vocabulary	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary.	Administration; Curriculum Facilitator; Team Leaders	iObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	iObservation Evaluation Tool
	7	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
		Students need additional practice of tested benchmarks and need to be part of a continuous	Teachers will administer school-wide (grades 2-5) benchmark assessments every 3 weeks. Results	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats	School-based assessments

8	progress monitoring system	will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.		include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	In grades 3-5, 20% (25) of students achieved above proficiency (FAA Levels 4, 5 and 6) on the 2012 Florida Alternate Assessment. It is expected that 25% of students will perform above proficiency on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 20% (25) of students achieved above proficiency (FAA Levels 4, 5 and 6) on the 2012 Florida Alternate Assessment.	In grades 3-5 25% (25) of students will perform above proficiency (FAA Levels 4, 5, and 6) on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to master grade level Access Points in Reading.	Teachers of grades K-5 provide a 90- minute uninterrupted reading block, providing small group sessions daily , and implement literacy centers in the areas of fluency, vocabulary and comprehension based on the grade level Access Points.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	School-based assessments based upon Access Points and IEP goals
2	Students need additional practice of tested access points and IEP goals. Students need to be part of a continuous progress monitoring system.	Teachers will administer access point assessments monthly. Teachers will utilize their data tracking sheets and use the data to improve instruction to increase students' levels of understanding.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the	School-based assessments based upon Access Points and IEP goals

| | | | | Common Core Standards. | |

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 24.5% (310) of students achieved above proficiency (FCAT Levels 4 and 5) on the 2012 FCAT Reading Test. It is expected that 28% of students will perform above proficiency on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 24.5% (310) of students achieved above proficiency (FCAT Levels 4 and 5) on the 2012 FCAT Reading Test	In grades 3-5, 28% (310) of students will perform above proficiency on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be provided with more opportunities for enrichment.	Teachers will provide project-based learning throughout the school day to enrich higher achieving students' understanding of curriculum.	Administration, Curriculum Facilitator, Team Leaders	Data chats are conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions and attending PLC's to facilitate and monitor the shift to the Common Core Standards.	Project-based learning rubrics, Treasures assessments, mini-assessments,school-based benchmark assessment tests
2	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.) Teachers will expose students to complex text from Appendix B of the Common Core State Standards.Teachers will use poetry from Exemplars and other non-fiction text to enhance students' repetoires of skills and strategies with non-fiction text.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures assessments,school-based benchmark assessments,mini-assessments
	Students need to be provided with more opportunities for	Teachers will provide project-based learning throughout the school	Administration,Curriculum Facilitator, Reading Resource Specialist,	Data chats will be conducted every 6 weeks to discuss	Project-based learning rubrics, Treasures Reading

			Team Leaders	results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Series assessments, mini-assessments, Benchmark Assessment Tests
3	enrichment	day to enrich higher achieving students' understanding of curriculum			
4	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR

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:	In grades 3-5, 52% (25) of students achieved above proficiency (FAA Level 7 and above) on the 2012 Florida Alternate Assessment. It is expected that 60% of students will perform above proficiency on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 52% (25) of students achieved above proficiency (FAA Level 7 and above) on the 2012 Florida Alternate Assessment.	In grades 3-5, 60% (25) of students will perform above proficiency (FAA Level 7 and above) on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice of tested access points and IEP goals. Students need to be part of a continuous progress monitoring system.	Teachers will administer access point assessments monthly. Teachers will utilize their data tracking sheets and use the data to improve their instruction of the access points to raise the students' levels of understanding.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments based upon Access Points and IEP goals
	Students need additional support to master grade level Access Points in Reading.	Grades K-5 utilize a 90-minute reading block by providing small group sessions daily as per K-	Administrators, Curriculum Facilitator, Team Leaders, ESE	Data chats will be conducted to discuss results of assessments. Data chats include	School-based assessments based on Access Points and IEP goals

		12 plan and double- and triple-dose as needed. Teachers implement literacy centers in the areas of phonics, phonemic awareness fluency, vocabulary and comprehension based upon the grade level Access Points.	Specialist	Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	
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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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 74.4% of students (201) made Learning Gains on the 2012 Reading FCAT Test. It is predicted that 80% of students will make Learning Gains on the 2013 Reading FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 74.4% (201) of students (201) made Learning Gains on the 2012 Reading FCAT Test.	In grades 3-5, 80% (201) of students will make Learning Gains on the 2013 Reading FCAT Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students need additional practice instruction beyond the 90 minutes uninterrupted reading block.	After school tutoring will be provided (Reading, Math, Writing Camps).	Administration, Curriculum Facilitator, Team Leaders	Curriculum Facilitator will provide assessment data to classroom teacher via data chats and assist teachers in modifying instruction accordingly.	FCAT Prep activities, Benchmark Assessment Tests; Program Assessments
2	Students need additional support to master grade level benchmarks in reading.	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple -dose sessions are provided, as needed, and implement literacy centers in the areas of fluency, vocabulary and comprehension.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
	Students have a limited vocabulary.	Teachers will implement "Elements of Reading - Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the	Administration, Curriculum Facilitator,Team Leaders	IObservations will be conducted, which provide frequency, focus and feedback to target the needs of teachers and students	Elements of Vocabulary Assessments/ Treasures Reading Assessments

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3		use of non-fiction texts to help improve student vocabulary. Teachers will increase the students' exposure to poetry to foster an appreciation for the genre and to increase the exposure to the vocabulary used.		and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	
4	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.) Teachers will expose students to complex text from Appendix B of the Common Core State Standards.Teachers will use poetry from Exemplars and other non-fiction text to enhance students'repetoires of skills and strategies with non-fiction text.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, school-based benchmark assessment tests, DAR
5	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Google docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	School-based assessments
6	Students need additional practice instruction beyond the 90 minutes uninterrupted Reading Block and additional 30 minutes of Reading in the daily schedule	SAI teacher will provide supplemental instruction to students based upon areas of need. After school tutoring will be provided in the areas of writing, math, and reading.	Administration,Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Curriculum Facilitator will provide assessment data to classroom teacher via data chats and assist teachers in modifying instruction accordingly	FCAT Prep activities, Benchmark Assessment Tests; Program Assessments
7	Students need additional support to master grade level strands in Reading	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple -dose sessions are provided, as needed, and implement literacy centers in the areas of fluency, vocabulary and comprehension.	Administration,Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				the plan, do, check and act process to support instruction and teaching strategies	
8	Students have a limited vocabulary	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary	Administration, Reading Resource Facilitator, Curriculum Facilitator, Team Leaders	Classroom walkthroughs which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	Classroom Walkthrough Evaluation Tool
9	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
10	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system	Teachers will administer school-wide (grades 2-5) benchmark assessments every 3 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	School based 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 3-5, 62.9% (21) of students made learning gains in reading on the 2012 Florida Alternate Assessment. It is expected that 68% of students will make learning gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 62.9% (21) of students made learning gains in reading on the 2012 Florida Alternate Assessment	In grades 3-5, 68% (21) of students will make learning gains on the 2013 Florida Alternate Assessment

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students need additional support to master grade	Grades K-5 utilize a reading block by	Administrators, Curriculum	Data chats will be conducted to discuss	Students need additional support

1	level Access Points in Reading.	providing small group sessions as needed, and by implementing literacy centers in the areas of phonics, phonemic awareness fluency, vocabulary and comprehension based upon the grade level Access Points.	Facilitator, Team Leaders, ESE Specialist	results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	to master grade level Access Points in Reading
2	Students need additional practice of tested access points and IEP goals. Students need to be part of a continuous progress monitoring system.	Teachers will administer access point assessments monthly. Teachers will utilize their data tracking sheets and use the data to improve students' levels of understanding.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments based upon Access Points and IEP goals

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 86.1% (56) of the lowest 25% of students made Learning Gains on the 2012 Reading FCAT Test. It is predicted that 90% of the lowest 25% of students will make Learning Gains on the 2013 Reading FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 86.1% (56) of the lowest 25% of students made Learning Gains on the 2012 Reading FCAT Test.	In grades 3-5, 90% (56) of the lowest 25% of students will make Learning Gains on the 2013 Reading FCAT Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with word recognition, fluency, and decoding.	Students are provided supplemental instruction (LLI, Quick Reads, Multi-sequence Speed Drills) to help improve their word recognition, fluency, and decoding skills.	Administration, Curriculum Facilitator	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift	Treasures assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities,school-based benchmark assessment tests, DAR

				to the Common Core Standards.	
2	Students need additional support to master grade level benchmarks in Reading.	Students are provided support during a double-dose session to master grade level strands in Reading.	Administration, Curriculum Facilitator	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, school-based benchmark assessment tests, DAR
3	Students have a limited vocabulary.	Teachers will implement "Elements of Reading-Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non- fiction texts to help improve student vocabulary.	Administration, Curriculum Facilitator,Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Elements of Vocabulary Assessments/ Treasures Reading Assessments
4	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)Teachers will expose students to complex text from Appendix B of the Common Core State Standards.Teachers will use poetry from Exemplars and other non-fiction text to enhance students' repetoires of skills and strategies with non-fiction text.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
	Students need additional practice of tested benchmarks and need to be part of a continuous	Teachers will administer school-wide (grades 2-5) benchmark assessments every 4 weeks. Results will	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of	School based assessments

5	progress monitoring system.	be posted on Google docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.		assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	
6	Students have difficulty with word recognition/fluency/decoding	Students are provided supplemental instruction to help improve their word recognition/fluency/decoding skills in groups which utilize supplemental programs.	Administration, Curriculum Facilitator, Reading Resource Specialist	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
7	Students need additional support to master grade level strands in Reading	Grades K-5 participate in a 90 minute uninterrupted Reading Block with an additional 30 minutes of Reading instruction built into the daily schedule to assist students by providing small group sessions as needed, and by implementing literacy centers in the areas of fluency, vocabulary and comprehension	Administration, Curriculum Facilitator, Reading Resource Specialist	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
8	Students have a limited vocabulary	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary	Administration, Reading Resource Facilitator, Curriculum Facilitator, Team Leaders	Classroom walkthroughs which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	Classroom Walkthrough Evaluation Tool
	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions,	Administration, Curriculum Facilitator, Reading Resource	Data chats will be conducted every 6 weeks to discuss	Treasures Reading Series assessments,

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9		teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Specialist, Team Leaders	results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
10	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	School based assessments

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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 # Based on the 2016-17 Reading FCAT, we anticipate that 87% of the students in grades 3-5 will meet proficiency (Level 3 or higher) criteria. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Based on the 20	Based on the 20	Based on the 20	Based on the 20	Based on the 20	

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:	Based on the 2012 Reading FCAT, 37.5% (16) of white students did not make satisfactory progress in reading, 51.6% (221) of Black Students did not make satisfactory progress in reading, 48.1% (54) of Hispanic Students did not make satisfactory progress in reading, and 33.3% (6) of Asian students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading FCAT, 37.5% (16) of white students did not make satisfactory progress in reading, 51.6% (221) of Black Students did not make satisfactory progress in reading, 48.1% (54) of Hispanic Students did not make satisfactory progress in reading, and 33.3% (6) of Asian students did not make satisfactory progress in reading. American Indian: N/A	Based on the 2013 Reading FCAT, we will decrease the percentage of white students, who did not make satisfactory progress in reading to 31% (16), decrease the percentage of Black students who did not make satisfactory progress in reading to 45% (221), decrease the percentage of Hispanic students who did not make satisfactory progress in reading to 42% (54), and decrease the percentage of Asian students who did not make satisfactory progress in reading to 27% (6), Asian students did not make satisfactory progress in reading.

American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to master grade level benchmarks in Reading.	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple -dose sessions are provided, as needed, and literacy centers in the areas of fluency, vocabulary and comprehension are implemented.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities,school-based benchmark assessment tests, DAR
2	Students have a limited vocabulary.	Teachers will implement "Elements of Reading Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary. Teachers will increase the use of poetry to increase and enhance vocabulary exposure.	Administration, Curriculum Facilitator,Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	Elements of Reading Vocabulary Assessments/ Treasures Reading Assessments
3	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
4	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Google docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows	School based assessments

				the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	
5	Students need additional support to master grade level strands in Reading	Grades K-5 participate in a 90 minute uninterrupted Reading Block with an additional 30 minutes of Reading instruction built into the daily schedule to assist students by providing small group sessions as needed, and by implementing literacy centers in the areas of fluency, vocabulary and comprehension	Administration,Reading Resource Facilitator, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
6	Students have a limited vocabulary	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary	Administration,Reading Resource Facilitator, Curriculum Facilitator, Team Leaders	Classroom walkthroughs which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	Classroom Walkthrough Evaluation Tool
7	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
8	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system	Teachers will administer school-wide (grades 2-5) benchmark assessments every 3 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	School based 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 subgroup:
5C. English Language Learners (ELL) not making

satisfactory progress in reading.

Reading Goal #5C:

	Based on the 2012 Reading FCAT, 76% (25) of ELL students did not make satisfactory progress in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading FCAT, 76% (25) of ELL students did not make satisfactory progress in reading.	Based on the 2013 Reading FCAT, we will decrease the percentage of ELL students not making satisfactory progress in reading to 70% (25).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to master grade level benchmarks in reading.	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple-dose sessions are provided, as needed, and literacy centers are implemented in the areas of fluency, vocabulary and comprehension.	Administrators, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, school-based benchmark assessment tests, DAR
2	Students have a limited vocabulary.	Teachers will implement "Elements of Reading - Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary. Teachers will increase the exposure to poetry to enhance vocabulary instruction.	Administration, Curriculum Facilitator,Team Leaders	IObservations will be conducted ,which provide frequency, focus and feedback to target the needs of teachers and students and to aid in an implementation plan of action based on the feedback to help improve student achievement.	Elements of Vocabulary Assessments/ Treasures Reading Assessments
3	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Google	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration,	School based assessments

4	system.	docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.		Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	
5	Students need additional support to master grade level expectations in reading.	Grades K-5 participate in a 90- minute uninterrupted reading block with an additional 30 minutes of Reading instruction built into the daily schedule to assist students by providing small group sessions as needed, and by implementing literacy centers in the areas of fluency, vocabulary and comprehension.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
6	Students have a limited vocabulary.	Teachers will implement "Elements of Reading - Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	iObservation Evaluation Tool, Elements of Reading-Vocabulary assessments
7	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
8	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 4 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School based 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on the 2012 Reading FCAT, 61.2% (49) of SWD students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading FCAT, 61.2% (49) of SWD students did not make satisfactory progress in reading.	Based on the 2013 Reading FCAT, we will decrease the percentage of SWD not making satisfactory progress in reading to 55% (49).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty mastering grade level standards.	ESE students who are functioning below grade level will receive instruction and remediation in intensive pull- out/push-in classes that focus on individual students' needs while reinforcing skills taught during "whole group" lessons. Additional phonics and comprehension assistance will be provided through supplemental programs or interventions on the Struggling Readers' Chart.	Administration, Curriculum Facilitator, ESE Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	Benchmark Assessment Tests, DAR, informal assessments
2	Students need specific accommodations and modifications to understand concepts.	Teachers will provide accommodations and modify the curriculum based upon the students' Individualized Education Plans (IEP's).	Administration, ESE Specialist, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	Classroom visits, accommodations Data Collection Charts
3	Students have a limited vocabulary.	Teachers will implement "Elements of Reading - Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	Elements of Reading - Vocabulary Assessments, Treasures/Triumphs Reading Assessments
4	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast,	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group	Treasures assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities,school-based benchmark assessment tests, DAR

		inferencing, etc.)		discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	
5	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Google docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School- based assessments
6	Students have difficulty mastering grade level standards	ESE students who are functioning below grade level will receive instruction, remediation, and enrichment in intensive pull-out/push-in classes that focus on individual students' needs while reinforcing skills taught during "whole group" lessons; additional phonics/comprehension help will be provided through supplemental programs	Administration,Curriculum Facilitator, ESE Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Benchmark Assessment Tests, DAR, informal assessments
7	Students need specific accommodations and modifications to understand concepts	Teachers will provide accommodations and modify the curriculum based upon the students' Individualized Education Plans (IEP's)	Administration,ESE Specialist, Team Leaders	Classroom walkthroughs which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	Classroom Walkthrough Evaluation Tool, Accommodations Data Collection Charts
8	Students need additional support to master grade level strands in Reading	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple -dose sessions are provided, as needed. Literacy centers in the areas of fluency, vocabulary and comprehension are implemented.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
9	Students have a limited vocabulary	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary	Administration, Curriculum Facilitator, Team Leaders	Classroom walkthroughs which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student	Classroom Walkthrough Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				achievement	
10	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
11	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	School based 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on the 2012 FCAT Reading Test, 52.7% (243) of Economically Disadvantaged Students did not satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading Test, 52.7% (243) of Economically Disadvantaged Students did not satisfactory progress in reading.	Based on the 2013 FCAT Reading Test, we will decrease the number of Economically Disadvantaged students not making satisfactory progress in reading to 47 (243)%.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to master grade level benchmarks in Reading.	Teachers in grades K-5 instruct a 90-minute uninterrupted reading block, providing small group sessions daily . In addition, double- or triple -dose sessions are provided, as needed, and literacy centers in the areas of fluency, vocabulary and comprehension are implemented.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator,Team Leaders and teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are	Treasures weekly and unit assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities,school-based benchmark assessment tests, DAR

				having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	
2	Students have a limited vocabulary.	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
3	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Google docs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments
4	Students have difficulty answering higher order thinking questions.	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.) Teachers will expose students to complex text from Appendix B of the Common Core State Standards.Teachers will use poetry from Exemplars and other non-fiction text to enhance students' repetoires of skills and strategies with non-fiction text.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Treasures unit and weekly assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities,school-based benchmark assessment tests, DAR
5	Students need additional support to master grade level strands in Reading	Grades K-5 participate in a 90 minute uninterrupted Reading Block with an additional 30 minutes of Reading instruction built into the daily schedule to assist students by providing small group sessions as needed, and by implementing literacy	Administration,Reading Resource Facilitator, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR

		centers in the areas of fluency, vocabulary and comprehension.		discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	
6	Students have a limited vocabulary	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary	Administration,Reading Resource Facilitator, Curriculum Facilitator, Team Leaders	Classroom walkthroughs which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	Classroom Walkthrough Evaluation Tool
7	Students have difficulty answering higher order thinking questions	Teachers will increase the use of low, moderate, and high complexity questions, teaching the students how to employ high yield strategies to answer questions (summarization, compare/contrast, inferencing, etc.)	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR
8	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system	Teachers will administer school-wide (grades 2-5) benchmark assessments every 3 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding	Administration, Curriculum Facilitator, Reading Resource Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	School based assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards – Kindergarten – Grade 2	K–2/ELA	District Personnel	K - 2 Teachers; Curriculum Facilitator	Ongoing	Lesson Plans, iObservations, Follow-up assignments	Principal, Assistant Principal, Team Leaders; Curriculum Facilitator
Small Group Instruction	K-5	Curriculum Facilitator	School-wide	Early Release	Lesson Plans, iObservations, Follow-up assignments	Principal, Assistant Principal, Team Leaders; Curriculum Facilitator

| ELA PLC | All Grades / Reading and Writing | Judy Mobley and Nadine Waymyers | School-wide | 2x per month on Mondays | Lesson Plans, iObservations, Follow-up assignments | Principal, Assistant Principal, Curriculum Facilitator, Team Leaders |
| Reading Conference | K-5 | State Personnel | School-wide | October | Lesson Plans, iObservations, Follow-up assignments | Principal, Assistant Principal, Team Leaders; Curriculum Facilitator |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Comprehension	Weekly Reader	Accountability	$500.00
Accelerated Reader Program	Incentives	Internal Accounts	$0.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards Training	Subs	Title One	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutorial	Instructional Materials/Teacher Stipend	Accountability	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

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:	Based on the 2012 CELLA test, 33% (93) of students are proficient in listening/speaking. It is anticipated that on the 2013 CELLA test, 39% will be proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
On the 2013 CELLA test, 39% of students will be proficient in listening/ speaking.	

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	Students have a limited vocabulary.	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement.	Elements of Vocabulary Assessments/ Treasures Reading Assessments
2	Students need additional support to master the English Language.	Students will utilize the Successmaker, Compass, Riverdeep, and Starfall to increase their understanding and use of the English language.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement.	Observations and printed reports from the various computer programs

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:	Based on the 2012 CELLA test, 26% (92) of students are proficient in reading. It is anticipated that on the 2013 CELLA test, 32% will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

On the 2013 CELLA test, 32% of students will be 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
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1	Students have a limited vocabulary.	Teachers will implement "Elements of Vocabulary" lessons, "Word of the Day" activities for Tier 1, 2, and 3 words, and the use of non-fiction texts to help improve student vocabulary.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement.	Elements of Vocabulary Assessments/ Treasures Reading Assessments
2	Students need additional support to master grade level strands in Reading.	Grades K-5 participate in a 90 minute uninterrupted Reading Block, providing small group sessions as needed, and by implementing literacy centers in the areas of fluency, vocabulary and comprehension.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level	Treasures Reading Series assessments, mini-assessments, Oral Reading Fluency, FCAT Prep activities, Benchmark Assessment Tests, DAR

			collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more writing practice across the curriculum.	Teachers will integrate writing into other curriculum areas through the implementation of interactive Word Walls, recording writing pieces in a journal, notebook or folder to monitor progress, using tier 2 and tier 3 vocabulary words in writing pieces, and exposing students to different genres of literature to generate idea development.	Administration, Curriculum Facilitator, Team Leaders	Writing journals/portfolios using the Florida Writes Holistic Scoring Rubric and the 6 Traits Scoring Rubric	Florida Writes Holistic Scoring Rubric and the 6 Traits Scoring Rubric
2	Students need to have ownership in the assessment and editing process.	Students will utilize rubrics to self assess their writing and to peer edit writing pieces.	Administration, Curriculum Facilitator, Team Leaders	The Student-Friendly Guide to Writing with Traits; Teacher developed grade-appropriate rubrics for student editing.	Florida Writes Holistic Scoring Rubric and the 6 Traits Scoring Rubric

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 26.5% (310) of students achieved a Level 3 on the 2012 Mathematics FCAT Test. It is predicted that 35% of students will achieve a level 3 on the 2013 Mathematics FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 26.5% (310) of students achieved a Level 3 on the 2012 Mathematics FCAT Test.	In grades 3-5, 35% (310) of students will achieve a Level 3 on the 2013 Mathematics FCAT Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty problem-solving and using higher order thinking.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers.	Administration, Curriculum Facilitator,Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	iObservation Evaluation Tool
2	Students do not use math vocabulary consistently.	Teachers will increase the use of authentic and interactive Word Walls and increase an emphasis on correct word usage in the classroom.	Administration,Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	iObservation Evaluation Tool
3	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to determine remediation to increase the students' levels of understanding.	Administration,Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and teachers. During the chats, the group will discuss student achievement and follows the plan, do, check and act process to support instruction and teaching strategies	School-based assessments
	Students need the opportunity to practice concepts on a concrete level before they apply the skills on an abstract	Teachers will increase the use of manipulatives during centers and small and whole group lessons.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of	iObservation Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	level			teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	
5	Students need a greater use of supplemental materials and programs to improve their levels of understanding	Teachers will increase their use of Calendar Math, Sunshine Math, Riverdeep, Compass Odyssey, Mega Math, Soar to Success, Distance Learning, Go Math! supplements, and Podcasts to increase student understanding.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	iObservation Evaluation Tool

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:	In grades 3-5, 50% (26) of students achieved a level 4, 5, or 6 in mathematics on the 2012 Florida Alternate Assessment. It is expected that 55% of students will achieve a level 4, 6, or 6 in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n grades 3-5, 50% (26) of students achieved a level 4, 5, or 6 in mathematics on the 2012 Florida Alternate Assessment.	In grades 3-5, 55% (26) of students will achieve a level 4, 6, or 6 in mathematics on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice of tested access points and need to be part of a continuous progress monitoring system.	Teachers will administer access point assessments monthly. Teachers will utilize their data tracking sheets and use the data to determine remediation methods and strategies that will improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders; ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies. Teachers are having grade level collaborative planning sessions to facilitate and monitor the shift to the Common Core Standards.	Teacher created assessments based upon IEP goals and access points
2	Students need a greater use of supplemental materials, programs and manipulatives to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Riverdeep, Distance Learning, Go Math! supplements, and Touch Math to increase student understanding.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	Classroom visits, which provide frequency, Evaluation Tool focus and feedback to target the needs of teachers and students and to aid in the implemention a plan of action based on the feedback to help improve student achievement, will be conducted.	School-based assessments (Test Maker Pro)

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 19.4% (310) of students achieved a Level 4 or 5 on the 2012 Mathematics FCAT Test. It is predicted that 25% of students will achieve a Level 4 or 5 on the 2013 Mathematics FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 19.4% (310) of students achieved a Level 4 or 5 on the 2012 Mathematics FCAT Test.	In grades 3-5, 25% (310) of students will achieve a Level 4 or 5 on the 2012 Mathematics FCAT Test..

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty problem-solving and using higher order thinking.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
2	Students need more opportunities for enrichment and challenge.	Select students will be offered an opportunity for a lunchtime or after school "Math Enrichment Club."	Administration,Curriculum Facilitator	Scores obtained during practice competitions will be used to guide teaching strategies needed to improve students' understanding.	Scores/assessments during practice competitions

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In grades 3-5, 19.2% (26) of students achieved a Level 7 or higher in math on the 2012 Florida Alternate Assessment. It is expected that 25% of students will perform at or above a Level 7 in math on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 19.2% (26) of students achieved a Level 7 or higher in math on the 2012 Florida Alternate Assessment.	In grades 3-5, 25% (26) of students will perform at or above a Level 7 in math on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need additional practice of tested access points and need to be part of a continuous progress monitoring system.	Teachers will administer access point assessments monthly. Teachers will utilize their data tracking sheets and use the data to improve students' levels of	Administration, Curriculum Facilitator, Team Leaders, and ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist	Teacher created assessments based upon IEP goals and access points

	1	understanding.		and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	
	2	Students need a greater use of supplemental materials, programs and manipulatives to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Riverdeep, Distance Learning, Go Math! supplements, and Touch Math to increase student understanding.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	School-based assessments (Test Maker Pro)

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:	In grades 3-5, 56.9% (55) of students achieved learning gains on the 2012 Mathematics FCAT Test. It is predicted that in grades 3-5, 62% of students will achieve learning gains on the 2013 Mathematics FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 56.9% (55) of students achieved learning gains on the 2012 Mathematics FCAT Test.	In grades 3-5, 62% (55) of students will achieve learning gains on the 2013 Mathematics FCAT Test.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and instruction to understand concepts.	SAI teacher will provide supplemental instruction to students based on areas of need.	Administration,Curriculum Facilitator, Team Leaders	Curriculum Facilitator and will provide assessment data to classroom teacher via data chats and assist teachers in modifying instruction accordingly.	FCAT Prep activities, Benchmark Assessment Tests; Program Assessments
2	Students need a greater use of supplemental materials and programs to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Sunshine Math, Riverdeep, Compass Odyssey, Mega Math, Soar to Success, Distance Learning, Go Math! supplements, and Podcasts to increase student understanding.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
3	Students have difficulty problem-solving and using higher order thinking.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers.The math committee, in conjunction with the Math PLC, will give support regarding the Big Ideas while making the shift to the CCSS.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	Students do not use math vocabulary consistently.	Teachers will increase the use of authentic and interactive Word Walls and will increase an emphasis on correct word usage in the classroom.	Administration,Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
5	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration,Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders and teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments
6	Students need the opportunity to practice concepts on a concrete level before they apply the skills on an abstract level.	Teachers will increase the use of manipulatives during centers and during small and whole group lessons.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In grades 3-5, 43.3% (21) of students made learning gains in mathematics on the 2012 Florida Alternate Assessment. It is expected that 49% of students will make learning gains on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 43.3% (21) of students made learning gains in mathematics on the 2012 Florida Alternate Assessment.	In grades 3-5, it is expected that 49% (21) of students will make learning gains on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice of tested access points and need to be part of a continuous progress monitoring system.	Teachers will administer access point assessments monthly. Teachers will utilize their data tracking sheets and use the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders, ESE Specialist	Data chats will be conducted to discuss results of assessments. Data chats include Administration, Curriculum Facilitator, Team Leaders, ESE Specialist and Teachers. During the chats, the group discusses student	Teacher created assessments based upon IEP goals and access points

				achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	
2	Students need a greater use of supplemental materials, programs and manipulatives to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Riverdeep, Distance Learning, Go Math! supplements, and Touch Math to increase student understanding.	Administration, Curriculum Facilitator, Team Leaders, ESE Specialist	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	School-based assessments (Test Maker Pro)

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:	In grades 3-5, 65.4% (56) of students in the lowest 25% achieved learning gains on the 2012 Mathematics FCAT Test. It is predicted that 71% of students in the lowest 25% will achieve learning gains on the 2012 Mathematics FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 65.4% (56) of students in the lowest 25% achieved learning gains on the 2012 Mathematics FCAT Test.	It is predicted that 71% (56) of students in the lowest 25% will achieve learning gains on the 2013 Mathematics FCAT Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not use math vocabulary consistently.	Teachers will increase the use of authentic and interactive Word Walls and increase an emphasis on correct word usage in the classroom.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
2	Students have difficulty problem - solving and using higher order thinking strategies.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservations Evaluation Tool
3	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration; Curriculum Facilitator; Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and	School-based assessments

			act process to support instruction and teaching strategies.	
4	Students need a greater use of supplemental materials and programs to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Sunshine Math, Riverdeep, Compass Odyssey, Mega Math, Soar to Success, Distance Learning, Go Math! supplements, and Podcasts to increase student understanding.	Administration; Curriculum Facilitator; Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student	IObservations Evaluation Tool
5	Students need the opportunity to practice concepts on a concrete level before they apply the skills on an abstract level.	Teachers will increase the use of manipulatives during differentiated centers and during small and whole group lessons.	Administration; Curriculum Facilitator; Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservations Evaluation Tool

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Based on the 2016-17 Mathematics Assessment, we anticipate that 80% of the students in grades 3-5 will meet proficiency (Level 3 or higher) criteria. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Based on the 20	Based on the 20	2013-2014 Base	2014-2015 Base	Based on the 20	

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:	Based on the 2012 Math FCAT, 37.5% of white students did not make satisfactory progress, 61.5% of Black Students did not make satisfactory progress, 38.9% of Hispanic Students did not make satisfactory progress, and 33.3% of Asian Students did not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Math FCAT, 37.5% (16) of white students did not make satisfactory progress, 61.5% (221) of Black Students did not make satisfactory progress, 38.9% (54) of Hispanic Students did not make satisfactory progress, and 33.3% (6) of Asian Students did not make satisfactory progress. American Indian: N/A	Decrease the percentage of white students not making satisfactory progress from 37.5% to 32%, Blacks students not making satisfactory progress from 61.5% to 56%, Hispanic students not making satisfactory progress from 38.9% to 33%, and Asian students not making satisfactory progress from 33.3% to 28% on the 2013 Math FCAT. American Indian: N/A
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not exhibit a consistent use of math vocabulary.	Teachers will increase the use of authentic and interactive Word Walls and increase an emphasis on correct word usage in the classroom.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of	IObservation Evaluation Tool

				a plan of action based on the feedback to help improve student achievement.	
2	Students have difficulty problem-solving and using higher order thinking strategies.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers. Teachers will increase their knowledge of the expectations of the CCSS na dbegin to make the shift toward those goals.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
3	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 4weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and improve teaching strategies.	School-based assessments
4	Students need a greater use of supplemental materials and programs to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Sunshine Math, Riverdeep, Compass Odyssey, Mega Math, Soar to Success, Distance Learning, Go Math! supplements, and Podcasts to increase student understanding.	Administration, Curriculum Facilitator,Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
5	Students need the opportunity to practice concepts on a concrete level before they apply the skills on an abstract level.	Teachers will increase the use of manipulatives in differentiated math centers and during small and whole group lessons.	Administration; Curriculum Facilitator; Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool

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:	Based on the 2012 Math FCAT, 52% (26) of ELL Students did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Math FCAT, 52% (26) of ELL Students did not make satisfactory progress in mathematics.	Decrease the percentage of ELL students not making satisfactory progress in Math on the 2013 FCAT to 48% (26).
Problem-Solving Process to Increase Student Achievement	
	Person or

Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need the opportunity to practice concepts on a concrete level before they apply the skills on an abstract level.	Teachers will increase the use of centers and manipulatives during small and whole group lessons.	Administration; Curriculum Facilitator; Team Leaders	IOIObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
2	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 4 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments
3	Students have difficulty problem-solving and using higher order thinking strategies.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers.	Administration; Curriculum Facilitator; Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool
4	Students need a greater use of supplemental materials and programs to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Sunshine Math, Riverdeep, Compass Odyssey, Mega Math, Soar to Success, Distance Learning, Go Math! supplements, and Podcasts to increase student understanding.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	Iobservation Evaluation Tool
5	Students do not use math vocabulary consistently.	Teachers will increase the use of authentic and interactive Word Walls and increase an emphasis on correct word usage in the classroom.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool

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:	Based on the 2012 FCAT, 67.3% (49) of Students with Disabilities did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT, 67.3% (49) of Students with Disabilities did not make satisfactory progress in mathematics		Decrease the percent of Students with Disabilities not making satisfactory progress in mathematics to 62% (49) on the 2013 FCAT.		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not use math vocabulary consistently.	Teachers will increase the use of authentic and interactive Word Walls and increase an emphasis on correct word usage in the classroom.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IOservation Evaluation Tool
2	Students have difficulty mastering grade level standards.	ESE students who are functioning below grade level will receive instruction, remediation, and enrichment in intensive pull-out/push-in classes that focus on individual students' needs while reinforcing skills taught during "whole group" lessons; additional phonics/comprehension help will be provided through supplemental programs.	Administration, Curriculum Facilitator, ESE Specialist, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	Benchmark Assessment Tests, DAR, informal assessments
3	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 4 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments
4	Students need specific accommodations and modifications to understand concepts.	Teachers will provide accommodations and modify the curriculum based upon the students' Individualized Education Plans (IEP's).	Administration; ESE Specialist; Team Leaders	Data collections will provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement.	Accommodations Data Collection Charts
5	Students need the opportunity to practice concepts on a concrete level before they apply the skills on an abstract level.	Teachers will increase the use of manipulatives in centers and during small and whole group lessons.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	School-based assessments

6	Students need a greater use of supplemental materials and programs to improve their levels of understanding.	Teachers will increase their use of Calendar Math, Sunshine Math, Riverdeep, Compass Odyssey, Mega Math, Soar to Success, Distance Learning, Go Math! supplements, and Podcasts to increase student understanding.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	IObservation Evaluation Tool

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:	Based on the 2012 FCAT, 58.4% (49) of Economically Disadvantaged Students did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT, 58.4% (49) of Economically Disadvantaged Students did not make satisfactory progress in mathematics.	Decrease the percent of Economically Disadvantaged students not making satisfactory progress in mathematics to 53% (49) on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students do not use math vocabulary consistently.	Teachers will increase the use of authentic and interactive Word Walls and increase an emphasis on correct word usage in the classroom.	Administration, Curriculum Facilitator, Team Leaders	IObservations , which provide frequency, focus and feedback to target the needs of teachers and students and aid in the implementation of a plan of action based on the feedback to help improve student achievement,will be conducted.	School-based assessments (Test Maker Pro)
2	Students have difficulty problem solving and using higher order thinking strategies.	Teachers will increase the use of Sunshine Math and the New Generation Sunshine Standards question banks and differentiated math centers.	Administration, Curriculum Facilitator, Team Leaders	IObservations , which provide frequency, focus and feedback to target the needs of teachers and students and aid in the implementation of a plan of action based on the feedback to help improve student achievement,will be conducted.	School-based assessments (Test Maker Pro)
3	Students need additional practice of tested benchmarks and need to be part of a continuous progress monitoring system.	Teachers will administer school-wide (grades 2-5) benchmark assessments every 5 weeks. Results will be posted on Googledocs and a supplemental remediation calendar will be created using the data to improve students' levels of understanding.	Administration, Curriculum Facilitator, Team Leaders	Data chats will be conducted every 6 weeks to discuss results of assessments. Data chats include Administration, Reading Resource Specialist, Curriculum Facilitator, Team Leaders and Teachers. During the chats, the group discusses student achievement and follows the plan, do, check and act process to support instruction and teaching strategies.	School-based assessments
6	Students need the opportunity to practice	Teachers will increase the use of centers and	Administration, Curriculum	IObservations , which provide frequency, focus	IObservation Evaluation Tool

	concepts on a concrete level before they apply the skills on an abstract level.	manipulatives during small and whole group lessons.	Facilitator, Team Leaders	and feedback to target the needs of teachers and students and aid in the implementation of a plan of action based on the feedback to help improve student achievement,will be conducted.	
4					

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
Math PLC	All Grades	Carol Raphan and Latoya Flournoy	School-wide	2x per month on Mondays	Observations, team collaboration and sharing	Principal, Assistant Principal, Curriculum Facilitator, Team Leaders
Common Core Standards – Kindergarten – Grade 2	K-2/Math	District Personnel	K - 2 Teachers; Curriculum Facilitator	Ongoing	Lesson Plans; Follow-up assignment	Principal, Assistant Principal, Team Leaders; Curriculum Facilitator
Algebraic Thinking	Grades 3-5	Carol Raphan	Grades 3-5	March 2013	Lesson Plans and student assessments	Principal, Assistant Principal, Curriculum Facilitator, Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Materials	Instructional materials to help improve student achievement	Accountability	$250.00
			Subtotal: $250.00
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
PLC Marzano Strategies	Teacher Stipend	Accountability	$100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$150.00
			Subtotal: $150.00
Grand Total: $500.00			

Elementary and Middle School Science Goals

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:	22% (109) of students in grade 5 achieved proficiency (Level 3) on the 2012 administration of the Science FCAT. It is expected that 27% of students will achieve proficiency on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (109) of students in grade 5 achieved proficiency (Level 3) on the 2012 administration of the Science FCAT.	It is expected that 27% (109) of students will achieve proficiency on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to apply concepts from the concrete the the abstract.	Teachers will provide hands-on Science experiments through the weekly use of Broward County Science Kits.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement. Lesson plans will reflect the weekly usage of Broward County Science Kits	iObservation Evaluation Tool; K-5 Science assessments
2	Students do not understand definitions of key Science vocabulary.	Students will create cumulative Science journals and use interactive Word Walls to improve vocabulary.	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	iObservation Evaluation Tool; K-5 Science assessments
3	Teachers have difficulty covering all of the science benchmarks.	Teachers will follow the Instructional Focus Calendar and create/search for Science lessons using BEEP resources, Science Fusion, etc. on a weekly basis	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement. Lesson plans will reflect the weekly benchmarks covered during lessons.	iObservation Evaluation Tool; K-5 Science assessments
	Students lack an authentic Science learning environment while conducting	Teachers will take students to the designated Primary and Intermediate Science	Administration, Curriculum Facilitator, Team Leaders	IObservations will be conducted , which provide frequency, focus and feedback to	iObservation Evaluation Tool; K-5 Science assessments

				target the needs of teachers and students and to aid in the implementation of a plan of action based on the feedback to help improve student achievement.	
4	experiments.	Lab classrooms to conduct experiments.			
5	Students in grade 5 do not have enough hands- on opportunities to apply learned Science concepts in "real life" situations.	Grade 5 teachers will provide monthly Science lessons/experiments that incorporate the writing process to improve students' understanding of concepts and application.	Team Leaders; Curriculum Facilitator	Lesson plans will reflect implementation of monthly Science lessons that involve the writing process.	Writing Rubric

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:	In grades 3-5, 54.5% (11) of students achieved a level 4, 5, or 6 in science on the 2012 Florida Alternate Assessment. It is expected that 59% of students will achieve a level 4, 6, or 6 in science on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 54.5% (11) of students achieved a level 4, 5, or 6 in science on the 2012 Florida Alternate Assessment.	It is expected that 59% (11) of students will achieve a level 4, 6, or 6 in science on the 2013 Florida Alternate Assessment

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to apply concepts from the concrete to the abstract.	Teachers will provide hands-on Science experiments.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement; Lesson plans will reflect the use of science experiments.	School-based assessments based upon Access Points and IEP goals
2	Students do not understand definitions of key Science vocabulary.	Students will create cumulative Science journals and use interactive Word Walls with pictures to improve vocabulary.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement.	School-based assessments based upon Access Points and IEP goals

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.	9.2% (109) of students in grade 5 achieved a Level 4 or 5 on the 2012 administration of the Science FCAT. It

Science Goal #2a:	is expected that 14% of students will achieve a Level 4 or 5 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9.2% (109) of students in grade 5 achieved a Level 4 or 5 on the 2012 administration of the Science FCAT.	It is expected that 14% (109) of students will achieve a Level 4 or 5 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student exposure to labs and research based projects	Small groups of students will complete quarterly Science projects to practice using the Scientific Method	Administration,Curriculum Facilitator, Team Leaders	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement	IOservation Evaluation Tool

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:	In grades 3-5, 27.3% (11) of students achieved a level 7 or higher in science on the 2012 Florida Alternate Assessment. It is expected that 32% of students will achieve a level a level 7 or higher in science on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 27.3% (11) of students achieved a level 7 or higher in science on the 2012 Florida Alternate Assessment.	It is expected that 32% (11) of students will achieve a level a level 7 or higher in science on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to apply concepts from the concrete to the abstract.	Teachers will provide hands-on Science experiments.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan of action based on the feedback to help improve student achievement; Lesson plans will reflect the use of science experiments.	School-based assessments based upon Access Points and IEP goals
2	Students do not understand definitions of key Science vocabulary.	Students will create cumulative Science journals and use interactive Word Walls with pictures to improve vocabulary.	Administrators, Curriculum Facilitator, Team Leaders, ESE Specialist	IObservations will be conducted which provide frequency, focus and feedback to target the needs of teachers and students and implement a plan	School-based assessments based upon Access Points and IEP goals

			of action based on the feedback to help improve student achievement.	

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
Implementing BEEP Science Lessons/United Streaming in daily lessons	K-5	Curriculum Facilitator	K-5 Teachers	October 2012 and ongoing	Implementation of Broward County Science Curriculum Map, BEEP Lessons Documentation in lesson plans, Peer observations and modeling of lessons, Lesson Plans	Curriculum Facilitator; Team Leaders; Principal
Science PLC	School-wide	Jennifer Weber and Nicole Sawicki	K-5 Teachers; Leadership Team	2x per month	IObservations, team collaboration and sharing	Principal, Assistant Principal, Curriculum Facilitator, Team Leaders
FCAT Science Test Specs	5	Curriculum Facilitator	Grade 5 Teachers	September 2012	Implementation of Broward County Science Curriculum Map, BEEP Lessons Documentation in lesson plans, Peer observations and modeling of lessons, Lesson Plans	Team Leaders; Principal; Science Sub-Committee
Analyzing Data	5	Curriculum Facilitator	Grade 5 Teachers	October 2012 and Ongoing	Evaluation of mini-benchmark assessments	Curriculum Facilitator; Principal; Science Sub-Committee
Hand on Experiments and Delta Kits	K-5	Curriculum Facilitator; Team Leaders	K-5 Teachers	November 2012	Broward County Science Curriculum Map; BEEP Lessons, Documentation in lesson plans, Peer observations and modeling of lessons.	Team Leaders, Principal, Curriculum Facilitator, Science Sub-Committee

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content Area Comprehension	Science Weekly	Accountability	$500.00
			Subtotal: $500.00
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
After School Tutorial	Instructional Materials/Teacher Stipend	Accountability	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

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:	76.7% (90) of students in grade 4 achieved proficiency (Level 3 or higher) on the 2012 FCAT Writing Assessment. It is expected that 81% of students will achieve proficiency on the 2013 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.7% (90) of students in grade 4 achieved proficiency (Level 3 or higher) on the 2012 FCAT Writing Assessment.	It is expected that 81% of students will achieve proficiency on the 2013 FCAT Writing Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more writing practice across the curriculum.	Teachers will integrate writing into other areas of the curriculum through the implementation of interactive Word Walls, recording writing pieces in a journal, notebook or folder to monitor progress, using tier 2 and tier 3 vocabulary words in writing pieces, and exposing students to different genres of literature to generate idea development.	Administration, Curriculum Facilitator, Team Leaders	Writing journals/portfolios using the Florida Writes Holistic Scoring Rubric and the 6 Traits Scoring Rubric	FCAT and/or 6 Traits Writing Rubrics
2	Students need to have ownership and a clearer understanding of the assessment and editing process.	Students will utilize rubrics to self - assess their writing and to peer edit writing pieces. Grade 4 will hold writing assemblies focusing on the 6 traits of writing.	Administration, Curriculum Facilitator, Team Leaders	The Student-Friendly Guide to Writing with Traits; Teacher developed grade-appropriate rubrics for student editing	FCAT and/or 6 Traits Writing Rubrics
3	Students need more practice with writing in all grade levels (K-5).	Teachers will provide practice in writing through a school-wide writing initiative in grades K-5 an by increased focus on author studies and writing in the different disciplines.	Administration, Curriculum Facilitator, Team Leaders	Monthly mock FCAT writing prompts	Teacher-made checklists and/or 6 Traits Writing Rubric

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:	In grades 3-5, 60% (10) of students achieved a level 4 or higher in writing on the 2012 Florida Alternate Assessment. It is expected that 65% of students will achieve a level a level 4 or higher in writing on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 60% (10) of students achieved a level 4 or higher in writing on the 2012 Florida Alternate Assessment.	It is expected that 65% (10) of students will achieve a level a level 4 or higher in writing on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more writing practice across the curriculum.	Teachers will integrate writing into other curriculum areas through the implementation of interactive Word Walls with pictures, recording writing pieces in a journal, notebook or folder to monitor progress, and by exposing students to different genres of literature to generate idea development.	Administration, Curriculum Facilitator, Team Leaders	Writing journals/portfolios using the Florida Writes Holistic Scoring Rubric and the 6 Traits Scoring Rubric	School-based assessments based upon Access Points and IEP goals
2	Students need more practice with writing in all grade levels (K-5).	Teachers will provide practice in writing through a school- wide writing initiative grades K-5.	Administration, Curriculum Facilitator, Team Leaders	Monthly mock FAA writing prompts	School-based assessments based upon Access Points and IEP 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
Writing Process	K-5	Curriculum Facilitator; Team Leaders	All Teacher Grades K-5	Monthly Team Meetings	Teams will review lesson plans to measure effectiveness of writing instruction.	Curriculum Facilitator; Team Leaders
ELA PLC	K-5	Nadine Waymyers and Judy Mobley	School-wide	2x per month on Mondays	Classroom walkthroughs, observations, team collaboration and sharing	Principal, Assistant Principal, Curriculum Facilitator, Team Leaders

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	95.1% (734) of the students attended school on average for the 2011-2012 school year. By the 2012-2013 school year. By the 2012-2013 school year, 97% of the students are expected to attend class on average during the 2012-13 school year. During the 2011-2012 school year, 63 students had excessive absences. We expect to decrease the amount of tardy students by 10% during the 2012-2013 school year. During the 2011-2012 school year, 226 students had excessive tardies. We expect to decrease the amount of tardy students by 10% during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.1% (734) of the students attended school on average for the 2011-2012 school year.	By the 2012-2013 school year, 97% of the students are expected to attend class on average during the 2012-13 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 school year, 63 students had excessive absences.	We expect to decrease the amount of tardy students by 10%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 school year, 226 students had excessive tardies.	We expect to decrease the amount of tardy students by 10% during the 2012-2013 school year.
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not want to attend school.	An incentive will be awarded to students at the end of each Quarter if they had perfect attendance.	Guidance Counselor	Comparison of attendance data from 2011-2012 school year to the 2012-2013 school year.	Attendance reports will reflect if incentives have helped increase attendance.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy	K-5	Assistant Principal	Teachers and Support Staff	August 2012	Attendance Records	IMT, BTIP Coordinator, Assistant Principal, Guidance Counselor

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:
AES (Alternative to External Suspension) is an option

1. Suspension	made available to students instead of external suspensions. The strategies in the Problem-Solving Process portion of this goal reflect the school's action plan to reduce the number of days out-of-class for all suspensions, including AES.
Suspension Goal #1:	

2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
44 in-school suspensions were assigned during the 2011-2012 school year.	Decrease the amount of in-school suspensions by 10%, during the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
31 students were suspended in school during the 2011-2012 school year.	Decrease the number of students suspended in school by 10%, during the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
23 out-of-school suspensions were assigned during the 2011-2012 school year.	Decrease the amount of students receiving out-of-school suspensions by 10% during the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17 students were suspended out of school during the 2011-2012 school year.	Decrease the amount of students suspended out of school by 10%, during the 2011-2012 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent implementation of CHAMPS.	School-wide implementation of CHAMPS program	Assistant Principal,Team Leaders, Leadership Team	Walkthroughs; observations	CHAMPS rubric
2	Many different behavior plans used throughout the school building can make it difficult for consistent school-wideimplementation of behavior expectations.	School-wide implementation of the STAR (Students Taking Active Responsibility) behavior plan system	Administration; Team Leaders; Leadership Team	Walkthroughs; observations	Student STAR behavior charts, Cafeteria and Specials STAR behavior charts

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
STAR						

(Students Taking Active Responsibility) School-wide Behavior Plan	K-5	Leadership Team	Teachers (K-5) and Support Staff, Specials Teachers, Paraprofessionals	August 2012	Classroom walkthroughs and classroom observation	Administration; Team Leaders; Leadership Team
CHAMPS	K-5	Leadership Team	Teachers and Support Staff, Paraprofessionals	September 2012	Classroom walkthroughs and classroom observations	Administration; Team Leaders; Leadership Team
RTI	K-5	Guidance Counselor	Teachers and Support Staff, Paraprofessionals	October 2012	Student Documentation	Administration; Team Leaders; Leadership Team
Positive Behavior Strategies	K-5	Leadership Team	Teachers and Support Staff, Paraprofessionals	August 2012	Classroom walkthroughs and classroom observation	Administration; Team Leaders; Leadership Team
Discipline Management System	K-5	Leadership Team	Teachers and Support Staff, Paraprofessionals	August 2012	Participants will complete a mock referral	Administration; Team Leaders; Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Based on a needs assessment surveying parents who stated they were involved in a positive way at least once during the 2011-2012 school year, 95% of families reported this high level of involvement. Through the involvement in school communities, volunteer positions and educational activities and programs for our students, our goal is to increase the expected level of parent involvement to 98% for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Based on a needs assessment surveying parents who stated they were involved in a positive way at least once during the 2011-2012 school year, 95% of families reported this high level of involvement.

Through the involvement in school communities, volunteer positions and educational activities and programs for our students, our goal is to increase the expected level of parent involvement to 98% for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Conflicts in parents' work schedules affecting ability to attend events.	Stagger A.M./P.M. events and offer online, or weekend activities.	Administration, Title I Liaison; SAC Chair	Analyze data for increase of participation	Parent survey; attendance sheets
2	Parents are unaware of volunteer/involvement in school.	Encourage more parental involvement in our school committees and volunteer positions.	Adminstration; Title I Liaison; SAC Chair	Analyze data for increase of participation	Parent survey; attendance sheets
3	Parents do not have opportunities to be involved in programs that involve the students.	Increase parents involvement by scheduling educational activities and programs for our students that involve parents.	Administration;Title I Liaison; SAC Chair	Analyze data for increase of participation	Parent survey; attendance sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Public Meeting Grades K-5	Grade K-5/ All Subjects	K-5 Teachers/ Leadership Team	School-wide	September 2012	Sign-in sheets; Parent feedback forms	Teacher; Administration; Team Leaders; Leadership Team
Common Core State Standards Cross Walk Training (Language Arts, Math)	K-5	Curriculum Facilitator	School-wide	September-November 2012	Sign-in sheets; Parent feedback forms	Curriculum Facilitator; Team Leaders; Leadership Team
Academic Fair/ Introduction to the next academic year	K-5	Curriculum Facilitator	School-wide	May 2013	Sign-in sheets; Parent feedback forms	Team Leaders; Leadership Team
Language Arts K-5	K-5	Curriculum Facilitator	School-wide	November 2012	Sign-sheets; Parent feedback forms	Curriculum Facilitator; Team Leaders; Leadership Team; SAC Sub-Committee Memebers
Curriculum and Instruction	K-2	Curriculum Facilitator	K-2	September-November 2012	Sign-in sheets; Parent feedback forms	Curriculum Facilitator; Team Leaders; Leadership Team; Teachers

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration for 2 parents to attend	Title One	$80.00
Public Meeting/ Open House	Salaries for teacher presenters in grades K-5	Title One	$1,200.00
Curriculum and Instruction Night	Salaries for teacher presenters in grades K-2	Title One	$400.00
Language Arts K-5	Salaries for teacher presenters in grades K-5	Title One	$450.00
Academic Fair/ Introduction to next school year	Salaries for teacher presenters	Title One	$500.00
Common Core Crosswalk Training	Salaries for teacher presenters	Title One	$450.00
			Subtotal: $3,080.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Student Agendas	Communication tool for parents and teachers	Title One	$261.00
Refreshments for parent meetings	Refreshments food and drink only	Title One	$100.00
			Subtotal: $361.00
			Grand Total: $3,441.00

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:	Our goal is increase Science proficiency scores from _____ to_____.

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	Making time to integrate curriculum subject areas so that students have enough time to interact effectively with the materials.	To increase the level of student engagement through the use of science hands-on experiment and manipulative kits.	Administration; Leadership Team; Curriculum Facilitator; Science Sac Sub-Committee	Student science journals with results will be used while conducting the experiments.	Chapter assessments; iObservation; Fusion Test Beginning Middle and End

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
Science Journals	K-5	Team Leaders; Curriculum Facilitator	K-5	Quarterly throughout the year	Teachers will share information during grade level meetings and PLC shares.	Administration; Curriculum Facilitator; Team Leaders

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Kits	Items that need replenishing to complete experiments.	General Budget	$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)

Parental Involvement 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. Parental Involvement Goal Parental Involvement Goal #1:	Based on the 2012 Parent Survey Results, Pinewood had a parent response rate of 48% (227).
2012 Current level:	2013 Expected level:
Based on the 2012 Parent Survey Results, Pinewood had a parent response rate of 48% (227).	Increase the parent response rate from 48% (227) to 70% on the 2013 Parent Response Survey.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not have access to a computer.	The school will provide parents with the opportunity to use school computers during the morning and afternoon planning hours, and during parent conference nights, curriculum nights, etc.	Administration,SAC Chair, SAC Co-Chair	Sign-in system that indicates the reason for parent visits (conferences, curriculum nights, computer use, etc.).	Print out that shows breakdown of why parents are in the school.
2	Parents are unaware of the Parent Survey.	The school will advertise the Parent Survey on the school marquee, through the "Parent Link" phone call system, in the "Panther Print", and flyers to remind parents to take the survey and that there are computers available for them to use on campus.	Administration,SAC Chair, SAC Co-Chair	Percentage of parents who complete the Parent Survey.	Data Warehouse report of parental participation on the survey.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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 Parental Involvement Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension	Weekly Reader	Accountability	$500.00
Reading	Accelerated Reader Program	Incentives	Internal Accounts	$0.00
CELLA	No Data	No Data	No Data	$0.00
Mathematics	Supplemental Materials	Instructional materials to help improve student achievement	Accountability	$250.00
Science	Content Area Comprehension	Science Weekly	Accountability	$500.00
Writing	No Data	No Data	No Data	$0.00
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	No Data	No Data	$0.00
STEM	Science Kits	Items that need replenishing to complete experiments.	General Budget	$0.00
Parental Involvement	No Data	No Data	No Data	$0.00
				Subtotal: $1,250.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	$0.00
CELLA	No Data	No Data	No Data	$0.00
Mathematics	No Data	No Data	No Data	$0.00
Science	No Data	No Data	No Data	$0.00
Writing	No Data	No Data	No Data	$0.00
Attendance	No Data	No Data	No Data	$0.00
Suspension			No Data	$0.00
STEM	No Data	No Data	No Data	$0.00
Parental Involvement	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core State Standards Training	Subs	Title One	$1,000.00
CELLA	No Data	No Data	No Data	$0.00
Mathematics	PLC Marzano Strategies	Teacher Stipend	Accountability	$100.00
Science	No Data	No Data	No Data	$0.00
Writing	No Data	No Data	No Data	$0.00
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	No Data	No Data	$0.00
Parent Involvement	Annual Parent Seminar	Registration for 2 parents to attend	Title One	$80.00
Parent Involvement	Public Meeting/ Open House	Salaries for teacher presenters in grades K-5	Title One	$1,200.00
Parent Involvement	Curriculum and Instruction Night	Salaries for teacher presenters in grades K-2	Title One	$400.00
Parent Involvement	Language Arts K-5	Salaries for teacher presenters in grades K-5	Title One	$450.00
Parent Involvement	Academic Fair/ Introduction to next school year	Salaries for teacher presenters	Title One	$500.00
Parent Involvement	Common Core Crosswalk Training	Salaries for teacher presenters	Title One	$450.00
STEM	No Data	No Data	No Data	$0.00

Parental Involvement	No Data	No Data	No Data	$0.00
				Subtotal: $4,180.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After School Tutorial	Instructional Materials/Teacher Stipend	Accountability	$0.00
CELLA	No Data	No Data	No Data	$0.00
Mathematics				$150.00
Science	After School Tutorial	Instructional Materials/Teacher Stipend	Accountability	$0.00
Writing	No Data	No Data	No Data	$0.00
Attendance	No Data	No Data	No Data	$0.00
Suspension	No Data	No Data	No Data	$0.00
Parent Involvement	Student Agendas	Communication tool for parents and teachers	Title One	$261.00
Parent Involvement	Refreshments for parent meetings	Refreshments food and drink only	Title One	$100.00
STEM	No Data	No Data	No Data	$0.00
Parental Involvement	No Data	No Data	No Data	$0.00
				Subtotal: $511.00
				Grand Total: $5,941.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ NA

Are you a reward school: ☐ Yes ☐ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for the following: Reading, Math, Writing and Science support materials for instruction, enrichment, maintenance, and re-teaching for all AMO subgroups. Also, the funds will be used for teacher stipends for those teaching after school tutorial programs.	$1,314.76

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

The School Advisory Council will hold monthly meetings to share information about upcoming school events, school improvement strategies, etc. Teachers will receive a stipend for attending Open House on a Wednesday night to help promote parental involvement. Teachers will participate in Reading, Math. Writing and Science Professional Learning Communities to learn strategies that will aid them in differentiating instruction for their students. Supplemental Instructional materials will be purchased to help improve student achievement. After school FCAT Tutorial Camps will be conducted for Reading, Math, Writing, and Science. Teachers will provide students with additional FCAT practice and support before the FCAT administration, for the 2012-2013 school year.

Parents will be invited to a training that involves test taking / FCAT strategies that they can implement to help improve student achievement. SAC Sub-Committees, which are comprised of instructional staff, will meet monthly to monitor students' progress and continuously adjust strategies /techniques to best meet the needs of the student body.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PINEWOOD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	71%	92%	32%	263	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	61%			122	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?	54% (YES)	65% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					504	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
PINEWOOD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	63%	91%	31%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	55%			122	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?	68% (YES)	55% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested