

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: SUNSHINE ELEMENTARY SCHOOL

District Name: Broward

Principal: Donna Patton

SAC Chair: TBA

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/30/2012

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)
		Master of Science in Educational Leadership Nova Southeastern University			2011-2012 School Grade : C Reading :Mastery: 54% Learning Gains: 67% Struggling Students (Lowest 25%) 67% Math: Mastery: 54% Learning Gains: 67 % Struggling Students (Lowest 25%) 66.6% Science Mastery: 47% Writing Mastery: 81% 2010-2011 School Grade : B Reading Mastery: 73% Learning Gains: 68% Struggling Students (Lowest 25%) 55% Math Mastery: 71% Learning Gains: 53% Struggling Students (Lowest 25%)48 % Science Mastery: 51% Writing Mastery: 87% AYP: Sunshine Elementary did not make AYP for the 2010-2011 school year.

Principal	Donna Patton	Bachelor of Science in Elementary Education Florida A&M University Certification Educational Leadership Elementary Ed K-6, Physical Education (K-5) (6-12) ESOL	3	13	Principal at Dania Elementary from 2007-2010 2009-2010 School Grade : A Reading :Mastery: 67% Learning Gains: 60% Struggling Students (Lowest 25%) 66% Math: Mastery: 80% Learning Gains: 67 % Struggling Students (Lowest 25%) 62% Science: Mastery: 48% Writing Mastery:88% AYP: Blacks, SWD, Hispanic, and Economically Disadvantaged student did not meet reading and math standards. 2008-2009 School Grade : A Reading :Mastery: 76% Learning Gains: 68% Struggling Students (Lowest 25%) 68% Math: Mastery: 80% Learning Gains: 71 % Struggling Students (Lowest 25%) 77% Science Mastery: 47% Writing Mastery:92% AYP: ELLs did not make AYP in Math and Blacks in Reading
Assis Principal	Denise Dorsett	Bachelors of Science Business Administration Masters Degree Educational Leadership K - 12 Specialist Degree Educational Technology Administration Certified: Math 5 – 9 Business Education 6 – 12 Educational Leadership K- 12	1	1	Sunland Park 2012 – 2012 F Reading 21% Math – 38% Writing – 67% Science – 33% Learning Gains Reading –52% Learning Gains Math –52% Lowest 25% Reading – 58% Lowest 25% Math – 58% Sunland Park 2010 – 2011 D Reading 42% Math – 52% Writing – 67% Science – 45% Learning Gains Reading – 45% Learning Gains Math – 54% Lowest 25% Reading – 60% Lowest 25% Math – 53% Sunland Park 2009 – 2010 D Reading 48% Math – 49% Writing – 73% Science – 13% Learning Gains Reading – 56% Learning Gains Math – 62% Lowest 25% Reading – 57% Lowest 25% Math – 62% Walter C. Young Middle School 2008 – 2009 A Reading 75% Math – 77% Writing – 98% Science – 56% Learning Gains Reading – 70% Learning Gains Math – 76% Lowest 25% Reading – 73% Lowest 25% Math – 71%

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)
					2011-2012 Plantation Elementary School Grade: C=462 points High Standards Performance: Reading-30% Math-43%

Curriculum	Cynthia Woods	Elementary Education K-6 Math 5 - 9 Math 6 - 12 Educational Leadership K - 12	1	2	Writing-75% Science-23% Learning Gains: Reading-61% Math-76% Lowest 25% Gains: Reading-73% Math-81% 2010 -2011 Beachside Montessori Village School Grade: A
Reading	Aldene Williams	Elementary Education 1-6 ESOL Endorsement Masters Educational Leadership K-12	3	7	2011-2012 School Grade : C Reading :Mastery: 54% Learning Gains: 67% Struggling Students (Lowest 25%) 67% Math: Mastery: 54% Learning Gains: 67 % Struggling Students (Lowest 25%) 66.6% Science Mastery: 47% Writing Mastery: 81% 2010-2011 School Grade : B Reading Mastery: 73% Learning Gains: 68% Struggling Students (Lowest 25%) 55% Math Mastery: 71% Learning Gains: 53% Struggling Students (Lowest 25%)48 % Science Mastery: 51% Writing Mastery:87% AYP: Sunshine Elementary did not make AYP for the 2010-2011 school year. 2009 -2010 (William Dandy Middle) School Grade: A Reading: Mastery: 69% Learning Gains: 71% Struggling Students (Lowest 25%) 75% Math: Mastery: 81% Learning Gains: 82 % Struggling Students (Lowest 25%) 86% Science Mastery: 43% Writing Mastery: 96%. AYP: All Standards met

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Learning Communities	Curriculum Team	May 2013	
2	2. Mentoring for teachers interested in obtaining National Board Certification	NBCT's	April 2013	
3	3. Leadership Opportunities for aspiring teacher leaders	Administration	May 2013	
4	1. Recruit at the School Board Annual Job Fair	Administration	August 2012	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
48	0.0%(0)	10.4%(5)	66.7%(32)	22.9%(11)	27.1%(13)	97.9%(47)	8.3%(4)	12.5%(6)	100.0%(48)

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
Philisten	Blanca Alvarez	Ms. Berry is a veteran teacher who has several years of experience teaching Spanish. She is new to the Kindergarten team. She will need assistance learning strategies in the Kindergarten curriculum, to increase student achievement. Mrs. Philisten is a NBCT, and is the Kindergarten Team Leader.	Weekly collaboration during team meetings. Opportunities for Staff Development and participation in professional learning communities will take place. The Mentor will model effective strategies for the mentee.
L. Williams	Wendy Pierre	Ms. Pierre is a second year teacher who has only had the experience of teaching first grade. Due to class size she was moved to fifth grade. She is new to the Fifth grade team. She will need assistance learning strategies in the fifth grade curriculum, to increase student achievement.	Weekly collaboration during team meetings. Opportunities for Staff Development and participation in professional learning communities will take place. The Mentor will model effective strategies for the mentee.

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

Sunshine will utilize the Title 1 funds allocated to provide professional development to instructional staff, provide academic support to our struggling students, purchasing supplies and to assist with promoting parent involvement activities.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Sunshine Elementary will make certain that all professional development needs of teachers, staff and administrators be addressed by analyzing data and by conducting a needs assessment. Professional development will be regularly evaluated to ensure effectiveness. Training provided will be in the core academic subject taught such as: teaching strategies that enable teachers to teach and address the needs of students with various learning styles, improve teacher classroom management, understanding data and assessments and how they are used to drive instruction, as well as the connection with our new evaluation tool and it's impact on instruction.

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are allocated for a percentage of an instructional salary.

Violence Prevention Programs

Sunshine Elementary has a full-time school resource officer provided by the City of Miramar. The school resource officer does safety lessons with our students, Anti-Bullying Program and SOAR Program with our fifth grade, and recently completed a gun safety video/program with all our students in Grades K-3. Our staff is up-dated and trained on our School Safety Plan and Codes. Constant up-dates and notices are shared with staff, students, and parents.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This 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 Head Start students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten Roundup events at those schools

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.

The school-based RTI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Contact, Guidance Counselor/ELL Contact, School Psychologist, Classroom Teacher, Reading Coach and Math/Science Coach, School Social Worker.

Donna Patton, Principal
Denise Dorsett, Assistant Principal
Elyse Page, Guidance Counselor and RTI coordinator
Penny Skalis, ESE Specialist
Cynthia Woods, Curriculum Coach
Aldene Williams, Reading Coach
School Psychologist
Kim Perry, Social Worker
Classroom Teacher

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 RTI/CPS team meets twice a month (or weekly if needed), to focus on the needs of targeted students. The Guidance Counselor is responsible for coordinating the meetings. Case Managers are responsible for tracking interventions (including Tier 2 and Tier 3 interventions) and providing assistance to assigned grade levels/teachers. The Struggling Math Chart as well as the Struggling Reader's chart is used to provide interventions to students. The information is stored in a RTI database.

RTI Team members will meet with individual teachers and grade groups to discuss data results (school and state) and strategies to enrich and remediate. Administration will collaborate with the RTI Team to provide resources to meet the determined needs. Members of the RTI Team will also assist in the Collaborative Problem Solving Team Process. The team will provide valuable information to help teachers and students with academic and behavioral concerns, and provide support, resources, and strategies for student success.

Specific roles of the members of the team include (but are not limited to):

Principal: Provides a common vision for the use of data-based decision-making, ensures effective implementation of the RTI process, (including intervention, support and documentation. Communicates with parents regarding school-based RTI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions.

Instructional Coach(es): Provides guidance on K-12 reading plan; Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of interventions.

- ESE Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

- School Psychologist: Participates in collection, interpretation , and analysis of data; facilitates development of intervention plans, provides support for intervention, fidelity and documentation; provides Professional Development and technical assistance for problem solving activities including data collection and program evaluation.
- Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment and instruction. Provides additional information as needed.

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?

Members of the RtI Leadership team will provide input in regards to the School Improvement plan. Including analyzing data and providing input in regards to goals, objectives and resources needed. The RtI team will assist in the implementation of the SIP by sharing information with teachers, parents and stakeholders during monthly SAC meetings.

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.

Data sources/management systems for reading, math, science and writing include:

Baseline data: FCAT, Virtual Counselor, BAT Data, PMRN, and Mini Assessments

Progress Monitoring: Virtual Counselor, School Based File Maker Pro Database

Midyear: FAIR, DAR, Mini Assessments, BAT Data

End of the Year: FCAT Data, FAIR, End of the Book Assessments, DAR

Tier I data resources for behavior includes monitoring of our schoolwide behavior plan, including individual behavior folders that house anecdotal records on students. For Tiers 2&3 the data/interventions are tracked using the District's DMS (Discipline Management System)

Describe the plan to train staff on MTSS.

Professional Development will be scheduled to assist staff members in the understanding of RtI's implementation process throughout the school year. Training will take place during curriculum meetings. Team Leaders will receive additional information during Leadership Team meetings. Tentatively these meetings will occur once a month. Team Leaders will also be a vital part in disseminating information during weekly team meetings. Monitoring of the RtI process will take place throughout the year and instructional staff will be encouraged to participate and provide input.

Describe the plan to support MTSS.

Our ESE specialist, district ESE personnel, school psychologist, guidance counselor, social worker, subject area coaches, and the assistant principal will provide RtI training and support at for the faculty collaboratively.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal
Assistant Principal
Reading Coach
Curriculum Coach
Grade Level Team Leaders
Media Specialist

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

The school-based Literacy Leadership Team will meet to analyze reading data, establish goals to improve the reading performance of students, and to promote reading initiatives to improve student achievement. The team will collaborate at least once a month.

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

The LLT will create an atmosphere to focus on and promote literacy throughout the school. The major initiatives of the Literacy Leadership Team (LLT) will be to promote the Accelerated Reader Program, create book clubs, establish purposeful classroom libraries, and provide staff development for implementing effective strategies to increase literacy. We will also have a strong focus on vocabulary and technology. The initiatives will have a positive impact on student achievement by increasing the number of students scoring at (or above) proficiency. The monitoring/evaluation process will include analyzing data from the Accelerated Reader Program.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*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.

Pre-school students from the local boundary area are invited to visit the school. They are provided with a campus tour and they have the opportunity to visit kindergarten classrooms. Informational packets concerning the registration process, and kindergarten expectations are provided to the parents of the students who will be attending Sunshine Elementary.

Prior to the beginning of the school year kindergarten children are screened to ensure proper placement and scheduling. Academic needs and behavioral concerns are taken into consideration when placing students in the Kindergarten classes.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal # 1a:	Data from the 2011-2012 Reading FCAT indicates that 24.1% (90) of students achieved proficiency in reading. By June 2013, 29% (105) of students will demonstrate proficiency in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24.1% (90)	29% (105)

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	Minimal exposure to Text Complexity	<p>Teachers will increase strategies:</p> <ul style="list-style-type: none"> •Explicit and implicit instruction •Targeted Close Reading strategies •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers •Secondary Instructional Focus Calendar targeted to areas of improvement <p>Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.</p> <ul style="list-style-type: none"> •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Focus lessons via core program and supplemental materials <p>Improve teacher effectiveness via:</p>	Curriculum Coaches, Administrators, Classroom teachers, Grade Level Team Leaders	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS

		<ul style="list-style-type: none"> •Professional development/Webinars, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement <p>Focus in grades K-2 using the following research-based programs:</p> <ul style="list-style-type: none"> •Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling. •Buzz About It read aloud program for literacy and informational text development. 			
2	The use of developing highly cognitive demanding questions to enhance collaboration and critical thinking skills	<p>Teachers will utilize common planning and Professional Learning Communities to develop higher order questions to assist students to enhance critical thinking skills</p> <p>Utilize the categories of comprehension (locate and recall, integrate and interpret, and critique and evaluate) to frame discussion about text</p> <p>Develop discussion questions that require students to think deeply about text</p> <p>Have students lead structured small-group discussions</p>	Curriculum Coaches, Administrators, Classroom teachers Grade Level Team Leaders	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
	Expose and increase vocabulary skills to enhance reading comprehension	<p>The teacher will select text purposefully to support vocabulary and comprehension development</p> <p>Select text of high quality with richness and depth of ideas and information</p>	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/

3		<p>Select multiple genres of text that has various levels of difficulty commensurate with the students' word-reading and comprehension skills</p> <p>Select text that supports the purpose of lesson</p> <p>Select text with word recognition and comprehension difficulty appropriate for students' reading ability and align assignments to student interest</p>		Ongoing Progress Monitoring	<p>Observation Data</p> <ul style="list-style-type: none"> •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
4	Lack of paraprofessionals who provide additional support for struggling students	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments
5	Resources and strategies to assist students with diverse learning styles, and/or various achievement levels.	Teachers will implement strategies from Professional Development in Differentiated Instruction	Curriculum Coaches Administrators Grade Level Team Leaders	Classroom Walkthroughs (CWT) Team meetings Data Chats Review of Lesson Plans	CWT Records Benchmark Assessment Results Mini-Assessments Data Chats
6	Lack of supplementary resources to reinforce FCAT skills, and provide enrichment opportunities for students.	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	CWT Review of Lesson Plans	Teacher Data Chats Benchmark Assessment Results FCAT results
7	Effective small group instruction and Implementation of the Treasures Reading Series	Teachers will receive additional training in regards to effective small group instruction & the Treasures Program. Modeling will take place by the Reading Specialist and/or selected teachers.	Curriculum Coaches Administrators	Data will be analyzed from classroom assessments. CWT Team Meetings	CWT Records Mini-Assessments Data Chats

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Data from the 2011-2012 Reading FCAT indicates that 30.3% (113) of students achieved above level proficiency in reading. By June 2013, 34%(123) of students will achieve above level proficiency in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.3% (113)	34%(123)

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	Minimal exposure to Text Complexity	<p>Teachers will increase strategies:</p> <ul style="list-style-type: none"> •Explicit and implicit instruction •Targeted Close Reading strategies •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers <p>Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.</p> <ul style="list-style-type: none"> •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. <ul style="list-style-type: none"> •Secondary Instructional Focus Calendar targeted to areas of improvement •Focus lessons via core program and supplemental materials <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional 	Administrators Literacy Team Technology Specialist Curriculum Coaches Classroom Teachers	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS

		<p>development/Webinars, implementation, and follow up</p> <ul style="list-style-type: none"> •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study 			
2	The use of developing highly cognitive demanding questions to enhance collaboration and critical thinking skills	<p>Teachers will utilize common planning and Professional Learning Communities to develop higher order questions to assist students to enhance critical thinking skills</p> <p>Utilize the categories of comprehension (locate and recall, integrate and interpret, and critique and evaluate) to frame discussion about text</p> <p>Develop discussion questions that require students to think deeply about text</p> <p>Have students lead structured small-group discussions</p>	<p>Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers</p>	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p> <p>Professional Learning Community</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FCAT Explorer/FOCUS
3	Expose and increase vocabulary skills to enhance reading comprehension	<p>The teacher will select text purposefully to support vocabulary and comprehension development</p> <p>Select text of high quality with richness and depth of ideas and information</p> <p>Select multiple genres of text that has various levels of difficulty commensurate with the students' word-reading and comprehension skills</p> <p>Select text that supports the purpose of lesson</p> <p>Select text with word recognition and comprehension difficulty appropriate for students' reading ability and align assignments to student interest</p>	<p>Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers</p>	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FCAT Explorer/FOCUS
	Expose and increase vocabulary skills to enhance reading comprehension	<p>The teacher will select text purposefully to support vocabulary and comprehension development</p> <p>Select text of high</p>	<p>Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom</p>	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments

4		<p>quality with richness and depth of ideas and information</p> <p>Select multiple genres of text that has various levels of difficulty commensurate with the students' word-reading and comprehension skills</p> <p>Select text that supports the purpose of lesson</p> <p>Select text with word recognition and comprehension difficulty appropriate for students' reading ability and align assignments to student interest</p>	Teachers	<p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<ul style="list-style-type: none"> •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FCAT Explorer/FOCUS
5	Limited use of technology to enhance the reading curriculum and provide enrichment opportunities for students.	The Accelerated Reader (AR) Program, Compass Learning, and FCAT Explorer will be utilized on Daily basis to enrich the reading curriculum.	Literacy Team	Reports will be analyzed to determine student proficiency, and program usage (time).	Data Reports from AR, Compass Learning and FCAT Explorer
6	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills, and provide enrichment opportunities for students.	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	Classroom Walkthrough (CWT) Review of Lesson Plans	Teacher Data Chats Benchmark Assessment Results FCAT results
7	Limited exposure to higher level questioning, and critical thinking skills.	<p>Teachers will utilize FCAT Test Specs to incorporate higher level questioning techniques into the reading curriculum.</p> <p>Graphic organizers will also be incorporated into weekly reading lessons</p>	Curriculum Coaches Administrators	CWT Ongoing Progress Monitoring	<p>Student/Teacher Data Chats</p> <p>Data from Mini Assessments</p> <p>BAT/FCAT Results</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Data from the 2011-2012 Reading FCAT indicates that 62.8% (160.1) of students demonstrated learning gains in reading. By June 2013, 65%(173) of students will demonstrate learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.8% (160.1)	65%(173)

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	Use of Differentiated Reading Centers to reinforce reading skills and assist students are in need of additional instruction.	Teachers will utilize differentiated reading centers from Mentor Text, Writing Fundamentals, Social studies, and Science. The Reading Coach will provide (PLC) and professional development to assist in creating effective centers.	Administrators Literacy Team •Curriculum Coaches •Classroom Teachers Support Staff	Data will be analyzed from classroom assessments, student samples, and rubrics Data Chats with teacher and students Classroom Walkthroughs Team Meetings Ongoing Progress Monitoring	Benchmark Assessment result school-wide mini assessments •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics Weekly/Monthly Classroom Assessments via: •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
2	Students exposer to various genres of text to increase vocabulary.	Teachers will expose students to various genres through the use of Read-Alouds across content areas.	Administrators Literacy Team •Curriculum Coach •Classroom Teachers	Data will be analyzed from classroom assessments Data Chats with teacher and students Classroom Walkthroughs Team Meetings Ongoing Progress Monitoring	Benchmark Assessment result school-wide mini assessments •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics Weekly/Monthly Classroom Assessments via: •Teacher Observations •Questioning

					Strategies Responses •FAIR •FCAT Explorer/FOCUS
3	Limited availability of technology software to adequately provide reading curriculum enrichment opportunities for students.	Teachers will utilize The Accelerated Reader (AR) Program, Istation, Destination Reading, and FCAT Explorer/Focus on a daily basis to increase and enrich student achievement. Teachers will analyze reports on a weekly basis to set expectations for class and grade level goals.	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	Reports will be analyzed by Curriculum Coaches and Administration to determine student proficiency, and program usage.	Data Reports from AR, Destination Reading, Istation, and FCAT Explorer/Focus
4	Use of Reading Centers to reinforce reading skills and assist students that are in need of additional instruction.	Teachers will develop and utilize centers from the Treasures Reading Program. The Reading Specialist will provide guidance and assistance in developing centers.	Curriculum Coaches Administrators Grade Level Team Leaders	Classroom Walkthrough (CWT) Team meetings Data Chats Review of Lesson Plans	CWT Records Mini-Assessments Data Chats
5	Lack of paraprofessionals who provide additional support for struggling students.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments
6	Student Stamina in reading longer passages.	Students will be exposed to longer reading passages throughout the school year (supplemental reading passages and/or mini assessments). Teachers will utilize grade level FCAT Content limits, to ensure that the length of the passages are on target for their grade level.	Curriculum Coaches Administrators Team Leaders	CWT Data Chats with Teachers and Students	BAT Results Classroom Assessments FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Data from the 2011-2012 Reading FCAT indicates that 67.3% (44.4) of struggling students made learning gains in reading. By June 2013, 69% (54) of students will demonstrate learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67.3% (44.4)	69% (54)

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 exposed to various genres of text to increase vocabulary.	Teachers will increase vocabulary based on students' needs via: <ul style="list-style-type: none"> •Explicit instruction and word study/ etymology •Targeted Close Reading strategies •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers (LeARN) • Encourage students participation in the Vocabulary Challenge of the Day •Focus lessons via core program and supplemental materials 	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	Data will be analyzed from classroom assessments Data Chats with teacher and students Classroom Walkthroughs Team Meetings Ongoing Progress Monitoring	Benchmark Assessment result school-wide mini assessments •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics Weekly/Monthly Classroom Assessments via: •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
2	Use of Differentiated Reading Centers to reinforce vocabulary skills and assist students that are in need of additional instruction.	Teachers will collaborate to share best practices. Incorporate the strategies into daily lessons and give effective feedback.	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	Data will be analyzed from classroom assessments Data Chats with teacher and students Classroom Walkthroughs Team Meetings Ongoing Progress Monitoring	Benchmark Assessment result school-wide mini assessments •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics

					Weekly/Monthly Classroom Assessments via: Graphic Organizers •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
3	Lack of paraprofessionals who provide additional support for struggling students.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments FCAT Results
4	Additional support for the ESE Teacher to provide strategies to assist struggling students.	Schedule the ESE Specialist to work with the students and provide instruction and support on a daily basis.	Administrators Curriculum Coaches	Data will be analyzed from classroom assessments. Data Chats with teachers and students. CWT	Benchmark Assessment Results. Classroom Assessments FCAT Results
5	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills, and provide enrichment opportunities for students	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	CWT Review of Lesson Plans	Teacher Data Chats Benchmark Assessment Results FCAT results
6	Student Stamina in reading longer passages.	Students will be exposed to longer reading passages throughout the school year (supplemental reading passages and/or mini assessments). Teachers will utilize grade level FCAT Content limits, to ensure that the length of the passages are on target for their grade level.	Curriculum Coaches Administrators Team Leaders	CWT Data Chats with teachers and students	Benchmark Assessment Results. Classroom Assessments FCAT Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In six years, the school will reduce the achievement gap by 50%. By Spring 2013, the percentage of students who are proficient in Reading will increase from 58% to 62%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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, _____) Data from the 2011-2012 Reading FCAT indicates that

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	White: 33.3% (3)Black: 48.9%(128)Hispanic: 38.3%(31) Asian: 42.9% (3)students made AYP in reading. By June 2013,White: 30% (25) Black: 45%(75) Hispanic: 35%(27) Asian: 39% (2.3) students will demonstrate AYP in reading o the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33.3% (3)Black: 48.9%(128)Hispanic: 38.3%(31) Asian: 42.9% (3)	White: 30% (25) Black: 45%(75) Hispanic: 35%(27) Asian: 39% (2.3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Tier 2 vocabulary & Reading strategies to enhance comprehension.	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting 	<p>Administrators Literacy Team Technology Specialist</p> <ul style="list-style-type: none"> •Curriculum Coaches •Classroom Teachers Support Staff 	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via: Graphic Organizers</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS

		<p>areas of improvement</p> <ul style="list-style-type: none"> •Extended learning opportunities after school targeting areas of improvement 			
2	<p>Limited experience and practice with increasingly complex texts.</p>	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 	<p>Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers</p>	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via: Graphic Organizers</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
	<p>The use of developing highly cognitive demanding questions to enhance collaboration and critical thinking skills</p>	<p>Teachers will utilize common planning and Professional Learning Communities to develop higher order questions to assist students to enhance critical thinking skills</p>	<p>Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers</p>	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom

3		Utilize the categories of comprehension (locate and recall, integrate and interpret, and critique and evaluate) to frame discussion about text Develop discussion questions that require students to think deeply about text Have students lead structured small-group discussions		Team Meetings Ongoing Progress Monitoring	Walkthrough/ Observation Data •Student work samples via journals and rubrics Weekly/Monthly Classroom Assessments via: •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
4	Lack of student participation in SES and "In House" tutorial Programs.	Use various methods to inform parents about tutorial services available. Including newsletters, flyers, school website, and personal phone calls to invite students to attend tutorials. Make sure the flyers and/or phone calls are available in the parent's home language (spanish) if applicable.	Curriculum Team Administrators Classroom/Tutorial Teachers	Tutorial Attendance Reports will be analyzed to determine student participation. Tutorial Schedule will be reviewed by Administrators. Teacher Feedback in regards to student participation in tutorials.	Attendance reports form SES and In House tutorial programs
5	Lack of paraprofessionals who provide additional support for struggling students.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments FCAT Results

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:	In 2011 - 2012 school year 88%(22) of our ELL students were not proficient on the FCAT. June 2013, 80% (25) we will decrease our level on non-proficiency by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(22)	80%(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
	Limited Tier 2 vocabulary & Reading strategies to enhance comprehension.	Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by: •Strategically	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom	Data will be analyzed from classroom assessments Data Chats with teacher and students	Benchmark Assessment result school-wide mini assessments •District Benchmark Assessments

1

incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.

- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.

- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.)

Improve teacher effectiveness via:

- Professional development, implementation, and follow up
- Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions
- Professional Learning Communities
- Lesson Study

Additional interventions for students via:

- Increased learning time during school targeting areas of improvement
- Extended learning opportunities after school targeting areas of improvement

Teachers

Classroom Walkthroughs

Team Meetings

Ongoing Progress Monitoring

- SIP Goals Review
- Classroom Walkthrough/Observation Data
- Student work samples via journals and rubrics

Weekly/Monthly Classroom Assessments via:

- Teacher Observations
- Questioning Strategies Responses
- FAIR
- FCAT Explorer/FOCUS

Limited experience and practice with increasingly complex texts.

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.

- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with

Administrators
Literacy Team
Technology Specialist
•Curriculum Coaches
•Classroom Teachers

Data will be analyzed from classroom assessments

Data Chats with teacher and students

Classroom Walkthroughs

Team Meetings

Ongoing Progress Monitoring

Benchmark Assessment result school-wide mini assessments

- District Benchmark Assessments
- SIP Goals Review
- Classroom Walkthrough/Observation Data
- Student work samples via journals and rubrics

Weekly/Monthly Classroom Assessments via:

- Teacher

2		<p>increasingly complex texts that reflect their interests and abilities.</p> <ul style="list-style-type: none"> •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study 			<p>Observations</p> <ul style="list-style-type: none"> •Questioning Strategies Responses •FAIR •FCAT Explorerer/FOCUS
3	The use of developing highly cognitive demanding questions to enhance collaboration and critical thinking skills	<p>Teachers will utilize common planning and Professional Learning Communities to develop higher order questions to assist students to enhance critical thinking skills</p> <p>Utilize the categories of comprehension (locate and recall, integrate and interpret, and critique and evaluate) to frame discussion about text</p> <p>Develop discussion questions that require students to think deeply about text</p> <p>Have students lead structured small-group discussions</p>	<p>Administrators Literacy Team Technology Specialist</p> <ul style="list-style-type: none"> •Curriculum Coaches •Classroom Teachers 	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorerer/FOCUS
4	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2011 - 2012 school year 80%(32) of our SWD students were not proficient on the FCAT. June 2013, 76%(34) we will decrease our level on non-proficiency by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

80% (32)

76%(34)

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	Limited Tier 2 vocabulary & Reading strategies to enhance comprehension.	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
	Limited experience and practice with increasingly complex texts.	Teachers will provide daily opportunities for experience, support and practice with increasingly	Administrators Literacy Team Technology Specialist	Data will be analyzed from classroom assessments	Benchmark Assessment result school-wide mini assessments

2		<p>complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study 	<ul style="list-style-type: none"> •Curriculum Coaches •Classroom Teachers 	<p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
3	<p>The use of developing highly cognitive demanding questions to enhance collaboration and critical thinking skills</p>	<p>Teachers will utilize common planning and Professional Learning Communities to develop higher order questions to assist students to enhance critical thinking skills</p> <p>Utilize the categories of comprehension (locate and recall, integrate and interpret, and critique and evaluate) to frame discussion about text</p> <p>Develop discussion questions that require students to think deeply about text</p> <p>Have students lead structured small-group discussions</p>	<p>Administrators</p> <p>Literacy Team</p> <p>Technology Specialist</p> <ul style="list-style-type: none"> •Curriculum Coaches •Classroom Teachers 	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS

4	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----

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:	Data from the 2011-2012 Reading FCAT indicates that 48.9% (153 of economically disadvantaged students made satisfactory progress in reading. By June 2013, 45% (133) of Economically Disadvantaged students will demonstrate satisfactory progress in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged: 48.9% (153)	Economically Disadvantaged: 45% (133)

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	Limited Tier 2 vocabulary & Reading strategies to enhance comprehension.	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions 	<p>Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers</p>	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS

		<ul style="list-style-type: none"> •Professional Learning Communities •Lesson Study <p>Additional interventions for students via:</p> <ul style="list-style-type: none"> •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement 			
2	Limited experience and practice with increasingly complex texts.	<p>Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:</p> <ul style="list-style-type: none"> •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, organizational patterns, text features, etc.) <p>Improve teacher effectiveness via:</p> <ul style="list-style-type: none"> •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study 	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p> <p>Ongoing Progress Monitoring</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data •Student work samples via journals and rubrics <p>Weekly/Monthly Classroom Assessments via:</p> <ul style="list-style-type: none"> •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
	The use of developing highly cognitive demanding questions to enhance collaboration and critical thinking skills	<p>Teachers will utilize common planning and Professional Learning Communities to develop higher order questions to assist students to enhance critical thinking skills</p> <p>Utilize the categories of</p>	Administrators Literacy Team Technology Specialist •Curriculum Coaches •Classroom Teachers	<p>Data will be analyzed from classroom assessments</p> <p>Data Chats with teacher and students</p> <p>Classroom Walkthroughs</p> <p>Team Meetings</p>	<p>Benchmark Assessment result school-wide mini assessments</p> <ul style="list-style-type: none"> •District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/Observation Data

3		comprehension (locate and recall, integrate and interpret, and critique and evaluate) to frame discussion about text Develop discussion questions that require students to think deeply about text Have students lead structured small-group discussions		Ongoing Progress Monitoring	•Student work samples via journals and rubrics Weekly/Monthly Classroom Assessments via: •Teacher Observations •Questioning Strategies Responses •FAIR •FCAT Explorer/FOCUS
4	Lack of student participation in SES and "In House" tutorial Programs.	Use various methods to inform parents about tutorial services available. Including newsletters, flyers, school website, and personal phone calls to invite students to attend tutorials. Ensure that there are effective scheduling procedures in place, so that tutorials and extra curricular activities do not overlap.	Curriculum Team Administrators	Tutorial Attendance Reports will be analyzed to determine student participation. Tutorial Schedule will be reviewed by Administrators. Teacher Feedback in regards to student participation in tutorials.	Attendance reports form SES and In House tutorial programs
5	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills, and provide enrichment opportunities for students.	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	CWT Review of Lesson Plans	Teacher Data Chats Benchmark Assessment Results FCAT results
6	Resources and strategies to assist students with diverse learning styles, and/or various achievement levels.	Teachers will implement strategies from Professional Development in Differentiated Instruction	Curriculum Coaches Administrators Team Leaders	CWT Team meetings Data Chats Review of Lesson Plans	CWT Records Benchmark Assessment Results Mini-Assessments Data Chats

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
Balancing Informational and Literary Text	K - 5	Aldene Williams/Grade Chairs	School-wide	August 2012	Shared Best Practices, student and teacher work/products	Administrators, Curriculum Coaches and Grade Chairs

Text-based Answers	K - 5	Aldene Williams/Grade Chairs	School-wide	November/December 2012	Shared Best Practices, student and teacher work/products	Administrators, Curriculum Coaches and Grade Chairs
Knowledge in the Disciplines	K - 5	Aldene Williams/Grade Chairs	School-wide	September/October 2012	Shared Best Practices, student and teacher work/products	Administrators, Curriculum Coaches and Grade Chairs
Staircase of Complexity	K - 5	Aldene Williams/Grade Chairs	School-wide	January/February 2013	Shared Best Practices, student and teacher work/products	Administrators, Curriculum Coaches and Grade Chairs
Writing from Sources	K - 5	Aldene Williams/Grade Chairs	School-wide	March/April 2013	Shared Best Practices, student and teacher work/products	Administrators, Curriculum Coaches and Grade Chairs
Academic Vocabulary	K - 5	Aldene Williams/Grade Chairs	School-wide	May 2013	Shared Best Practices, student and teacher work/products	Administrators, Curriculum Coaches and Grade Chairs

Reading 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
I-Station	Substitute Teachers (12 Tch x 1 day x \$90)	Title I	\$1,080.00
Motivational Reading Program	Accelerated Reader	General Budget	\$2,500.00
			Subtotal: \$3,580.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Common Core Training Grades 1-2	Substitute Teachers (10 Tch x 3 days x \$90)	Title I	\$2,700.00
Reading Text Complexity	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080.00
Differentiated Small Group Instruction	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080.00
Close Read Training	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080.00
Reading	Improving reading comprehension. Reading conference. Registration and travel.	Title 1	\$1,750.00
Reading	Instructional books to improve reading comprehension.	Title 1	\$167.00
			Subtotal: \$7,857.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Tutorial	After school Reading Tutorial	Accountability	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$13,937.00

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:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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:

2012 Current Percent of Students 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
No Data Submitted				

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
No Data Submitted				

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Data from the 2011-2012 Math FCAT indicates that 31.1% (116) of students achieved proficiency in math. By June 2013, 34% (123) of students will demonstrate proficiency in math on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.1% (116)	34% (123)

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	The lack of rigor in mathematics assignments.	Teachers will incorporate more open-ended questions in lessons. Teachers will provide opportunities for students to use critical thinking. Teachers will provide opportunities for students to reason abstractly and quantitatively.	Administration, Curriculum Coaches, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on rigor and relevance	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. Center Activities
2	Students have difficulty computing multiple step word problems.	Teachers will utilize and implement problem-solving strategies. Teachers will instruct students using real-world application problems. Teachers will provide opportunities for students to make sense of and persevere in solving math problems.	Administration, Curriculum Coaches, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on problem-solving strategies	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
	Students have not developed deep conceptual understanding.	Teachers will implement journal writing for students to respond to the "Essential Question" and demonstrate application of content and skills. Teachers will provide	Administration, Curriculum Coaches, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students.	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math.

3		opportunities for students to explain their reasoning and critique the reasoning of others.		Weekly team meetings PLC's on journals and notebooks.	"Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
4	Students have limited knowledge of science concepts.	Teachers will implement science journals for students to respond to the "Essential Question", and for note-taking. Teachers will utilize interactive science word walls. Teachers will implement science daily with fidelity. Teachers will incorporate science literature in instruction	Administration, Curriculum Coaches, Classroom Teachers	Classroom Walk-Throughs on a weekly basis Data chats with teachers and teachers with students Weekly team meetings	Classroom Walk-Throughs Science Journals reflecting student understanding of science concepts Science Fusion tests Mini Assessments Benchmark Assessments 1 and 2 Formative Assessments
5	Students lack skills to master scientific inquiry.	Teachers will implement science journals for students to respond to the "Essential Question", and for note-taking. Teachers will implement science daily with fidelity. Teachers will utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by the IFC.	Administration, Curriculum Coaches, Classroom Teachers	Classroom Walk-Throughs on a weekly basis Data chats with teachers and teachers with students Weekly team meetings	Classroom Walk-Throughs Science Journals reflecting student understanding of science concepts Science Fusion tests Mini Assessments Benchmark Assessments 1 and 2 Formative Assessments Teacher observation
6	Students lack experiences in the Nature of Science.	Teachers will implement science daily with fidelity. Teachers will utilize the Delta Hands-On Kits to perform experiments. Teachers will implement science journals for students to write the scientific process during experiments. Teachers will utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by the IFC	Administration, Curriculum Coaches, Classroom Teachers	Classroom Walk-Throughs on a weekly basis Data chats with teachers and teachers with students Weekly team meetings	Classroom Walk-Throughs Science Journals reflecting student understanding of science concepts Rubrics for science lab performance and experiments Science Fusion tests Mini Assessments Benchmark Assessments 1 and 2 Formative

					Assessments Teacher observation
7	Effective Teacher utilization of the second year Math Series "Go Math". Teachers need assistance in implementing with fidelity.	Teachers will collaborate during common planning time, and team meetings to discuss effective strategies and share best practices.	Curriculum Team Administrators	Data Chats with Teachers Classroom Walkthrough (CWT) to ensure the effective implementation of the Math Program	Student Data Classroom Assessments Benchmark Assessments FCAT Data CWT Form
8	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills, and provide enrichment opportunities for students.	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	CWT to monitor the effective use of the Instructional Focus Calendar (IFC's) Review of Lesson Plans to ensure that strategies are included to assist struggling students, and plans for differentiated instruction. Teacher Data Chats	Benchmark Assessment Results FCAT results
9	Use of manipulatives to enhance instruction.	Teachers will collaborate during common planning time, and team meetings to discuss effective strategies and share best practices. Grade Chairs will facilitate inventory of available manipulatives, and assist team members in developing a system to utilize available manipulatives.	Curriculum Coaches Grade Team Leaders Administrators	CWT Student/Teacher Data Chats	CWT Form

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Data from the 2011-2012 Math FCAT indicates that 22.8% (85) of students achieved above proficiency in math. By Jun of 2013, 25% (91) of students will achieve above proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.8% (85)	25% (91)

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	The lack of rigor in science assignments	Teachers will implement science journals for students to take notes. Teachers will implement science daily with fidelity. Teachers will provide project-based learning and enrichment opportunities for students. Teachers will utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by the IFC.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Classroom Walk-Throughs on a weekly basis Data chats with teachers and teachers with students Weekly team meetings	Classroom Walk-Throughs Science Journals reflecting student: understanding and reasoning of science concepts Science Fusion tests Mini Assessments Benchmark Assessments 1 and 2 Formative Assessments Teacher observation
2	Students lack experiences in the Nature of Science.	Teachers will implement science daily with fidelity. Teachers will utilize the Delta Hands-On Kits to perform experiments. Teachers will implement science journals for students to write the scientific process during experiments. Teachers will utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by the IFC.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Classroom Walk-Throughs on a weekly basis Data chats with teachers and teachers with students Weekly team meetings	Classroom Walk-Throughs Science Journals reflecting student: understanding of science concepts Science Fusion tests Mini Assessments Benchmark Assessments 1 and 2 Formative Assessments Teacher observation
	Limited opportunities for Level 4-5 students to perform rigorous tasks.	Teachers will provide higher-order, open-ended tasks. Teachers will provide opportunities for project-based learning. Teachers will provide	Administration, Curriculum Coaches, ESE Specialist, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students.	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math.

3		<p>opportunities for students to complete "Go Math" enrichment activities.</p> <p>Teachers will provide opportunities for students to reason abstractly and quantitatively.</p>		<p>Weekly team meetings</p> <p>PLC's on writing and using open-ended questions</p>	<p>Rubrics to determine mastery achieved in project-based activities</p> <p>"Go Math" Chapter tests</p> <p>Benchmark Assessments 1 and 2</p> <p>Big Idea Tests</p> <p>Teacher observation</p>
4	Students have difficulty computing multiple step word problems.	Teachers will utilize and implement problem-solving strategies.	Administration, Curriculum Coaches, ESE Specialist, Classroom Teachers	<p>Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis.</p> <p>Data chats with teachers and teachers with students.</p> <p>Weekly team meetings</p> <p>PLC's on problem-solving strategies</p>	<p>Classroom Walkthroughs</p> <p>Math Journals reflecting student understanding, reasoning and precision in math.</p> <p>"Go Math" Chapter tests</p> <p>Mini Assessments</p> <p>Benchmark Assessments 1 and 2</p> <p>Big Idea Tests</p> <p>Formative assessments</p> <p>Teacher observation</p>
5	Effective Teacher utilization of the second year Math Series "Go Math". Teachers need assistance in implementing with fidelity.	Teachers will collaborate during common planning time, and team meeting to discuss effective strategies and share best practices.	Curriculum Team Administrators	<p>Data Chats with Teachers</p> <p>CWT</p>	<p>Student Data</p> <p>Classroom Assessments</p> <p>Benchmark Assessments</p> <p>FCAT Data</p>
6	Lack of paraprofessionals who provide additional support and enrichment for students.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	<p>Data will be analyzed from classroom assessments.</p> <p>Data Chats with teachers and students.</p>	<p>Benchmark Assessment Results.</p> <p>Classroom Assessments</p> <p>FCAT Results</p>
7	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills, and provide enrichment opportunities for students.	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	<p>CWT</p> <p>Review of Lesson Plans</p>	<p>Teacher Data Chats</p> <p>Benchmark Assessment Results</p> <p>FCAT results</p>
8	Lack of Higher Order Thinking skills for math and Problem Solving Skills	Students will receive instruction for the Enrichment book provided though the core math series.	Curriculum Coaches Administration	<p>Classroom Assessments</p> <p>Math Checkpoints</p>	<p>Data from Classroom Assessments/Math Checkpoints</p>

	Teachers will include the use of technology to enrich instruction.		
--	--	--	--

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Data from the 2010-2011 Math FCAT indicates that 53% (146) of students made learning gains in math. By June 2012 57% (158) of students will demonstrate learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (146)	57% (158)

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 lack adequate vocabulary skills to successfully comprehend word problems.	Teachers will utilize interactive word walls with fidelity. Teachers will incorporate math journals and effective note-taking strategies. Teachers will provide opportunities for students to explain their reasoning and critique the reasoning of others	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student understanding, reasoning, and precision in math. "Go Math" Chapter tests Benchmark Assessments 1 and 2 Big Idea Tests
	Students lack skills	Teachers will utilize and	Administration,	Administration and	Classroom

2	necessary to successfully comprehend, compute, and solve word problems.	implement problem-solving strategies. Teachers will instruct students using real-world application problems.	Curriculum Coaches, Support Staff, Classroom Teachers	Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on problem-solving strategies	Walkthroughs Math Journals reflecting student understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
3	Lack of student participation in SES and "In House" tutorial Programs.	Use various methods to inform parents about tutorial services available. Including newsletters, flyers, school website, and personal phone calls to invite students to attend tutorials. Ensure that there are effective scheduling procedures in place, so that tutorials and extra curricular activities do not overlap.	Curriculum Team Administrators	Tutorial Attendance Reports will be analyzed to determine student participation. Tutorial Schedules will be reviewed by Administrators. Teacher Feedback in regards to student participation in tutorials.	Attendance reports form SES and In House tutorial programs
4	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	Teachers will implement strategies from Professional Development in Differentiated Instruction	Curriculum Coaches Administrators Grade Level Team Leaders	CWT to ensure that specific strategies for differentiated instruction are implemented in lessons. Team meetings Data Chats Review of Lesson Plans	CWT Records Benchmark Assessment Results Mini-Assessments Data Chats
5	Lack of paraprofessionals who provide additional support for struggling students.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Data from the 2011-2012 Math FCAT indicates that 66.6% (45.3) of struggling students demonstrated learning gains in math. By June 2012, 69%(54) of students in the lowest 25% will demonstrate learning gains in reading on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.6% (45.3)	69%(54)

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 developing conceptual understanding.	Teachers will model using math manipulatives to introduce math concepts and follow the CPA (concrete, pictorial, abstract) approach to instruction. Teachers will use small group and "Go Math Intervention resources to differentiate instruction.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on hands-on activities	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments Teacher observation
2	Students lack adequate vocabulary skills to successfully comprehend word problems.	Teachers will utilize interactive word walls with fidelity. Teachers will incorporate math journals and graphic models. Teachers will provide opportunities for students to explain their reasoning and critique	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests

		the reasoning of others.			Benchmark Assessments 1 and 2 Big Idea Tests
3	Students lack skills necessary to successfully comprehend, compute, and solve word problems.	Teachers will utilize and implement problem-solving strategies. Teachers will instruct students using real-world application problems.	Administration and Curriculum Coaches	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on problem-solving strategies	Classroom Walkthroughs Math Journals reflecting student understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
4	Lack of paraprofessionals who provide additional support for struggling students.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day.	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments FCAT Results
5	Additional support for the ESE Teacher to provide strategies to assist struggling students.	Schedule the ESE Specialist to work with the students and provide instruction and support on a daily basis.	Administration	Data will be analyzed from classroom assessments. Data Chats with teachers and students.	Benchmark Assessment Results. Classroom Assessments FCAT Results
6	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	Teachers will implement strategies from Professional Development in Differentiated Instruction	Curriculum Coaches Administrators Grade Level Team Leaders	CWT Team meetings Data Chats Review of Lesson Plans	CWT Records Benchmark Assessment Results Mini-Assessments Data Chats
7	Teacher pacing in covering specific Math Skills. (Teaching to Mastery)	Intermediate teachers will receive training in FCAT Math Specifications. Teacher will utilize the Math Instructional Calendar provided by the District (as a guide). Instructional focus Calendars will ensure appropriate pacing and tracking of specific science skills.	Administrators Curriculum Coaches	CWT Review of Instructional Focus Calendars	Data Chats Student Data Benchmark/FCAT Results

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years the school will reduce their achievement gap by 50 %.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	57	61	65	70	

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:	Data from the 2011-2012 Math FCAT indicates that 33.3%(3 of white, 50.8% (133) of black students, 35.8% (29) of Hispanic students and 14.3%(1) of Asian students were not make progress on the math portion of the FCAT. By June 2013, we will decrease the number of students not making progress to 30%(25) of white, 47% (78) of black students, 32% (25) of Hispanic students and 12%(1) of Asian students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.3%(3) of white students 50.8% (133) of black students 35.8% (29) of Hispanic students 14.3%(1) of Asian students	30%(25) of white, 47% (78) of black students, 32% (25) of Hispanic students 12%(1) of Asian students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty developing conceptual understanding.	Teachers will model using math manipulatives to introduce math concepts and follow the CPA (concrete, pictorial, abstract) approach to instruction. Teachers will use small group and "Go Math" Intervention resources to differentiate instruction.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on hands-on activities	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
2	Students lack adequate vocabulary skills to successfully comprehend word problems.	Teachers will utilize interactive word walls with fidelity. Teachers will incorporate math journals and graphic models. Teachers will provide opportunities for students to explain their reasoning and critique the reasoning of others	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Benchmark Assessments 1 and 2

					Big Idea Tests Formative Assessments
3	Students lack skills necessary to successfully comprehend, compute, and solve word problems.	Teachers will utilize and implement problem-solving strategies. Teachers will instruct students using real-world application problems.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student understanding, reasoning, and precision in math. "Go Math" Chapter tests Benchmark Assessments 1 and 2 Big Idea Tests
4	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	Teachers will implement strategies from Professional Development in Differentiated Instruction	Curriculum Coaches Administrators Grade Level Team Leaders	CWT Team meetings Data Chats Review of Lesson Plans	CWT Records Benchmark Assessment Results Mini-Assessments Data Chats
5	Lack of student participation in SES and "In House" tutorial Programs.	Use various methods to inform parents about tutorial services available. Including newsletters, flyers, school website, and personal phone calls to invite students to attend tutorials. Ensure that there are effective scheduling procedures in place, so that tutorials and extra curricular activities do not overlap.	Curriculum Coaches Administrators Classroom/Tutorial Teachers	Tutorial Attendance Reports will be analyzed to determine student participation. Tutorial Schedule will be reviewed by Administrators. Teacher Feedback in regards to student participation in tutorials.	Benchmark Assessment Results. Classroom Assessments FCAT Results
6	Lack of parental understanding of "Go Math" home resources.	Parents will be provided training on how to use the multiple "Go Math" home resources available to them and their children through family math nights.	Curriculum Coaches Classroom Teachers	Parent Surveys Observation of student usage of math programs.	Classroom Assessments Benchmark Assessment Results Mini-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 mathematics. Mathematics Goal #5C:	In 2011-2012 76%(19) of all ELL students did not make satisfactory progress on the FCAT Assessment. In June 2013, the amount of students not making satisfactory progress will decrease to 73%(23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(19)	73%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty developing conceptual understanding.	. Teachers will model using math manipulatives to introduce math concepts and follow the CPA (concrete, pictorial, abstract) approach to instruction. Teachers will use small group, and "Go Math" Intervention and ESOL resources to differentiate instruction	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on hands-on activities	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
2	Students lack adequate vocabulary skills to successfully comprehend word problems.	Teachers will utilize interactive word walls with fidelity. Teachers will incorporate math journals and graphic models.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Benchmark Assessments 1 and 2 Big Idea Tests
3	N/A	N/A	N/A	N/A	N/A

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:	In 2011 - 2012 85%(34) of our SWD students did not make satisfactory progress in mathematics. In June 2013, we will reduce the number of SWD students who are not making satisfactory progress in mathematics to 81%(33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(34)	81% (33)

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 have difficulty developing conceptual understanding.	Teachers will model using math manipulatives to introduce math concepts	Administration, Curriculum Coaches, Support	Administration and Curriculum Facilitator through Classroom Walk-	Classroom Walkthroughs

1		and follow the CPA (concrete, pictorial, abstract) approach to instruction. Teachers will use small group, and "Go Math" Intervention resources to differentiate instruction.	Staff, Classroom Teachers	Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on hands-on activities	Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments Teacher observation
2	Students lack adequate vocabulary skills to successfully comprehend word problems.	Teachers will utilize interactive word walls with fidelity. Teachers will incorporate math journals and graphic models.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Benchmark Assessments 1 and 2 Big Idea Tests
3	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Data from the 2011-2012 Math FCAT indicates that 48.9% (153) of economically disadvantaged students did not make satisfactory progress in math. By June 2013, we will decrease the number of students not making satisfactory progress in math to 45%(133) on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48.9% (153)	45% (133)

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 have difficulty developing conceptual understanding.	Teachers will model using math manipulatives to introduce math concepts and follow the CPA (concrete, pictorial, abstract) approach to instruction. Teachers will use small group, and "Go Math"	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students.	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter

1		Intervention and ESOL resources to differentiate instruction		Weekly team meetings PLC's on hands-on activities and differentiated learning	tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Tests Teacher observation
2	Students lack adequate vocabulary skills to successfully comprehend word problems.	Teachers will utilize interactive word walls with fidelity. Teachers will incorporate math journals and graphic models. Teachers will provide opportunities for students to explain their reasoning and critique the reasoning of others	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Benchmark Assessments 1 and 2 Big Idea Tests Teacher observation
3	Students lack skills necessary to successfully comprehend, compute, and solve word problems.	Teachers will utilize and implement problem-solving strategies. Teachers will instruct students using real-world application problems.	Administration, Curriculum Coaches, Support Staff, Classroom Teachers	Administration and Curriculum Facilitator through Classroom Walk-Throughs on a weekly basis. Data chats with teachers and teachers with students. Weekly team meetings PLC's on problem-solving strategies	Classroom Walkthroughs Math Journals reflecting student: understanding, reasoning, and precision in math. "Go Math" Chapter tests Mini Assessments Benchmark Assessments 1 and 2 Big Idea Tests Formative Assessments
4	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	Teachers will implement strategies from Professional Development in Differentiated Instruction	Curriculum Coaches Administrators Grade Level Team Leaders	CWT Team meetings Data Chats Review of Lesson Plans	CWT Records Benchmark Assessment Results Mini-Assessments Data Chats
	Lack of student participation in SES and "In House" tutorial Programs.	Use various methods to inform parents about tutorial services available. Including newsletters, flyers, school website, and personal phone calls to invite students to attend tutorials.	Curriculum Team Administrators	Tutorial Attendance Reports will be analyzed to determine student participation. Tutorial Schedules will be reviewed by Administrators.	Attendance reports form SES and In House tutorial programs

5		Ensure that there are effective scheduling procedures in place, so that tutorials and extra curricular activities do not overlap.		Teacher Feedback in regards to student participation in tutorials.	
6	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills, and provide enrichment opportunities for students.	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material	Curriculum Coaches Administrators	CWT Review of Lesson Plans	Teacher Data Chats Benchmark Assessment Results FCAT results

End of Elementary School Mathematics Go:

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 Overview	K-5	Curriculum Facilitator	August 2012		Classroom Walk-Throughs	Administration, Curriculum Coaches
Mathematical Practices Overview	K - 5	Curriculum Facilitator	K-5 teachers	August 2012 - May 2013	Classroom Walk-Throughs	Administration, Curriculum Coaches
Mathematical Practices and Standards Focus	K - 5	Curriculum Facilitator	K - 5 teachers	September - October 2012	Classroom Walk-Throughs, Assessments	Administration, Curriculum Coaches
Problem Solving Strategies	K - 5	Curriculum Facilitator	K - 5 teachers	October/ November 2012	Classroom Walk-Throughs, Assessments	Administration, Curriculum Coaches
Blended Model NGSSS and CCSS	3 - 5	District Math department	3 - 5	October 2012- March 2013	Classroom Walk-Throughs, Lesson Plans	Administration, Curriculum Coaches
Hands-On Centers and Activities	k - 5	Curriculum Facilitator	K - 5 teachers	November- December 2012	Classroom Walk-Throughs, Lesson Plans	Administration, Curriculum Coaches
Writing and Using Open-Ended Questions	K - 5	Curriculum Facilitator	K-5 teachers	January 2013 – February 2013	Classroom Walk-Throughs, Assessments, Student Journals	Administration, Curriculum Coaches
STEM Activities	K - 5	Curriculum Facilitator	K-5 teachers	January - March 2013	Classroom Walk-Throughs, Assessments, Rubrics, Student Journals	Administration, Curriculum Coaches

Mathematics 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
Blended Common Core Training	Substitute Teachers (15 Tch x 1 days x \$90)	Title 1	\$1,350.00
Differentiated Small Group Instruction	Substitute Teachers (15 Tch x 1 days x \$90)	Title 1	\$1,350.00
Common Core Training	Substitute Teachers (5 Tch x 1 days x \$90)	Title 1	\$450.00
Singapore Math/Small Group instruction	Professional books for teachers	Title 1	\$167.00
Math Conference	Improving student achievement in Mathematics.	Title 1	\$1,750.00
			Subtotal: \$5,067.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	After school Tutorial	Accountability	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$7,067.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		Data from the 2011-2012 FCAT Science indicated 20.6%(28) of students achieved proficiency in science. By June 2013, 24%(33) of students will demonstrate proficiency in science on the FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20.6%(28)		24%(33)			
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	Science Resource teacher is in the second year of the position. Additional Professional Development may be necessary.	Provides opportunities for Professional Development through the District.	Curriculum Coaches Administration	CWT Effective implementation of science strategies Student Data	Classroom Assessments Benchmark Assessment Results FCAT Data
2	Effective use of the Scientific Process	Teachers grades K-5 will teach and review the scientific process to students. Students will incorporate knowledge of the scientific process into Science	Science Resource Teacher Curriculum Coaches Grade Level Chairs	CWT Student Science Fair Displays Student Data	Rubric used to evaluate Science Fair Displays and/or class projects

		Fair displays and other assignments.	Administration		
3	Utilization of the Science Block to include technology integration.	Provide opportunities for teachers to visit the Computer Lab. Lessons should include United Streaming, and use of FCAT Explorer	Curriculum Coaches Administration	CWT Review Lesson Plans to ensure technology integration	Student Data (FCAT Explorer)
4	Training all teachers to use the new "Florida Science Fusion" series.	Teachers will be given professional developments on the use of the new series.	Curriculum Coaches Grade Level Chairs	CWT Data Chats with teachers	Student Data Classroom Assessments Unit Assessments BAT Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	Data from the 2011-2012 Science FCAT indicates that 14.7% (20) of students achieved above level proficiency in science. By June 2013, 18%(25) of students will achieve above level proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.7%(20)	18%(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	Lack of FCAT Resources to supplement the academic curriculum, reinforce FCAT skills,	Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs,	Curriculum Coaches Administrators	CWT Review of Lesson Plans	Teacher Data Chats Benchmark Assessment

	and provide enrichment opportunities for students.	and incorporate the strategies into available material			Results FCAT results
2	Scheduling and resources for Science Camp Tutorials.	Schedule additional time for the Support Team to provide push in and pull out services for students throughout the course of the school day. Provide extended time for the 5th grade to visit the Science Special.	Administration Curriculum Coaches	Curriculum Coaches Principal Assistant Principal	Data will be analyzed from classroom assessments. Data Chats with teachers and students.
3	Teacher pacing in covering specific Science Skills. (Teaching to Mastery)	Intermediate teachers will receive training in FCAT Science Specifications. Teacher will utilize the Science Instructional Calendar provided by the District (as a guide). Instructional focus Calendars will ensure appropriate pacing and tracking of specific science skills.	Administration Curriculum Coaches	CWT Review of Instructional Focus Calendars Data Chats with teachers	Data Chats Mini Assessment Results Benchmark Assessment Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Science 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 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:		Data from the 2011-2012 Writing FCAT indicates that 80.5%(95) of students achieved AYP in writing. By June of 2013, 80%(98) of students will achieve a 4.0 in writing. We are targeting 4.0 and above in the anticipated level of performance.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
80.5%(95)		80% (98)			
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
	Increasing Vocabulary	Continue with a	Curriculum	Review of student	Student Writing

1	Development in grades K-5 to increase the use of word choice and vocabulary usage in student writing samples and essays.	schoolwide focus on vocabulary, including the "Word of the Week" initiative.	Coaches Classroom Teachers	Essays/Class Assignments CWT	Portfolios Student Data Chats
2	Consistency in analyzing data for weekly writing prompts	Teachers will collaborate to share best practices, and ensure effective use of the Writing Rubric. They will utilizing the Write Score Program, to assist in analyzing writing data.	Curriculum Coaches Administrators	CWT Write Score Data	Team Data Chats Mini Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop	4th Grade Teachers	District	4th Grade Teachers	October 30, 2012	Classroom Walkthroughs Student Sample Journal Writing	Reading Coach

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
Writing Workshop	Substitutes @ \$90 for 5 teachers to attend training	Title 1	\$450.00
			Subtotal: \$450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	After School Tutorial	Accountability	\$1,500.00
			Subtotal: \$1,500.00
Grand Total: \$1,950.00			

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:		Data from the 2011-2012 school year indicates that the attendance rate for Sunshine Elementary was 96% (128,510). Our goal is to increase from 96% (128,510) attendance rate to 98%(131,187).			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96% (128,510)		98%(131,187)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
54		52			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
202		192			
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	Decreasing absences on Mondays and/or Fridays	Create incentive for attendance on Modays and Fridays. Additionally, send parent links to parents stressing the urgency of students attending school a 180 days	Assistant Principal DPC	Evaluation of Attendance Data Honor Roll Recipients	Terms Attendance Reports
	Student Tardiness	Review of BTIP Policy	Administration	Monitor the amount of	Teacher Reports

2		with Parents to explain the importance of students arriving on time.		student tardies.	Attendance Record
3	Student Tardiness	Provide school wide recognition for students arriving on time. (During morning announcements, Honor Roll assemblies, and classroom based incentives)	Administration Media Specialist Classroom Teachers	Monitor the amount of tardies.	Students' record of tardies in TERMS database.

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Suspension Data for the 2011-2012 school year includes; 1 In-School Suspensions, 1 students suspended in school, 12 Out-of-School Suspensions, and 12 Students Suspended Out of School. Our goal for the 2011-2012 school year is to decrease the number of suspensions (in and out of school).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	11
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	11

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using the DMS to submit referrals in regards to disciplinary infractions.	Provide training for teachers in regards to the effective use and implementation of the DMS.	Assistant Principal	Monitoring data on DMS Administration will track the number of referrals submitted by teachers, grade levels, and/or students.	Data from DMS
2	Fidelity of the implementation of the Schoolwide Discipline Plan.	Provide training for staff members to review the plan, and the expectations for appropriate student behavior. This will include a review of the discipline matrix.	Assistant Principal	CWT will allow administration to observe if the behavior plan is being implemented. Administration will track the number of referrals submitted by teachers, grade levels, and/or students.	Student Disciplinary referrals

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						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>By June of 2013 74%(522) of school parents will participate in 2 or more school activities conducted by instructional staff.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70% (532)	74% (522)
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	See PIP	See PIP	See PIP	See PIP	See PIP

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Home School Connection	Parent Newsletter	Title 1	\$217.00
			Subtotal: \$217.00
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
Effective Parent/School Communication	Agenda Books	Title 1	\$2,747.00
Parent Training	Instructional Materials for Parents/Teacher Salaries/Refreshments	Title 1	\$850.00
Annual Parent Seminar	Parent Registration	Title 1	\$80.00
			Subtotal: \$3,677.00
			Grand Total: \$3,894.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal # 1:		To give the students the opportunity to learn about STEM careers and participate in STEM activities that will prepare them for college and career readiness.			
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	Limited opportunities for students to participate in stem activities.	Teacher will provide project based activities that are STEM related for students to participate in.	Administration, Curriculum Coaches, Team Leaders	Administration and Curriculum Coaches via classroom walkthroughs Data Chats with teachers and teachers with students Weekly team meetings PLC's on implimenting STEM Activities.	Classroom Walkthroughs Science Journals reflecting students' understanding, reasoning, and problem solving on STEM tasks. Teacher Observations.
2	Lack of resources to successfully implement a STEM program.	Teachers will provide trainings and learning opportunities to implement an effective STEM program involving limited resources.	Administration, Curriculum Coaches	Administration and Curriculum Coaches via classroom walkthroughs Data Chats with teachers and teachers with students Weekly team meetings PLC's on implimenting STEM Activities	Classroom Walkthroughs Science Journals reflecting students' understanding, reasoning, and problem solving on STEM tasks. Teacher Observations.
3	Lack of understanding of STEM implementation.	Teachers will be provided trainings on STEM and how to implement STEM activities in the classroom.	Administration, Curriculum Coaches	Administration and Curriculum Coaches via classroom walkthroughs Data Chats with teachers and teachers with students Weekly team meetings PLC's on implimenting STEM Activities	Classroom Walkthroughs Science Journals reflecting students' understanding, reasoning, and problem solving on STEM tasks. Teacher Observations

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
STEM Overview	K - 5	Curriculum Facilitator	K - 5	December 2012 - 2013	Classroom Walkthroughs	Administration Curriculum Coaches
STEM Inquiry and Investigation	K - 5	District STEM Department	K - 5	October 2012	Classroom Walkthroughs	Administration Curriculum Coaches

STEM Tasks/activities	K - 5	Curriculum Facilitator	K - 5	December 2012-March 2013	Classroom Walkthroughs	Administration Curriculum Coaches
-----------------------	-------	------------------------	-------	--------------------------	------------------------	-----------------------------------

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Home School Connection	Parent Newsletter	Title 1	\$217.00
				Subtotal: \$217.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	I-Station	Substitute Teachers (12 Tch x 1 day x \$90)	Title I	\$1,080.00
Reading	Motivational Reading Program	Accelerated Reader	General Budget	\$2,500.00
				Subtotal: \$3,580.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Common Core Training Grades 1-2	Substitute Teachers (10 Tch x 3 days x \$90)	Title I	\$2,700.00
Reading	Reading Text Complexity	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080.00
Reading	Differentiated Small Group Instruction	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080.00
Reading	Close Read Training	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080.00
Reading	Reading	Improving reading comprehension. Reading conference. Registration and travel.	Title 1	\$1,750.00
Reading	Reading	Instructional books to improve reading comprehension.	Title 1	\$167.00
Mathematics	Blended Common Core Training	Substitute Teachers (15 Tch x 1 days x \$90)	Title 1	\$1,350.00
Mathematics	Differentiated Small Group Instruction	Substitute Teachers (15 Tch x 1 days x \$90)	Title 1	\$1,350.00
Mathematics	Common Core Training	Substitute Teachers (5 Tch x 1 days x \$90)	Title 1	\$450.00
Mathematics	Singapore Math/Small Group instruction	Professional books for teachers	Title 1	\$167.00
Mathematics	Math Conference	Improving student achievement in Mathematics.	Title 1	\$1,750.00
Writing	Writing Workshop	Substitutes @ \$90 for 5 teachers to attend training	Title 1	\$450.00
				Subtotal: \$13,374.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Tutorial	After school Reading Tutorial	Accountability	\$2,500.00
Mathematics	Mathematics	After school Tutorial	Accountability	\$2,000.00
Writing	Writing	After School Tutorial	Accountability	\$1,500.00
Parent Involvement	Effective Parent/School Communication	Agenda Books	Title 1	\$2,747.00
Parent Involvement	Parent Training	Instructional Materials for Parents/Teacher Salaries/Refreshments	Title 1	\$850.00
Parent Involvement	Annual Parent Seminar	Parent Registration	Title 1	\$80.00
				Subtotal: \$9,677.00
				Grand Total: \$26,848.00

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.

[View uploaded file](#) (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to purchase technology, additional resources for students to improve academic achievement and to provide tutorial services to students.	\$4,000.00

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

School Advisory Council will meet on a monthly basis. The SAC will collaborate with community stakeholders, parents, administrators, and teachers to discuss relevant information pertaining to the school budget and student achievement. The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP, and provide input

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District SUNSHINE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	71%	87%	51%	282	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	68%	53%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	55% (YES)	48% (NO)			103	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					506	
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 SUNSHINE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	70%	90%	43%	272	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	60%	61%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	45% (NO)	65% (YES)			110	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					503	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested