

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: PASADENA LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Jill D. Wilson

SAC Chair: Cathy L. Greenspan

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jill Wilson	Degrees: BS in Elementary Education; Masters in Administration and Supervision K-12. Certifications: School Principal, Elementary Ed., Mathematics (5-9), ESOL Endorsement	18	28	<p>* Pasadena Lakes Elementary increased its school grade from a "C" in 1998-99 to a "B" in 1999-00. Pasadena Lakes maintained an "A" grade from 2002 through 2011. Pasadena Lakes' school grade decreased from an "A" to a "B" in 2012.</p> <p>* Students in Grades 3-5 achieved the following in 2012: 67.6% (149 out of 221) made learning gains in Reading; 64% (140 out of 220) made learning gains in Mathematics.</p> <p>* Students in the lowest 25% in Grades 3-5 achieved the following in 2012: 63% (37 out of 59) made learning gains in Reading; 50% (30 out of 59) made learning gains in Math.</p>
		Degrees: BS in Social Work, Master of Science in Elementary			<p>* Pasadena Lakes maintained an "A" grade from 2002 through 2011. Pasadena Lakes' school grade decreased from an "A" to a "B" in 2012.</p>

Assis Principal	Mokisha Spencer	Education, and Educational Specialist in Educational Leadership. Certifications: School Principal, Elementary Education (1-6), Educational Leadership, ESOL Endorsement	5	10	<p>* Students in Grades 3-5 achieved the following in 2012: 67.6% (149 out of 221) made learning gains in Reading; 64% (140 out of 220) made learning gains in Mathematics.</p> <p>* Students in the lowest 25% in Grades 3-5 achieved the following in 2012: 63% (37 out of 59) made learning gains in Reading; 50% (30 out of 59) made learning gains in Math.</p>
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cathy Greenspan	Degrees: BS in Communications Certifications: Elementary Education Endorsements: ESOL, Gifted, Reading	18	18	<p>* Pasadena Lakes Elementary increased its school grade from a "C" in 1998-99 to a "B" in 1999-00. Pasadena Lakes maintained an "A" grade from 2002 through 2011. Pasadena Lakes' school grade decreased from an "A" to a "B" in 2012.</p> <p>* Students in Grades 3-5 achieved the following in 2012: 67.6% (149 out of 221) made learning gains in Reading; 64% (140 out of 220) made learning gains in Mathematics.</p> <p>* Students in the lowest 25% in Grades 3-5 achieved the following in 2012: 63% (37 out of 59) made learning gains in Reading; 50% (30 out of 59) made learning gains in Math.</p>

## 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	Work with Instructional Staffing to recruit and retain highly qualified teachers to meet the diverse needs of our school.	Principal	Ongoing	
2	New teachers are paired with a qualified mentor as part of the New Educator Support System (NESS).	NESS Liaison	Ongoing	
3	Weekly grade level meetings are held for continued support.	Team Leaders	Ongoing	
4	Administration recognizes teacher accomplishments on WPLE, in newsletters, and at faculty meetings.	Principal Asst. Principal	Ongoing	
5	Professional Learning Community meetings on a variety of topics support both new and veteran teachers in all curricular areas.	Principal Asst. Principal Team Leaders Reading Coach	Ongoing	

## 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
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0	N/A
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## 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)	4.2%(2)	43.8%(21)	52.1%(25)	43.8%(21)	100.0%(48)	10.4%(5)	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
N/A			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

- \* The majority of Title I monies will be used to fund two highly qualified classroom teachers. Both teachers are funded through Title I monies in order that the school meets class-size reduction requirements, as per district mandate.
- \* A limited amount of Title I funds will be used to purchase instructional materials and supplies, promote and provide parent involvement training, and provide inservice opportunities for faculty and staff on the subjects of increasing student achievement and increasing parental involvement.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

If Title II funding is provided, it will be used for the following purposes:

- \* Kindergarten, First, and Second Grade teachers will participate in Common Core Standards trainings offered by the Curriculum Department (Math and Reading) during the 2012-2013 school year.
- \* Interested K-5 teachers will participate in various trainings offered by the district throughout the school year (e.g. - Reading and Math Essential Knowledge inservices, Writing and Science workshops, etc.).
- \* Title II funds will help with hiring substitute teachers on those days that regular teachers leave campus for inservice activities.

#### Title III

- \* Instructional materials will be purchased from Title III allocations during the 2012-2013 school year for K-5 teachers to use with ELL students. These supplemental materials will consist of additional picture dictionaries; leveled English vocabulary,

spelling and grammar books and workbooks; and digital resources (CD ROMS); all used to supplement ELL instruction in the classroom.

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

\* Supplemental Academic Instruction (SAI) funding, if provided, will be used to pay a portion of teachers' salaries. SAI-funded teachers will work with at-risk and low-performing students to increase students' levels of academic achievement.

#### Violence Prevention Programs

\* Pasadena Lakes Elementary has developed a Violence Prevention Team. Its mission is to promote pro-social clubs such as "Just Say No," Student Council, Safety Patrols, "Singing Stars," and Drama Club, to name a few. School-wide initiatives such as "Pinwheels For Peace," "Peace- Not Violence" Week activities, monthly Character Education nominations and Red Ribbon Week activities help students understand the importance of contributing positively to their school, and society at large.

\* Active Parenting classes, monthly parent involvement activities, and guidance groups to enhance positive peer relations, self-esteem, and support children of changing families and/or grief assist parents and small groups of students in coming to terms with personal issues, and moving on.

\* Anti-Bullying Week activities, WPLE special morning announcements to support getting along with others, "Get Real About Violence" and "Too Good For Drugs" curriculum implementation during special classes help students by informing them of the dangers of keeping silent when bullying or even criminal activities may be occurring around them.

\* The Violence Prevention Team meets monthly to organize and plan the implementation of our violence prevention mission and initiatives. Staff members have also been trained in bully prevention.

\* Character Education Curriculum and a school-wide discipline plan are in place to support the district's anti-bullying policy. The Guidance Counselor works with entire classes, individuals and small groups on anti-bullying lessons/discussions.

#### Nutrition Programs

\* Good nutrition is discussed as a part of classroom health and science lessons. It is also stressed as a part of the physical education curriculum and within the Before and After School Programs. The cafeteria also introduces one fruit and vegetable each month to students to expand their knowledge of healthy fruit and vegetable alternatives.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

##### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

\* The RtI Leadership Team consists of the Assistant Principal, Reading Coach, ESE Specialist, Guidance Counselor, Speech/Language Pathologist, Autism Coach, School Psychologist and the School Social Worker. Expertise of the Team Leaders and Classroom Teachers are used on an as-needed basis.

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 Guidance Counselor serves as the CPST/RtI Leader, and as such, coordinates the CPST/RtI Leadership Team by providing Agendas for weekly meetings. (Meetings for the school year have been tentatively scheduled). The Guidance Counselor is responsible for ensuring that coverage is provided for classroom teachers if/when they are meeting with the RtI Leadership/CPS Team.
- \* Team Leaders, with the support of the Guidance Counselor and/or Reading Coach, assist the classroom teachers with appropriate Tier 1 academic and behavioral interventions and data collection (using Excel's or Chart Dog's graphing programs) as needed.
- \* Team Leaders, with the support of the Guidance Counselor, Reading Coach and School Social Worker, assist the classroom teachers with appropriate Tier 1 behavioral interventions as needed.
- \* The Reading Coach and Guidance Counselor work in collaboration with Team Leaders and RtI/CPS Team, to review Tier 1 data of all students, as a means of determining the need for possible Tiers 2 and/or 3 interventions.
- \* When a student moves out of Tier 1 (only after appropriate data collection has occurred), the Reading Coach assigns a Case Manager, either academic or behavioral, as needed. Team Leaders will serve as Case Managers.
- \* Tier 2 and Tier 3 data is collected by the classroom teacher and/or Case Managers. It is then passed along to the Guidance Counselor, through appropriate Ongoing Progress Monitoring (OPM) assessments on a weekly basis.
- \* Student progress on Tier 2 and Tier 3 interventions are tracked on individual Excel graphs, maintained by the Guidance Counselor.

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

- \* The RtI/CPS Team work collaboratively with the SAC. Tier 1 data are regularly shared with SAC Committees (Reading, Math, Writing, Science and Safety/Discipline) in order to implement appropriate changes in core curriculum delivery and instruction, as well as changes to the school-wide Discipline Plan.
- \* Members of the RtI/CPS Team also attend SAC Subcommittee, as well as SAC Meetings. Tier 1 data is brought to the table by the Guidance Counselor.

#### 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.

- \* Tier 1 data sources for Reading include, but are not limited to: Treasures placement, weekly, end of unit, mid-year and end of year assessments; Benchmark Assessment Test (BAT) results; Cool Tools assessments in phonemic awareness, phonics, vocabulary, comprehension and fluency; Diagnostic Assessments in Reading (DAR); Rigby Running Records assessments; Burns and Roe IRI; STAR; Oral Reading Fluency (ORF) results; etc.
- \* Tier 1 data sources for Math include, but are not limited to: Go Math placement, weekly, end of unit, mid-year and end-of-year assessments; Benchmark Assessment Test (BAT) results; and the KTEA or KEY Math assessments when appropriate; etc.
- \* Tier 1 data sources for Writing include, but are not limited to: Benchmark Assessment Test (BAT) results; 6 Trait Writing Sample results administered three times a year in the Primary grades, and twice a year in the intermediate grades; Writers' Workshop samples; etc.
- \* Tier 1 data sources for Science include, but are not limited to: Benchmark Assessment Test (BAT) results; monthly or unit assessments; Science Activity Log entries; etc.
- \* Tier 1 data sources for Behavior include, but are not limited to: school-wide discipline plan; classroom discipline plan; individual discipline plan (weekly or daily); Parent Communication Logs or Home Notes (weekly or daily); Behavior Referrals recorded in Virtual Counselor; etc.
- \* Tiers 2 and 3 data sources for academics consist of Intervention Plan/Records, as well as Ongoing Progress Monitoring

(OPM) graphs, generated for individual students.

\* Tiers 2 and 3 data sources for behavior consist of Intervention Plan/Records and PBIP and FBA data which are generated for individual students on OPM graphs.

Describe the plan to train staff on MTSS.

\* The Reading Coach and/or Guidance Counselor, with the assistance of the RtI Leadership Team, conducts mini-workshops beginning in the fall to educate teachers about the process.

\* Mini-workshops will be held on an ongoing and as-needed basis throughout the school year. Administration, with the support of the RtI Leadership team, will conduct ongoing trainings on Differentiated Instruction, Strategies for RtI Implementation, and RtI Plan Development.

Describe the plan to support MTSS.

\* Administration and Support Staff members meet with teachers three times per year to review classroom data (through Data Chats) in order to closely monitor and support students receiving tiered instruction.

\* Students receiving Tier 2 or Tier 3 interventions are monitored by case managers (Team Leaders and Support Staff) assigned to each student through the Collaborative Problem Solving Process at our school.

\* The Guidance Counselor and Reading Coach offer individualized, hands-on assistance once/twice quarterly for teachers needing help with identifying appropriate interventions and charting data for students in Tiers 2 or 3 of the RtI process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

\* The school-based Literacy Leadership Team consists of Jill D. Wilson, Principal; Mokisha Spencer, Assistant Principal; Cathy Greenspan, Reading Coach/SAC Chair; and the Reading SAC Subcommittee, as follows: Diana Dirmann, Kindergarten teacher; Sonia Pita, First Grade Teacher; Ingrid Salbe, Second Grade Teacher; Nicole Rojas, Third Grade Teacher; Laurie Cappello, Fourth Grade Teacher; Sotoya Bell, Fifth Grade Teacher; Rachel Leggitt, Teacher of the Autistic; Dawn Zamot, Teacher of the Deaf and Hard of Hearing; and Judith Farrell, Music Teacher.

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

\* Monthly meetings will focus on literacy initiatives, programs, assessments, data, monitoring of the Reading and Writing goals in the 2012-13 SIP, and general concerns regarding student literacy.

\* Continuous collaboration with the RtI Leadership Team, the SAC, and Team Leaders will support student proficiency on initiatives and programs.

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

\* The Literacy Leadership Team will focus on the appropriate implementation of core reading and research-based intervention programs, assessments for Ongoing Progress Monitoring, and parent/family involvement in the process of assisting students in becoming lifelong, literate learners.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/18/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

- \* Provide opportunities for preschool children to visit and tour our school.
- \* Provide multiple copies of a pamphlet entitled, "What Your Child Should Know: A Parent's Guide to Student Success in Kindergarten" to local preschools.
- \* Schedule, plan and implement a kindergarten orientation for all incoming kindergarten students, their parents, and teachers.
- \* Provide a Pasadena Lakes Elementary Kindergarten Handbook for all parents of Kindergarten students. highlighting pertinent information such as school procedures and rules, school personnel contact numbers and email addresses, lunch costs, district volunteer applications, etc.

### \*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:	* The baseline Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for all 3rd, 4th and 5th graders on the 2011 FCAT was 57%. The following is a breakdown of baseline AMOs by ethnicity or special populations: American Indian- N/A; Asian- 69%; Black- 37%; Hispanic- 63%; White- 64%; English Language Learners (ELLs)- 47%; Students With Disabilities (SWDs)-34% and Economically Disadvantaged (ED)- 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The percentage of students scoring satisfactorily on the 2012 Reading FCAT for all 3rd, 4th and 5th graders was 56%; the target Annual Measurable Objective (AMO) for these same students was 61%.  * The following is a breakdown by ethnicity or special populations of current level of performance versus target AMOs in Reading for 2012:  * American Indian- N/A * Asian- Current Level- 42%; Target AMO-72% * Black- 42%; Target AMO- 42% * Hispanic- 62%; Target AMO- 66% * White- 59%; Target AMO- 67% * English Language Learners (ELLs)- 49%; Target- 51% * Students With Disabilities (SWDs)-33%; Target- 40% * Economically Disadvantaged (ED)- 49%; Target- 58%  Pasadena Lakes did not meet its Reading targets during the first AMO year in any ethnicity or special population with the exception of Black students.	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for all 3rd, 4th and 5th graders on the 2013 FCAT 1s 64%.  * The following is a breakdown by ethnicity or special populations of target AMOs for 2013:  * American Indian- N/A * Asian- 74% * Black- 48% * Hispanic- 69% * White- 70% * English Language Learners (ELLs)- 56% * Students With Disabilities (SWDs)-45% * Economically Disadvantaged (ED)- 62%

#### 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	Meeting the needs of every student by providing timely and appropriate remediation strategies	Identify each student's needs, and design an instructional plan to meet those needs incorporating all subject areas. Track student progress at the beginning, middle, and end of year. Implementing corrective strategies after each benchmark assessment.	Team Leaders, Teachers, Administrators, Collaborative Problem Solving Team (CPST)	Monitor student progress with data binder collection through data chats, conducted quarterly. Review corrective strategies in place for individual students to determine the effectiveness of those corrective strategies.	Benchmark Assessment Tests (BATs) in core subject areas.
2	Teachers are in the process of becoming familiar with the 21st Century Common Core State Standards	Infuse into teaching practice project-based learning, which includes student self-pacing/self-monitoring guides; student choice at learning centers, etc.	Team Leaders, Reading Coach/Curriculum Specialist Administration	Monitor student progress by reviewing Classroom Walk-Through data	BATs in core subject areas, Data chats, Lesson Plan Review
	Identifying and addressing individual students' learning styles	Individual students' learning styles will be identified through teacher observation, placement testing and	Team Leaders Reading Coach/Curriculum Specialist Administration	Data analysis during monthly data chats.	Lesson Plan Review, Data Chats



3		OPM. Students' individual learning styles will be addressed through Differentiated Instruction during small group instruction			
4	Students have difficulty answering higher-order thinking questions	Infusing Test Item Specification questions during Reading instruction and assessment	Team Leaders Reading Coach/ Curriculum Specialist Administration	Data analysis during monthly data chats.	Treasures (K-5) comprehension assessments (including cold reads)

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:	33% (5 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4,5 or 6 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (5 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4,5 or 6 in Reading.	36% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at Levels 4,5 or 6 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional personnel must be trained on Florida Alternate Assessment (FAA) administration due to an increase in ESE cluster student population.	Training will be conducted in early fall to ensure that testing is successfully completed within the state's deadlines.	Autism Coach, ESE Specialist, Administrators	Observations and feedback sessions will be conducted during mock and actual testing situations.	FAA practice protocols will be examined for correctness.

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:	35% (116 out of 336) of 3rd, 4th, and 5th graders tested on the 2012 FCAT in Reading scored a Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (116 out of 336) of 3rd, 4th, and 5th graders tested on the 2012 FCAT in Reading scored a Level 4 or 5.	38% of 3rd, 4th, and 5th graders tested on the 2013 FCAT in Reading will score a Level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students seem to have a lack of "test stamina"- they cannot manage their time appropriately in an actual testing situation.	Increase use of benchmark assessments in mock testing situations.	Team Leaders, Administrators	Ongoing Progress Monitoring, Benchmark Assessments	Weekly timed assessments in all core subject areas
	Lack of student interest and attention in assigned	Engage students in higher level reading	Team Leaders Reading Coach	Teacher Observation, Student Work Samples	Rubric based assessments; data

2	reading material	projects, utilizing multimedia presentations and literature circles; as well as to add an additional book exchange; all to motivate and spark student interest			chats between students and teachers
3	Students need exposure to the vocabulary, question stems, and distractors used on the FCAT Reading Assessment	Vocabulary used in the test item specifications will be taught to students	Team Leaders Reading Coach	Students will be assessed with FCAT-like reading material	Benchmark Assessment Test 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 reading. Reading Goal #2b:	7% (1 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at or above Level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at or above Level 7 in Reading.	10% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at or above Level 7 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cluster teachers lack technological expertise in essential available software for use with their students.	Design and implement activities geared specifically for ESE teachers to use with cluster students (e.g. - Boardmaker, Pix Writer, Picture It, etc.).	Autism Team Leader, Autism Coach, Inservice Facilitator	Classroom Walk Throughs (CWTs), Peer Coaching, PLCs	CWT data will show an increase of these strategies used in the cluster classrooms.

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:	67% (149 out of 221) of 3rd, 4th, and 5th graders tested on the 2012 FCAT Reading made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (149 out of 221) of 3rd, 4th, and 5th graders tested on the 2012 FCAT Reading made learning gains.	70% of 3rd, 4th, and 5th graders tested on the 2013 FCAT Reading will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Need for additional instructional time to meet the needs of struggling students.	Afterschool FCAT Tutorial Camps will be offered to all students not making learning gains.	Administration, Reading Coach	Data chats will be required with each K-5 teacher, Reading Coach and/or at least one	Pre/Post Test Data

1				administrator. Chats will include strategies for enrichment or remediation, depending upon student needs.	
2	Students struggle to comprehend while working on lengthy, FCAT-like Reading passages	Teachers will utilize Thinking Maps and note-taking strategies	Team Leaders Reading Coach	CWTs Data Chats	Weekly comprehension assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	46% (3 out of 7) of students assessed with the Florida Alternate Assessment (FAA) in 2012 made learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (3 out of 7) of students assessed with the Florida Alternate Assessment (FAA) in 2012 made learning gains in Reading.	49% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not always aware of the need for specialized teaching strategies when working with cluster students.	Emphasize the use of manipulatives, independent learning stations, and technology in all curricular areas in cluster classrooms.	Autism Coach ESE Specialist Administrators	Peer Coaching, PLCs	Classroom Walk Throughs and Teacher Observations

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:	63% (37 out of 59) of 3rd, 4th, and 5th graders in the lowest 25th percentile tested on the 2012 FCAT Reading made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (37 out of 59) of 3rd, 4th, and 5th graders in the lowest 25th percentile tested on the 2012 FCAT Reading made learning gains.	66% of 3rd, 4th, and 5th graders in the lowest 25th percentile tested on the 2013 FCAT Reading will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level struggle with grade- appropriate reading and mathematics material.	Small, skill specific groups will receive intervention support in reading and mathematics.	Reading Coach	Weekly program specific assessments	Benchmark Assessment Tests (BATs)
2	Limited personnel to provide appropriate Reading interventions.	Reading Coach and Highly Qualified Paraprofessionals will provide intensive	Administration	Data Chats CWTs	BATs

		intervention pullout for identified students.			
3	Data shows that teachers are not consistently implementing Tiers 2 and 3 interventions using the RtI model.	Inservice faculty on appropriate reading interventions; track student data more consistently during CPST meetings.	Team Leaders Reading Coach Administration	Data analysis during quarterly data chats between K-5 teachers and administration	Classroom observations conducted by administration

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The percentage of students scoring "not proficient" on a standardized achievement reading test (e.g.- FCAT, PARCC) will be reduced by 50% equally over the next six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	* The following is a breakdown of baseline Annual Measurable Objectives (AMO- students scoring satisfactorily in Reading) by ethnicity: American Indian- N/A; Asian- 69%; Black- 37%; Hispanic- 63%; White- 64%. These target AMOs were developed as a result of data gathered on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The following is a breakdown by ethnicity of current level of performance versus target AMOs in Reading for 2012: * American Indian- N/A * Asian- Current Level- 42%; Target AMO-72% * Black- 42%; Target AMO- 42% * Hispanic- 62%; Target AMO- 66% * White- 59%; Target AMO- 67%	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) by ethnicity for 2013: * American Indian- N/A * Asian- 74% * Black- 48% * Hispanic- 69% * White- 70%

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	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Students will receive differentiated instruction while becoming proficient in grade appropriate concepts and skills.	Administrators	Classroom Walk Throughs (CWTs), Data Chats, Lesson Plan Review	Teacher observations, CWTs
2	Non-attendance at FCAT Afterschool Tutorials.	Students needing to attend FCAT Afterschool Tutorials will be supervised at school until parents can pick them up.	Administration Curriculum Specialist	Student participation data	FCAT Afterschool Tutorial Attendance sheets

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:	* The baseline Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for ELLs on the 2011 FCAT was 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for ELLs on the 2012 FCAT was 51%.			* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for ELLs on the 2013 FCAT 1s 56%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need exposure to academic vocabulary, question stems, and distractors used on the FCAT 2.0.	Vocabulary used in test item specifications will be taught to students.	Team Leaders Reading Coach/ELL Contact Administrators	Teacher Observation, Student Work Samples	Rubric-based assessments; data chats between students and teachers

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:	* The Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for Students With Disabilities (SWDs) on the 2011 FCAT was 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for SWDs in 2012 was 40%.	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for SWDs on the 2013 FCAT 1s 45%.

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 With Disabilities (SWDs) are not making large enough learning gains, rapidly enough, in core subject areas.	SWDs will be targeted beginning in the fall for intensive instruction in Reading and Math.	ESE Teacher, ESE Specialist, Administrators	Ongoing Progress Monitoring through data chats with administrators	Benchmark Assessment Tests (BATs)

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:	* The baseline Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for Economically Disadvantaged students on the 2011 FCAT was 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for Economically Disadvantaged students on the 2012 FCAT was 58%.	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Reading) for Economically Disadvantaged (ED) students in 2013 is 62%.

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
	Lack of parental support/involvement in Economically Disadvantaged students'	Parental involvement will increase through encouraging parent participation in the	Administrators Reading Coach Team Leaders	Data Analysis, Data Chats	Parent Surveys, Attendance Sheets

1	education.	school's Family Nights, Parenting Classes and Community Partnerships by offering free childcare, interpreters when needed, and snacks.			
2	Minimal understanding of grade appropriate reading skills and concepts due to a lack of prior knowledge.	Students will receive differentiated lessons through the use of Computer Assisted Instructional programs and/or web-based programs such as Khan Academy.	Administration Reading Coach	Data Chats CWTs Lesson Plan Review	Weekly comprehension assessments, lesson 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
Building Academic Vocabulary/ Vocabulary Games for the Classroom	Gr. 3-5/ Reading/ELA	Wendy Vazquez and Lisa Raska	Selected teachers in grades 3-5	twice monthly (every other Wednesday) beginning 9/5/2012	Meeting minutes; participant reflection logs	Reading Coach
The Daily Five: Fostering Literacy Independence in the Elementary Grades	Gr. K-5	Gloria Olmeda and Shelley Biegner	Selected teachers in grades 3-5	twice monthly (every other Wednesday) beginning 9/5/2012	Meeting minutes; participant reflection logs	Reading Coach
Reading and Writing with Informational Text in the Primary Grades	Gr. K-2	Cathy Greenspan and Elina Seguin	Selected teachers in grades K-2	twice monthly (every other Wednesday) beginning 9/5/2012	Meeting minutes; participant reflection logs	Reading Coach
Thinking Maps	Gr. K-5	Cathy Greenspan	K-5 Teachers	Fall 2012 & Spring 2013	Participant Reflection Logs; Lesson Plan Notebooks	Reading Coach
Common Core State Standards-Defining the Core	Gr. K-5	Jill Wilson Mokisha Spencer Cathy Greenspan	All Teachers	Fall 2012 & Spring 2013	Participant Reflection Logs	Administration
The Art and Science of Teaching: Marzano Implementation	Gr. K-5	Jill Wilson Mokisha Spencer Cathy Greenspan	All Teachers	Fall 2012 & Spring 2013	Participant Reflection Logs	Administration
Using Available Technology in the Autism Cluster	Autism Cluster Teachers K-5	Alyson Moonan and Marna Arnett	Autism Cluster Teachers K-5	Fall 2012 & Spring 2013	Lesson Plan Notebooks	Inservice Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Afterschool Tutorials (FCAT Camp) for grades 3-5 students	Reading Coach materials for student instruction after school	Accountability Budget	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Faculty presentation to extend Reading and Writing with Informational Text PLC	DVDs for Training- "Think Non-Fiction!" (Gr. K-6)	Title I Budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Primary Reading Night/FCAT Reading Night for Parents	Salaries for teachers to plan and present	Title 1 Budget	\$250.00
Thinking Maps with Reading Comprehension	Salary for Teacher Leader to present to faculty	Title I Budget	\$208.00
Thinking Maps with Reading Comprehension	Thinking Maps Manuals for Teachers	Title I Budget	\$2,007.00
			Subtotal: \$2,465.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading PLC Support	Professional books- Protocols for Professional Learning, Leading Effective Meetings, & Strengthening Your PLCs	Title I budget	\$254.00
			Subtotal: \$254.00
			Grand Total: \$4,319.00

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.		49% of our K-5 ELL students will score "Proficient" on the Listening/Speaking portion of the 2013 CELLA.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
46% (70 out of 153) of our K-5 ELL students scored "Proficient" on the Listening/Speaking portion of the 2012 CELLA.					
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	ELL students have limited time to express ideas orally, as well as to practice listening comprehension.	Using the district's ELL Strategies matrix, teachers will assign specific performance tasks that support the ELA Common Core Standards for Listening and Speaking.	Reading Coach/ESOL Contact Guidance Counselor Administration	Data Chats Classroom Walk-Throughs Student Portfolios	CELLA scores

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:			25% of our K-5 ELL students will score "Proficient" on the Reading portion of the 2013 CELLA.		
2012 Current Percent of Students Proficient in reading:					
22% (34 out of 153) of our K-5 ELL students scored "Proficient" on the Reading portion of the 2012 CELLA.					
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	ELL students need more exposure to leveled readers, specifically geared toward ELL students.	Teachers of ELLs will use Treasures ELL leveled readers for small group instruction of ELL students.	Reading Coach/ESOL Contact Guidance Counselor Administration	Data Chats Classroom Walk-Throughs Lesson Plan Previews	CELLA scores

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			27% of our K-5 ELL students will score "Proficient" on the Writing portion of the 2013 CELLA.		
2012 Current Percent of Students Proficient in writing:					
24% (37 out of 153) of our K-5 ELL students scored "Proficient" on the Writing portion of the 2012 CELLA.					
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	ELL students lack the appropriate vocabulary in their writing, due to limited exposure of Tiers 1 and 2 vocabulary words.	Teachers will use resources provided by the district specifically geared toward ELL students (e.g. - In-Step program, Elements of Reading- Vocabulary, etc.) which support vocabulary acquisition.	Reading Coach/ESOL Contact Guidance Counselor Administration	Review of writing journals and prompts during Data Chats, Classroom Walk-Throughs, Lesson Plan Review	CELLA scores

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p>	<p>* The baseline Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for all 3rd, 4th and 5th graders on the 2011 FCAT was 63%.</p> <p>* The following is a breakdown of baseline AMOs by ethnicity or special populations:</p> <p>American Indian- N/A                      Asian- 69%                      Black- 56%                      Hispanic- 66%                      White- 63%                      English Language Learners (ELLs)- 57%                      Students With Disabilities (SWDs)-44%                      Economically Disadvantaged (ED)- 63%</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>* The percentage of students scoring satisfactorily on the 2012 Mathematics FCAT for all 3rd, 4th and 5th graders was 60%; the target Annual Measurable Objective (AMO) for these same students was 66%.</p> <p>* The following is a breakdown by ethnicity or special populations of current level of performance versus target AMOs in Mathematics for 2012:</p> <p>* American Indian- N/A                      * Asian- Current Level- 58%; Target AMO- 72%                      * Black- 45%; Target AMO- 60%                      * Hispanic- 62%; Target AMO- 69%                      * White- 68%; Target AMO- 66%                      * English Language Learners (ELLs)- 50%; Target- 61%                      * Students With Disabilities (SWDs)-32%; Target- 49%                      * Economically Disadvantaged (ED)- 56%; Target- 66%</p> <p>Pasadena Lakes did not meet its Mathematics targets during the first AMO year in any ethnicity or special population with the exception of White students.</p>	<p>* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for all 3rd, 4th and 5th graders on the 2013 FCAT 1s 69%.</p> <p>* The following is a breakdown by ethnicity or special populations of target AMOs for 2013:</p> <p>American Indian- N/A                      Asian- 74%                      Black- 63%                      Hispanic- 72%                      White- 69%                      English Language Learners (ELLs)- 64%                      Students With Disabilities (SWDs)-53%                      Economically Disadvantaged (ED)- 69%</p>

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of every student by providing timely and appropriate remediation strategies	Identify each student's needs, and design an instructional plan to meet those needs incorporating all subject areas. Track student progress at the beginning, middle, and end of year. Implementing corrective strategies after each benchmark assessment.	Team Leaders, Teachers, Administrators, Collaborative Problem Solving Team (CPST)	Monitor student progress with data binder collection through data chats, conducted quarterly. Review corrective strategies in place for individual students to determine the effectiveness of those corrective strategies.	Benchmark Assessment Tests (BATs) in core subject areas.
2	Teachers are in the process of becoming familiar with the 21st Century Common Core State Standards	Infuse into teaching practice project-based learning, which includes student self-pacing/self-monitoring guides; student choice at learning centers, etc.	Team Leaders, Reading Coach/Curriculum Specialist Administration	Monitor student progress by reviewing Classroom Walk-Through data	BATs in core subject areas, Data chats, Lesson Plan Review
	Students need to	Students will complete a	Administration	Daily and weekly review	Teacher

3	enhance standardized test taking skills	minimum of one word problem as part of the daily opener activity. Students will also use FCAT Explorer through individualized practice.			observation CWTs
4	Students lack appropriate math vocabulary in order to effectively use problem solving and reasoning skills	Through teacher instruction, students will be exposed to, and become proficient in, a print rich environment which includes math vocabulary and key words during daily instruction. Teachers will introduce problem-solving strategies during daily math instruction in order to provide students with the tools needed to achieve in Mathematics	Team Leaders Reading Coach/Curriculum Specialist Administration	Weekly Review	Teacher Observation

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:	27% (4 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4, 5 or 6 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (4 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4, 5 or 6 in Mathematics.	30% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at Levels 4, 5 or 6 in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional personnel must be trained on Florida Alternate Assessment (FAA) administration due to an increase in ESE cluster student population.	Training will be conducted in early fall to ensure that testing is successfully completed within the state's deadlines.	Autism Coach, ESE Specialist, Administrators	Observations and feedback sessions will be conducted during mock and actual testing situations.	FAA practice protocols will be examined for correctness.

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:	Based on the 2012 FCAT data, 33% (111 out of 335) of our 3rd, 4th, and 5th grade students scored at Level 4 and 5 on the FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 33% (111 out of 335) of our 3rd, 4th, and 5th grade students scored at Level 4 and 5 on the FCAT Math 2.0 Test.	Based on 2013 FCAT data, 36% of our 3rd, 4th, and 5th grade students will score at Level 4 and 5 on the 2.0 FCAT Math 2.0 Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students seem to have a lack of "test stamina"- they cannot manage their time appropriately in an actual testing situation.	Increase use of benchmark assessments in mock testing situations.	Team Leaders, Administrators	Ongoing Progress Monitoring, Benchmark Assessments	Weekly timed assessments in all core subject areas
2	Lack of motivation among high achieving and gifted students	Classroom teachers will differentiate the content through small group instruction presenting the curriculum	ESE Specialist Administration	Data Chats	Performance portfolios
3	Students struggle to make real world connections with learned math concepts	Project based learning will provide real world link to math concepts	Team Leaders	Product analysis	Rubrics

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:	0% (0 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Level 7 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 15) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Level 7 in Math.	3% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at Level 7 in Math.

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	Cluster teachers lack technological expertise in essential available software for use with their students.	Design and implement activities geared specifically for ESE teachers to use with cluster students (e.g. - Boardmaker, Pix Writer, Picture It, etc.).	Autism Team Leader, Autism Coach, Inservice Facilitator	Classroom Walk Throughs (CWTs), Peer Coaching, PLCs	CWT data will show an increase of these strategies used in the cluster classrooms.

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:	Based on the 2012 FCAT data, 64% (140 out of 220) of our 3rd, 4th, and 5th Grade students made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 64% (140 out of 220) of our 3rd, 4th, and 5th Grade students made learning gains in math.	Based on the 2013 FCAT data, 67% of our 3rd, 4th, and 5th Grade students will make learning gains in math.

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
	Need for additional	Afterschool FCAT Tutorial	Administration,	Data chats will be	Pre/Post Test Data

1	instructional time to meet the needs of struggling students.	Camps will be offered to all students not making learning gains.	Reading Coach	required with each K-5 teacher, Reading Coach and/or at least one administrator. Chats will include strategies for enrichment or remediation, depending upon student needs.	
2	Mastery of concepts are sometimes difficult for all students to obtain	Continue utilizing and enhancing instructional strategies through the use of BEEP and the "Go Math" series	Administration Team Leaders	Data Chats CWTs	Series Assessments Teacher observations
3	Data indicates that many students are not using web-based math programs (e.g.- Riverdeep, FCAT Explorer) to further enhance instruction that has taken place in the classroom	Teachers will send home log in information with every student in their classroom, so that children can access web based-programs each day	Team Leaders Curriculum Specialist	CWTs	Automated end of unit assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	46% (3 out of 7) of students assessed with the Florida Alternate Assessment (FAA) in 2012 made learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (3 out of 7) of students assessed with the Florida Alternate Assessment (FAA) in 2012 made learning gains in Mathematics.	49% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will make learning gains in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not always aware of the need for specialized teaching strategies when working with cluster students.	Emphasize the use of manipulatives, independent learning stations, and technology in all curricular areas in cluster classrooms.	Autism Coach ESE Specialist Administrators	Peer Coaching, PLCs	Classroom Walk Throughs and Teacher Observations

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:	50% (30 out of 59) of our 3rd, 4th and 5th graders in the lowest quartile (25%) made learning gains on the 2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (30 out of 59) of our 3rd, 4th and 5th graders in the lowest quartile (25%) made learning gains on the 2012 Math FCAT.	53% of our 3rd, 4th and 5th graders in the lowest quartile (25%) will make learning gains on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level struggle with grade- appropriate reading and mathematics material.	Small, skill specific groups will receive intervention support in reading and mathematics.	Reading Coach	Weekly program specific assessments	Benchmark Assessment Tests (BATs)
2	Students below grade level have difficulty with grade level skills and concepts.	Teachers will employ differentiated instruction and will implement Go Math intervention level materials.	Team Leaders	Math Series Assessment Instruments	Math Series Assessments, Benchmark Assessment Test
3	Students need exposure to the vocabulary, question stems, and distractors used on the FCAT Math Assessment.	Vocabulary used in the test item specifications will be taught by students.	Team Leaders Curriculum Specialist	Students will demonstrate knowledge of test item vocabulary through correctly answering format-type questions.	Monitor ongoing student progress utilizing math program assessments and Benchmark Assessment Test 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%.		Elementary School Mathematics Goal # The percentage of students scoring "not proficient" on a standardized achievement math test (e.g.- FCAT, PARCC) will be reduced by 50% equally over the next six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	69%	72%	75%	78%	

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:	* The following is a breakdown of baseline Annual Measurable Objectives (AMO- students scoring satisfactorily in Mathematics) by ethnicity on the 2011 FCAT:  * American Indian- N/A * Asian- 69% * Black- 56% * Hispanic- 66% * White- 63%
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The following is a breakdown by ethnicity of current level of performance versus target AMOs in Mathematics for 2012:  * American Indian- N/A * Asian- Current Level- 58%; Target AMO- 72% * Black- 45%; Target AMO- 60% * Hispanic- 62%; Target AMO- 69% * White- 68%; Target AMO- 66%	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) by ethnicity for 2013:  * American Indian- N/A * Asian- 74% * Black- 63% * Hispanic- 72% * White- 69%

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	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Students will receive differentiated instruction while becoming proficient in grade appropriate concepts and skills.	Administrators	Classroom Walk Throughs (CWTs), Data Chats, Lesson Plan Review	Teacher observations, CWTs
	Struggling students need	Afterschool Math FCAT	Team Leaders	Weekly assessments	Benchmark

2	additional time to reinforce concepts and skills.	Camp will be offered to reinforce skills and concepts.	Administration	Teacher observations	Assessment Tests Go Math assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	* The baseline Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for ELLs on the 2011 FCAT was 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for ELLs on the 2012 FCAT was 50%.	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for ELLs on the 2013 FCAT 1s 64%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need exposure to academic vocabulary, question stems, and distractors used on the FCAT 2.0.	Vocabulary used in test item specifications will be taught to students.	Team Leaders Reading Coach/ELL Contact Administrators	Teacher Observation, Student Work Samples	Rubric-based assessments; data chats between students and teachers

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:	* The Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for Students With Disabilities (SWDs) on the 2011 FCAT was 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for SWDs in 2012 was 32%.	* The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for SWDs on the 2013 FCAT 1s 53%.

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 With Disabilities (SWDs) are not making large enough learning gains, rapidly enough, in core subject areas.	SWDs will be targeted beginning in the fall for intensive instruction in Reading and Math.	ESE Teacher, ESE Specialist, Administrators	Ongoing Progress Monitoring through data chats with administrators	Benchmark Assessment Tests (BATs)
2	SWDs have difficulty reading grade level word problems	Small group instruction to assist SWDs with grade-level Mathematics vocabulary	ESE Teacher Administration	Data Chats in Data Room	CWTs Classroom Observations

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	* 43% (93 out of 215) of 3rd, 4th and 5th grade Economically Disadvantaged students did not make satisfactory progress on the 2012 Math FCAT.
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Mathematics Goal #5E:	* The baseline Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for Economically Disadvantaged students on the 2011 FCAT was 63%.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
* 43% (93 out of 215) of 3rd, 4th and 5th grade Economically Disadvantaged students did not make satisfactory progress on the 2012 Math FCAT.  * The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for Economically Disadvantaged students on the 2012 FCAT was 56%.	* 40% of 3rd, 4th and 5th grade Economically Disadvantaged students will make satisfactory progress on the 2013 Math FCAT.  *The target Annual Measurable Objective (AMO- students scoring satisfactorily in Mathematics) for Economically Disadvantaged (ED) students in 2013 is 69%.				
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 parental support/involvement in Economically Disadvantaged students' education.	Parental involvement will increase through encouraging parent participation in the school's Family Nights, Parenting Classes and Community Partnerships by offering free childcare, interpreters when needed, and snacks.	Administrators Reading Coach Team Leaders	Data Analysis, Data Chats	Parent Surveys, Attendance Sheets
2	Minimal understanding of grade appropriate math skills and concepts due to a lack of prior knowledge; which affects understanding of math word problems.	Students will receive differentiated lessons through the use of Computer Assisted Instructional programs and/or web-based programs such as Riverdeep, FCAT Explorer or Khan Academy.	Administration Curriculum Specialist	Data Chats CWTs	Lesson Plan Review  Go Math automated assessments teacher observations CWTs

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards-Mathematics Implementation	K-2	District Facilitators	K-2 Teachers	October 2012 through May 2013	Common Core Standards Reflection Logs	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Afterschool Tutorials (FCAT Camp) for grades 3-5 students	Math Coach materials for student instruction after school	Accountability Budget	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount



No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Primary Math Night/FCAT Math Night for Parents	Salaries for teachers to plan and present	Title I Budget	\$100.00
			Subtotal: \$100.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$1,600.00</b>			

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.		29% (32 out of 109) of 5th grade students achieved Level 3 (proficiency) on the 2012 Science FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (32 out of 109) of 5th grade students achieved Level 3 (proficiency) on the 2012 Science FCAT.		By June 2013, 35% of 5th grade students will achieve proficiency (Level 3) on the Science FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of every student by providing timely and appropriate remediation strategies	Identify each student's needs, and design an instructional plan to meet those needs incorporating all subject areas. Track student progress at the beginning, middle, and end of year. Implementing corrective strategies after each benchmark assessment.	Team Leaders, Teachers, Administrators, Collaborative Problem Solving Team (CPST)	Monitor student progress with data binder collection through data chats, conducted quarterly. Review corrective strategies in place for individual students to determine the effectiveness of those corrective strategies.	Benchmark Assessment Tests (BATs) in core subject areas.
2	Teachers are in the process of becoming familiar with the 21st Century Common Core State Standards	Infuse into teaching practice project-based learning, which includes student self-pacing/self-monitoring guides; student choice at learning centers, etc.	Team Leaders, Reading Coach/Curriculum Specialist Administration	Monitor student progress by reviewing Classroom Walk-Through data	BATs in core subject areas, Data chats, Lesson Plan Review
	Students lack basic knowledge of the Scientific Process	The school's Science Fair will be held in May to give students real-	Science Committee Classroom	Classroom Walk Throughs	Science Fair Project Rubric

3		life experiences in using the scientific process to test hypotheses and solve problems.	Teachers		
4	Students need hands-on experience to better comprehend science concepts	Utilize science stations with hands-on experiments to reinforce concepts. Hands on activities will be assembled through the use of BCHS kits, Science Fusion hands-on Science activities, student created projects and science journals	Administration Team Leaders	Weekly Classroom Walk Throughs (CWTs) focusing on the science curriculum to determine trends in the frequency of higher student engagement- results of CWTs will be analyzed and shared with the faculty. Instruction will be modified based on the results.	Benchmark Assessment Test

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:	33% (2 out of 6) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4,5 or 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2 out of 6) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4,5 or 6 in Science.	36% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at Levels 4,5 or 6 in Science.

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	Additional personnel must be trained on Florida Alternate Assessment (FAA) administration due to an increase in ESE cluster student population.	Training will be conducted in early fall to ensure that testing is successfully completed within the state's deadlines.	Autism Coach, ESE Specialist, Administrators	Observations and feedback sessions will be conducted during mock and actual testing situations.	FAA practice protocols will be examined for correctness.

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:	11% (12 out of 109) of 5th grade students scored a Level 4 or 5 on the 2012 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (12 out of 109) of 5th grade students scored a Level 4 or 5 on the 2012 Science FCAT.	14% (12 out of 109) of 5th grade students scored a Level 4 or 5 on the 2012 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students seem to have a lack of "test stamina"- they cannot manage their time appropriately in an actual testing situation.	Increase use of benchmark assessments in mock testing situations.	Team Leaders, Administrators	Ongoing Progress Monitoring, Benchmark Assessments	Weekly timed assessments in all core subject areas
2	Students need exposure to the vocabulary, question stems, and distractors used on the FCAT Science Assessment.	Vocabulary used in the test item specifications will be taught to students.	Team Leaders	Students will demonstrate knowledge of test item vocabulary through correctly answering format-type questions.	Monitor on-going student progress utilizing science program assessments and Benchmark Assessment Test results.
3	Students need hands on experience to better comprehend science concepts.	Utilize science stations with hands-on experiments to reinforce concepts.	Administration Team Leaders	Focused classroom walk-throughs to determine frequency of higher order student engagement.	Benchmark Assessment Tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	0% (0 out of 6) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at or above Level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 6) of students assessed with the Florida Alternate Assessment (FAA) in 2012 scored at or above Level 7 in Science.	3% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at or above Level 7 in Science.

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	Cluster teachers lack technological expertise in essential available software for use with their students.	Design and implement activities geared specifically for ESE teachers to use with cluster students (e.g.- Boardmaker, Pix Writer, Picture It, etc.).	Autism Team Leader, Autism Coach, Inservice Facilitator	Classroom Walk Throughs (CWTs), Peer Coaching, PLCs	CWT data will show an increase of these strategies used in the cluster classrooms.

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
FCAT Science Night for Parents	Salaries for Teacher Leaders to plan presentations	Title I Budget	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fair	Project Boards for students	PTA Budget	\$500.00
			Subtotal: \$500.00
			Grand Total: \$750.00

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:		90% (104 out of 115) of our 4th grade students scored at Level 3.0 or above on the 2012 FCAT Writes Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
90% (104 out of 115) of our 4th grade students scored at Level 3.0 or above on the 2012 FCAT Writes Test.		93% of our 4th grade students will score at Level 3.0 or above on the 2013 FCAT Writes Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mechanics of writing, sentence structure, vocabulary, grammar, punctuation, etc.	Student conferencing and direct instruction in writing mechanics.	Team Leaders Reading Coach Administration	Weekly Writing Samples and Data Chats	Quarterly writing samples.
2	Students have difficulty generating ideas.	Students will use the writing process daily, writing samples will be collected monthly for evidence of growth.	Team Leaders	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed and feedback provided.	Scored writing samples will be reviewed to determine continuous growth.

3	Students need feedback in order to see opportunities for improvement.	Students will write and be provided feedback pertaining to individual needs	Team Leaders	Student writing samples will be reviewed and teacher will provide feedback	Scored writing samples will be reviewed to determine continuous growth.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	0% (0 out of 1) of student assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4,5 or 6 in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 1) of student assessed with the Florida Alternate Assessment (FAA) in 2012 scored at Levels 4,5 or 6 in Writing.	3% of students assessed with the Florida Alternate Assessment (FAA) in 2013 will score at Levels 4, 5 or 6 in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cluster students often lack the focus to sustain attention on the writing process over an extended period of time.	Teachers will allow students to practice writing in a quiet place in the classroom, over a period of several hours.	Autism Coach	Observation	Writing samples

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing with Informational Text in the Primary Grades	K-2/Language Arts	Cathy Greenspan and Elina Seguin	Selected K-2 Teachers	twice monthly (every other Wednesday) beginning 9/5/2012	Meeting Minutes; Participant Reflection Logs	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
Primary Reading/Language Arts Night & FCAT Writing Parent Night	Salaries for Teacher Leaders to plan and present	Title I Budget	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250.00

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:		The goal for the 2012-2013 school year is to increase our attendance rate by 2%. Our greatest challenge is student tardies, since the instructional day begins with reading instruction for all students.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.7%		97.7%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
226		216			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
196		186			
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	Age of students and dependence on parents	To inform parents of school start time, and educate them on their responsibilities in assisting their children in getting to school in a timely manner, every day.	School Social Worker Administration	Attendance at parenting workshops; analysis of Broward Truancy Intervention Program (BTIP) meetings and results	Attendance Reports
2	Lack of extrinsic rewards for students who do attend school regularly and who are here on time on a daily basis.	Announce on WPLE classes with perfect attendance (including no tardies) each week.	Assistant Principal School Social Worker IMT	Analyze numbers of students/classes who have made progress	Attendance Reports

3	Lack of intrinsic rewards for those students who do not enjoy school to attend school regularly	* Encourage students to join before and after school clubs (PLE Dancing with the Stars, Singing Stars, Chess Club, Math Club, etc.)  * Brainstorm with students a variety of appropriate rewards for positive attendance	Assistant Principal School Social Worker Specials Teachers Club Sponsors	Analyze attendance of students who have made progress	Attendance Reports Student Surveys
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:	A portion of the school's discipline plan is to keep students in their classrooms and reduce the number of referrals resulting in in-school and external (out of school) suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
11	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11	8
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	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	Students lack social skills and have difficulty adhering to established boundaries.	Classroom guidance lessons will address specific behaviors and social etiquette. Create a PLC to address this barrier if interest is evident.	Guidance Counselor School Social Worker	Observations CWTs	Behavior Referral Data
2	Students lack exposure to societal norms.	Character Education will be taught to all K-5 students. Create a PLC to address this barrier if interest is evident.	Guidance Counselor Team Leaders	Observations CWTs	Behavior Referral Data
3	100% of school staff consistently following the school-wide Discipline Plan.	Continue the "Compliments Cash" rewards program, which focuses on recognizing students for exhibiting stellar character traits and/or for "doing the right thing." Mention students/classes who received "Compliment Cash" on the morning announcements (WPLE).	Safety/Discipline Committee Guidance Counselor Administration	Teacher Surveys	Compliment Cash Data Behavior Referral Data



(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						

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>Based on sign-in sheets from various school activities throughout the 2011-2012 school year, 89% (635 out of 715) parents responding (parents signing in on admission sheets) participated in at least one parent involvement meeting/activity at Pasadena Lakes Elementary.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on sign-in sheets from various school activities throughout the 2011-2012 school year, 89% (635 out of 715) parents responding (parents signing in on admission sheets) participated in at least one parent involvement meeting/activity at Pasadena Lakes Elementary.	Based on sign-in sheets from various school activities throughout the 2012-2013 school year, 92% of parents responding (parents signing in on admission sheets) will participate in at least one parent involvement meeting/activity at Pasadena Lakes Elementary.
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	See PIP	See PIP	See PIP	See PIP	See PIP
2	See PIP	See PIP	See PIP	See PIP	See PIP
3	See PIP	See PIP	See PIP	See PIP	See PIP
4	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
Active Parenting Workshops focusing on appropriate disciplinary methods (1-2-3 Magic)	K-5	School Social Worker	Parents from the school community	Every Thursday for 6 weeks beginning in January 2013.	Participant Reflection Logs/Activities that correspond with the book	School Social Worker
Parent Information Nights	K-5 Math, Reading & Language Arts, Writing, and Science	Teacher Leaders at every grade level	Parents from the school community	November 2012	Parent Surveys	Administration

Parent Involvement Budget:

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

## 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:		40% (44 out of 109) fifth graders achieved Levels 3, 4 or 5 (proficiency) on the 2012 Science FCAT. By June 2013, 43% of fifth graders will achieve proficiency (Level 3, 4 or 5) on the Science FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may not be aware of various STEM-related resources for classroom use (e.g.- United Streaming).	Share technology resource at SAC Technology Subcommittee, Faculty, Team Leader and Grade Level Meetings.	Administration Team Leaders	Classroom Walk-Throughs, Lesson Plan Review, Data Chats	Science BATs and mini-BATs, FCAT scores

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

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

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

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Afterschool Tutorials (FCAT Camp) for grades 3-5 students	Reading Coach materials for student instruction after school	Accountability Budget	\$1,500.00
Mathematics	FCAT Afterschool Tutorials (FCAT Camp) for grades 3-5 students	Math Coach materials for student instruction after school	Accountability Budget	\$1,500.00
				Subtotal: \$3,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Faculty presentation to extend Reading and Writing with Informational Text PLC	DVDs for Training- "Think Non-Fiction!" (Gr. K-6)	Title I Budget	\$100.00
				Subtotal: \$100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Primary Reading Night/FCAT Reading Night for Parents	Salaries for teachers to plan and present	Title 1 Budget	\$250.00
Reading	Thinking Maps with Reading Comprehension	Salary for Teacher Leader to present to faculty	Title I Budget	\$208.00
Reading	Thinking Maps with Reading Comprehension	Thinking Maps Manuals for Teachers	Title I Budget	\$2,007.00
Mathematics	Primary Math Night/FCAT Math Night for Parents	Salaries for teachers to plan and present	Title I Budget	\$100.00
Science	FCAT Science Night for Parents	Salaries for Teacher Leaders to plan presentations	Title I Budget	\$250.00
Writing	Primary Reading/Language Arts Night & FCAT Writing Parent Night	Salaries for Teacher Leaders to plan and present	Title I Budget	\$250.00
				Subtotal: \$3,065.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading PLC Support	Professional books- Protocols for Professional Learning, Leading Effective Meetings, & Strengthening Your PLCs	Title I budget	\$254.00
Science	Science Fair	Project Boards for students	PTA Budget	\$500.00
				Subtotal: \$754.00
				Grand Total: \$6,919.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/17/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Provide FCAT Afterschool Tutorials for students in Grades 3-5	\$3,000.00

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

The School Advisory Council will meet during the 2012-13 school year on the last Tuesday of each month to:

- \* monitor and revise the 2012-2013 SIP
- \* hear Subcommittee reports from SAC Representatives in the areas of Reading, Math, Science, Technology, Writing and Safety/Discipline
- \* monitor RtI Tier 1 data, as well as other data collected during the school year (BATs, mini-BATs, parent surveys, etc.)
- \* monitor Title I Parent Involvement initiatives and provide feedback on those initiatives
- \* provide guidance and assist in developing the 2013-14 Title I and School Improvement Plans.

# 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 PASADENA LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	85%	97%	60%	318	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	66%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	67% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District PASADENA LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	81%	93%	48%	299	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	62%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	58% (YES)			111	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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested