FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ORIOLE ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Ryan T. Reardon

SAC Chair: Ms. Noelle Woodham

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Ryan T. Reardon	Doctorate in Philosophy (Ph.D.) from Florida Atlantic University Specialist in Education (Ed.S.) from Florida Atlantic University Masters in Education (M.Ed.) from Florida Atlantic University Bachelors in Arts (BA) from The University of	8	8	2011-2012 School Grade C AYP Status Learning Gain (Reading): 59% Learning Gain (Math): 62% Lowest 25th Percentile LG (Reading): 72% Lowest 25th Percentile LG (Math): 64% 2010-11 School Grade B AYP Status No (95% of indicators met) Learning Gain (Reading): 68% Learning Gain (Math): 57% Lowest 25th Percentile LG (Reading): 77% Lowest 25th Percentile LG (Math): 60% 2009-10 School Grade C AYP Status No (79% of indicators met) Learning Gain (Reading): 58% Learning Gain (Math): 63% Lowest 25th Percentile LG (Reading): 56% Lowest 25th Percentile LG (Math): 80%

		South Florida Major: Mathematics Certifications: Mathematics 6-12 ESOL Category I Educational Leadership (K-12)			2008-9 School Grade B AYP: No (92% of indicators) Learning Gain (Reading): 66% Learning Gain (Math): 61% Lowest 25th Percentile LG (Reading): 68% Lowest 25th Percentile LG (Math): 62% 2007-8 School Grade: B AYP: Yes Learning Gain (Reading): 57% Learning Gain (Math): 78% Lowest 25th Percentile LG (Reading): 65% Lowest 25th Percentile LG (Math): 88%
Assis Principal	Dr. Ingrid Osgood	Doctorate in Education (EdD): Nova Southeastern University Masters in Business Administration Nova Southeastern University Bachelors in Business Administration Florida Atlantic University Certifications: Business Education (6-12) Educational Leadership (all levels) Endorsements: Reading Gifted Education ESOL - Category I	2	2	2011-12 School Grade C AYP Status Learning Gain (Reading): 59% Learning Gain (Math): 62% Lowest 25th Percentile LG (Reading): 72% Lowest 25th Percentile LG (Math): 64% 2010-11 School Grade B AYP Status No (95% of indicators met) Learning Gain (Reading): 68% Learning Gain (Math): 57% Lowest 25th Percentile LG (Reading): 77% Lowest 25th Percentile LG (Math): 60% 2009-10 School Grade C AYP Status No (79% of indicators met) Learning Gain (Reading): 58% Learning Gain (Math): 63% Lowest 25th Percentile LG (Reading): 56% Lowest 25th Percentile LG (Math): 80% 2008-9 School Grade B AYP Status No (92% of indicators met) Learning Gain (Reading): 66% Learning Gain (Math): 61% Lowest 25th Percentile LG (Reading): 68% Lowest 25th Percentile LG (Math): 62%

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 Coach	Mrs. Sandra Reid	Degrees: Masters in Education 2000 from Nova Southeastern Bachelors of Science from Florida International University 1997 ESOL Endorsed Gifted Certified	12	6	2011-2012 School Grade C AYP Status Learning Gain (Reading): % Learning Gain (Math): % Lowest 25th Percentile LG (Reading): % Lowest 25th Percentile LG (Math): % 2010-11 School Grade B AYP Status No (95% of indicators met) Learning Gain (Reading): 68% Learning Gain (Math): 57% Lowest 25th Percentile LG (Reading): 77% Lowest 25th Percentile LG (Math): 60% 2009-10 School Grade C AYP Status No (79% of indicators met) Learning Gain (Reading): 58% Learning Gain (Math): 63% Lowest 25th Percentile LG (Reading): 56% Lowest 25th Percentile LG (Math): 80% 2008-9 School Grade B AYP: No (92% of indicators)

	Reading Endorsed			Learning Gain (Reading): 66% Learning Gain (Math): 61% Lowest 25th Percentile LG (Reading): 68% Lowest 25th Percentile LG (Math): 62% 2007-8 School Grade: B AYP: Yes Learning Gain (Reading): 57% Learning Gain (Math): 78% Lowest 25th Percentile LG (Reading): 65% Lowest 25th Percentile LG (Math): 88%

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	School Site Professional Development	School Leadership Team	05/2013	
2	Classroom Walkthroughs with data based follow up conversations	School Leadership Team	05/2013	
3	New Teacher Orientation (To School Location)	Administration	05/2013	
4	Grade Level Team Meetings (weekly)	School Leadership Team	05/2013	
5	Vertical Team Planning Process	Staff at Oriole	05/2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	Not Applicable

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
40	0.0%(0)	42.5%(17)	45.0%(18)	12.5%(5)	47.5%(19)	82.5%(33)	5.0%(2)	5.0%(2)	72.5%(29)

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
			Bi-weekly meetings to

Sandra Reid	Celine Rebiere Ryan Meyer von Bremen	New to Oriole Elementary	ensure French language curriculum align with NGSSS and CCSS to help increase student achievement in Grades K-5.

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

Title I funds are used to fund professional development for teachers and paraprofessionals. In this regard, teachers attend and participate in district and on-site professional training. Additional district-funded staff development is provided through summer leadership and curriculum workshops.

Title I, Part C- Migrant

Oriole has no migrant students at this time.

Title I, Part D

None

Title II

None

Title III

None

Title X- Homeless

None

Supplemental Academic Instruction (SAI)

None

Violence Prevention Programs

During the 2011/2012 school year, our guidance counselor worked with whole classes (for no less then 30 minute blocks of time) to ensure that targeted skills/concepts were taught. Our guidance counselor at Oriole will be working 25 hours per week. Lessons will be provided in the following areas:

Feeling Safe
Discovery Education
Sunburst Videos
Coping Skills
Anger Management
Making Friends
Social Skills Training
Ant-Bullying
Violence Prevention

Nutrition Programs

Oriole is a Universal Breakfast school.

Oriole has won a grant for the distribution of fresh fruits and vegetables to be distributed to students (only) every other day. Students are provided education regarding the benefits of eating healthy foods.

Housing Programs

None

Head Start

Oriole Elementary has one Head Start Class with 18 students with a full time teacher and a teacher assistant. Our Head Start Program provides comprehensive services for our low-income pre-school children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services. Families attend at no cost. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Parental involvement is an essential part of the program. Our parents receive training and education to foster their understanding of involvement in the development of their children.

Adult Education

None

Career and Technical Education

None

Job Training

None

Other

None

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Ryan T. Reardon, Principal Dr. Ingrid Osgood, Assistant Principal Mrs. Sandra Reid, Reading Coach Dr. Marijo Alsip, School Psychologist Mr. Saul Gelin, School Social Worker Ms. Corrine Spencer, ESE Specialist and RtI Coordinator Ms. Lisa Patino, Guidance Counselor Mr. Stephen Jones, Team Leader Ms. Monica Haye, Team Leader Mrs. Jacqueline Blocker-Coleman, Team Leader Mrs. Kerry Antilla, Team Leader Mrs. Joy H. Hechavarria, Team Leader Mr. Randall Deich, Team Leader

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?

For the 2012-2013 school year, the RtI Leadership Team will meet bi-monthly to discuss Tier 2 students that have been referred by the classroom teacher. The team will review student data, anecdotes, and observations to determine students' areas of strengths and weaknesses. After careful review, the team will determine the appropriate intervention(s) to provide each student to ensure he/she meets grade level expectations. Ms. Spencer will serve as the case manager and coordinator for the RtI team. She will ensure along with the RtI team that Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data will be used to make decisions about modifications needed to the core curricula and behavior management strategies for all students. The Tier 1 data will be used to screen at-risk students who may be in need of Tier 2 or Tier 3 interventions; all such students are referred to the RtI team for consideration of how best to proceed.

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 Leadership Team reviewed students referred to the Response to Intervention Team during the 2011-2012 school year. Our team determined trends and data for these students and reviewed intervention programs in place, to determine their effectiveness. As a result of this analysis, information gathered was used to develop the goals and objectives for the

current school improvement plan. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives.

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.

Teachers will document individual student academic performance at least bi-weekly using an excel spreadsheet provided by the RtI team (e.g. Chart Dog). Documentation will be specific to each student's targeted area(s) of weakness in identified subject area(s) (e.g. oral reading fluency, reading comprehension, vocabulary, number sense, algebraic thinking, etc.). Additionally, teachers will access graphs available through such academic technology programs such as STAR Reading and Mathematics, iStation, etc. The documented academic performance will be maintained for students identified as performing at the Tier 2 and Tier 3 levels. The information contained in students' graph will drive the conversation at each RtI meeting. It is this information that will also drive discussions of alternative interventions that may be needed to provide students the support they need to realize academic success. The academic resources that will be used to support struggling readers will be those contained in the District's Struggling Reader's Chart. Likewise, recommended resources for students who need additional support in mathematics will be those contained in the District's Struggling Mathematics Chart.

Note: All evidence-based interventions will be implemented with fidelity.

In a similar manner, graphs and charts will be maintained to gather information specific to students' behavior noted at the Tier 2 and Tier 3 levels. Frequency charts, scatter diagrams, etc. will be used to monitor students' response to intervention. This information will be gathered and reviewed at regular bi-weekly or monthly intervals, as determined by the Collaborative Problem Solving Team. The information provided by the collection of data will drive each discussion for subsequent interventions.

In evaluating each student's academic and behavioral performance, the intensity of interventions will be adjusted as needed (e.g. increase intensity for students not realizing success with initial Tier 2 interventions; decrease intensity for students who are consistently succeeding with targeted Tier 3 intervention).

Describe the plan to train staff on MTSS.

Teachers will be trained on the RtI process during pre-planning week at Oriole. The ESE Specialist, Speech Pathologist, School Psychologist and Guidance Counselor will serve as the facilitators. This training will be ongoing with those individuals who require additional assistance.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Ryan T. Reardon, Principal
Dr. Ingrid Osgood, Assistant Principal
Mrs. Sandra Reid, Reading Coach
Mr. Stephen Jones, Team Leader
Ms. Monica Haye, Team Leader
Ms. Jacqueline Blocker-Coleman, Team Leader
Mrs. Farah Barrat, Team Leader
Mrs. Joy H. Hechavarria, Team Leader
Ms. Corrine Spencer, ESE Specialist
Ms. Lisa Patino, Guidance Counselor

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

The Literacy Leadership Team is charged with regularly attending district-based training and other professional development activities in order to receive the most up-to-date information regarding effective literacy practices. The LLT will then schedule

subsequent on-site (school based) training to share the new information with all teachers. Professional development will occur at least bi-weekly, and in addition to training opportunities, will occur in the form of vertical teaming and Professional Learning Communities (PLCs). The LLT is further responsible for providing on-going support to all faculty to ensure that the newly acquired information is being applied with fidelity throughout each school day. The overarching goal of the LLT is to share best practices, monitor student performance daily, and provide daily support (modeling and coaching) to teachers in order to raise student achievement.

The school-based LLT functions in the following way:

Serves as the Reading Ambassador of the grade level sharing important district information to their teams

Meets regularly with administration and the curriculum team to discuss concerns of the team

Implements plans for grade levels to meet the needs of the lower 25% students

Provides staff development to peers

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

For the 2012-2013 school year, the Oriole LLT will:

Participate in Professional Learning Communities to ensure that staff members and Leadership Team members have a clear understanding of how to implement best practices to increase student achievement.

Use data to analyze the effectiveness of instruction and re-align instruction and resources to meet students' instructional needs.

Implement, with fidelity, the Comprehensive Core Reading Programs/Comprehensive Intensive Reading Program and scientifically -ased reading instruction and strategies.

Ensure that all staff members participate in ongoing literacy dialogue with other staff (vertically and across respective grade levels)

Create and share activities designed to promote literacy

Support and participate in classroom research

Support and participate in classroom demonstrations and modeling of research-based
reading strategies

Mentor other teachers and present staff development

Reflect on practice to improve instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

For the 2012-2013 school year, the Head Start Program at Oriole Elementary School will be designed to transition pre-school children to local elementary school programs. Our Head Start teacher incorporates the curricular facets of Kindergarten with many early childhood activities. It is through the Head Start program that many students advance to the upper level Kindergarten classes. Our teacher incorporates her teaching strategies in a myriad of unique ways including the use of field trips. Our students are provided with a learning environment encompassing varied complexities of experiences. These experiences will help students develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, cultural background and stage of development.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better

prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten Roundup at those schools.

In August, Oriole has a Meet and Greet session with parents for incoming students as well as a scheduled Kindergarten Roundup session in May.

*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.

None

*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?

None

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?

None

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

None

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 27% of students will score Level 3 or above on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
24% (74 out of 314) students scored Level 3 or above on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 27% of students will score Level 3 or above on the 2013 FCAT 2.0 Reading Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will enter the grade level without the necessary learning tools to attack passages effectively to show proficiency in comprehension.	Teachers will use the reciprocal teaching method to teach students reading comprehension strategies. Benchmarks will be taught following the grade level specific IFC Teachers will reinforce reading strategies within small groups.	Administrators Reading Coach	Review Lesson Plans; Classroom Walk Through; Ensure learning objectives align with grade level expectations	Marzano's iObservation Data Collection Instrument Data Analysis
2	The Teacher Effectiveness Report shows patterns of teachers in need of improvement in instructional practices	Reading Coach will provide daily/weekly support to the teachers in the form of coaching and mentoring. Support will increase or decrease based on needs reflected in teacher observations and as reflected in students' academic performance.	Administrators	Classroom Walk Through; Ensure teacher's adherence to use the Test Item Specifications to guide instruction Data chats between targeted teachers and administrators Data discussion between Reading coach and administrators	Marzano's iObservation Data Collection Instrument Data analysis
3	Instructional practices do not emphasize student focus on learning how to respond to moderate and high complexity questions.	Teachers will participate in biweekly PLCs that emphasize how to identify the three levels of questions. Teachers will participate in biweekly PLCs that emphasize how to construct assignments and assessments with a greater number of moderate and high complexity questions.	Administrators Literacy Team	Center activities Data analysis with teachers Review assessment question types Data chat between teachers and administrators Analysis of the number of each level of question (i.e. low, moderate, and	PLC notes Data analysis reports Review of the questions used in assessments Analysis of the number of each level of question types found on assessments

				high) that students answer correctly on each assessment	
4	Students lack endurance when reading lengthy passages.	Teachers will provide students with additional reading materials to build interest in reading and to help build reading stamina. Teacher will model the reading process.	Reading Coach Media Specialist Assistant Principal	Students will be rewarded in creative ways when they meet and exceed their reading goals. Daily Reading Logs CWT	Accelerated Reader reports School- Wide Fluency Data Reports Marzano's iObservation Data Collection Tool Formative/Summative Assessments
5	Incoming third grade students are not prepared for the rigor of FCAT passages	Students will be exposed to FCAT passages in whole group, small group and center activities	Assistant Principal Instructional Leadership Team Reading Coach	Data Chats between administration and teachers Classroom Walk Through Center Activities	Formative/Summative assessments Formal/informal assessments Student Work Samples
6	Students will enter the grade level without the necessary learning tools to attack passages effectively to show proficiency in comprehension.	Benchmarks will be taught following each grade level's Instructional Focus Calendar. Embedded in the calendar will be assessment dates that teachers will adhere to in order to monitor student progress. Teachers will make modifications to the IFC based on assessment results. Teachers will reinforce reading strategies within small groups.	Assistant Principal Team Leader Instructional LeadershipTeam	Conversations during PLC meetings Classroom Walk Throughs Center Activities Data chats between teachers and students Data chats between teachers and administrators	Formative/Summative Assessments Marzano's iObservation Data Collection Tool
7	Some teachers may be unfamiliar with grade level expectations and Test Item Specifications.	Ongoing curriculum support and staff development will be provided to the identified teachers, as needed.	Assistant Principal Instructional Leadership Team	Classroom Walk Throughs Lesson Plans Data chats during team meetings Data chats between administrators and teachers	Marzano's iObservation Data Collection Tool Team Planning Sessions
8	Reading Comprehension- lack of fluency and comprehension skills	Determine Core Instructional needs by reviewing 2012 FCAT test scores and District BAT assessments. Use Triumphs and resources from the districts Struggling Readers Chart 's to target students' identified area(s) of academic needs. Provide push-in support to assist targeted students.	Administrators Team Leaders Instructional Leadership Team	Monthly Fluency Assessment Classroom Walk Throughs Center Activities	Formative/Summative Assessments Monthly Data Chats with Classroom Teacher Oral Reading Fluency data CWT log

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:		By June 2013, 70% of ESE students will score at Levels 4, 5 and 6 on the 2013 FCAT 2.0 Alternative Assessment in Reading.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	67% (2 out of 3 ESE students scored at Levels 4, 5, and 6 on the 2012 FCAT 2.0 Alternative Assessment in Reading.		By June 2013, 70% of ESE students will score at Levels 4, 5 and 6 on the 2013 FCAT 2.0 Alternative Assessment in Reading.		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to review the IEP for ESE students and develop the skill set to regularly disaggregate summative assessment data and use the information gathered from the analysis to drive instruction.	Administration will engage teachers in regular data conversation to help teachers develop the skill to collect and analyze data to make instructional decisions for targeted students.	Administrators	Lesson Plan review Evidence of differentiated instruction seen during classroom walk throughs Data assessment results reflecting student growth in tested benchmarks Data chats between administration and teachers Evidence of small group instruction Evidence of differentiated instruction evidenced in center activities	Lesson Plans Data results Marzano's iObservation Data Collection Instrument
2	Teachers need to work collaboratively with the ESE teacher to discuss how to best meet and support the learning needs of students with special needs and accommodations for testing.	Teachers will be allowed planning time to work collaboratively with the ESE teacher to discuss how to best meet and support the learning needs of students with special needs and accommodations for the FCAT FAA assessments.	Administrators	Lesson Plan review Evidence of differentiated instruction seen during classroom walk throughs Data assessment results reflecting student growth in tested benchmarks Data chats between administration and teachers Evidence of targeted instruction for individual students Evidence of differentiated instruction evidenced in center activities Evidence of teachers' familiarity with the FCAT FAA Assessments	Lesson Plans Data Results Marzano's iObservation Data Collection Instrument
3	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs	ESE Specialist Administrators ESE Teacher	Student observations Student work samples Observation of classroom instruction Formal/informal assessments Monitoring of student	Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument

			data	
4	Teachers need s common planning time to meet with the Response to Instruction and Intervention team to discuss ESE students' academic progress.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	ESE Specialist Administrators ESE Teacher	Student observations Student work samples Observation of classroom instruction Formal/informal assessments Monitoring of student data	Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 20% of students will score a Level 4 or 5 on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (57 out of 314) of students scored a Level 4 or 5 on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 20% of students will score a Level 4 or 5 on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of project-based learning activities	Teachers will attend and participate in professional development on project-based learning activities. This will be especially promoted through Science and Social Studies projects requiring student research and presentation.	Administrators Reading Coach	Classroom Walk Through Review of lesson plans Maintain a list of teachers attending professional development on project-based learning activities Student work samples	Marzano's iObservation Data Collection Instrument Student work samples Data analysis (using content area rubric)
2	Teachers are not gifted-endorsed	Promote/encourage teachers to seek their gifted endorsement Assign Gifted Endorsed teachers to work and plan collaboratively with teachers to develop challenging assignments for high achieving students.	Administrators Reading Coach	Maintain a list of teachers actively seeking their gifted-endorsement; review lesson plans; review students' assignments, with a focus on the integration of cross-curricular activities and research skills Data chats with teachers Data conversation between teachers and students Data conversation between students and administrators Data conversations between teachers and administrators	Student work samples indicating use of rubrics to evaluate learning/mastery and cross-curricular activities Student work samples
	Students need rigorous activities to promote	Centers will be designed to provide enrichment	Administrators	Teachers will utilize student- friendly rubrics	Informal and formal assessments

3	higher order thinking.	activities to enhance skills that were previously taught. Students will utilize a technology-based program (Renzulli) and use the ILS-GLIDES to produce student formulated projects. that were previously taught.	Reading Coach	for each center activity to determine mastery. Data Chats among teachers and with administrators Weekly reflective conversations during grade level meetings Student work samples Classroom Walk Throughs Student projects	iObservation - Marzano's data collection instrument Student projects Rubric Student Portfolio
4	Knowledge of how to infuse effective reading instruction to increase higher order thinking skills	Teachers will attend team meetings where meaningful collaboration will take place to identify research based strategies that will boost student achievement. Higher Order Thinking Skills activities	Administrators Reading Coach Instructional Leadership Team	Classroom Walk Throughs Lesson Plans Observation of instructional practices	iObservation - Marzano data collection tool Formal/informal assessments Student work samples
5	Limited knowledge about the District's K-12 Reading Plan	Teachers will be inserviced on the verbiage of the District's K-12 Reading Plan. After training, teachers will participate in PLCs to share best practices that enhance teacher implementation of reading lessons.	Administrators Reading Coach Instructional Leadership Team	Lesson Plan Review Classroom Walk Throughs	School Wide Data (formal/informal) iObservation - Marzano's Data Collection instrument
6	Inability to effectively differentiate instruction	Professional Learning Communities focused on teaching Differentiated Instruction Weekly teacher collaboration between peers about how instruction should be presented to students whose achievement levels vary. Differentiated small group instruction Evidence leveled activities in learning centers	Administrators Reading Coach Instructional Leadership Team	Center Activities Student work samples Data Charts Classroom Walk Throughs Lesson Plans Reviews	Formative/Summative Assessment iObservation- Marzano's Data Collection instrument
7	Effectively utilizing informational text to enhance reading instruction aimed at re-enforcing students' critical thinking skills.	Teachers will attend Professional Learning Communities meetings, where meaningful collaboration will take lace to identify and discuss research-based strategies that will boost student achievement.	Administrators Instructional Leadership Team	Classroom Walk Throughs Lesson Plan Reviews Observation and feedback on instructional practices	Formal/Informal assessment Student work samples

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.	By June 2013, 66% of students will score at or above Achievement Level 7 on the 2013 FCAT 2.0 FAA Reading Assessment.

Reading Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1 out of 3) ESE students scored at or above Achievement Level 7 on the 2012 FCAT 2.0 FAA in Reading Assessment.	By June 2013, 66% of students will score at or above Achievement Level 7 on the 2013 FCAT 2.0 FAA Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to identify their students who will be taking the Florida Alternate Assessment.	The ESE teacher will meet with those teachers who have ESE students in their homeroom. Both teachers will discuss the needs of each ESE student and the strategies that will be used to meet those needs.	Administrators Literacy Team	Student work samples Data analysis Data chat between students and teachers Data chats between administrators and teachers to discuss student performance Conversations between administrators and students Ongoing comparison of student performance with documented learning goals as documented in each student's IEP	Student work sample Data analysis to measure change in student performance Lesson plan Marzano's iObservation Data Collection Instrument
2	Teachers unfamiliar with the structure of the Florida Alternate Assessment for each ESE student.	Teachers will become familiar with the structure of the Florida Alternate Assessment for each ESE student.	Administrators ESE Teacher ESE Specialist	Review of student performance on each assignment/assessment Review of the assessment given to each ESE student Measure to compare student performance with documented IEP goals.	Marzano's iObservation Data Collection Instrument Lesson Plan IEP updates
3	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	ESE Teacher ESE Specialist Administrators Instructional Leadership Team	Student observations Student work samples Observation of classroom instruction	Formal/informal assessments Monitoring of student data Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument
4	Teachers need a common planning time to meet with the Response to Instruction and Intervention team discuss to academic progress of ESE students.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings. ESE Teacher	Administrators ESE Specialist ESE Teacher Instructional Leadership Team	Observation of classroom instruction Student work samples Student observations Formal/informal assessments Monitoring of student data	Lesson plans IEP updates Classroom Walk-through using iObservation - Mazano instrument

				Quality of conversation and outcomes of IEP/ESE Reevaluation meetings	

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 67% of students will make learning gains on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (125 out of 205) student made learning gains on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 67% of students will make learning gains on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Deliver necessary remediation to retained students	Teachers will assign students to complete center activities as a means by which to practice previously taught skills.	Administrators Literacy Team Reading Coach	Data chats between teachers and students Data chats between teachers and reading coach Data chats between teachers and Administrators Center activities Student work samples	Marzano's iObservation Data Collection Instrument Informal and formal assessments Data Analysis Center Portfolios that will include student-friendly rubrics to determine mastery
2	Students will not maintain the information being taught by the teacher.	Centers will be designed to provide maintenance and enrichment practice for those students who show proficiency in information being taught.	Administrators Literacy Team Reading Coach	Data chats between teachers and students Data chats between teachers and reading coach Data chats between teachers and administrators Student Work Samples Center activites	Marzano's iObservation Data Collection Instrument Informal and formal assessments Data Analysis Center Portfolios that will include student-friendly rubrics to determine mastery
3	Teachers' lack of knowledge on how students make learning gains for AYP calculation	Intense training will be provided on how learning gains are obtained. Teachers will then be provided training on how to analyze student data to determine areas of weakness and how to differentiate instruction to meet the learning needs of individual students	Administrators	Data Chats between teachers and administrators Data analysis of student assignments and assessments to determine academic progress	BAT Results FCAT Results Mini-assessment results
	Boredom of traditional models of teaching	Teachers will use BEEP to access the digital resources for teaching and learning. Increased student use of	Administrators Instructional Leadership Team	Student work samples Classroom Walk Throughs - Teacher Observations Lesson Plans	School Wide Data Formative/Summative Assessments Marzano's

	4		technology to enhance learning and engage students in the learning process. Increased teacher use of technology to enhance instructional delivery.		Center Activities	iObservation Data Collection Tool

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 75% ESE students will make learning gains on the 2013 FCAT 2.0 FAA Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 out of 2) ESE students made learning gains on the 2012 FCAT 2.0 FAA Reading Assessment.	By June 2013, 75% ESE students will make learning gains on the 2013 FCAT 2.0 FAA Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers unfamiliar with the learning goals for each ESE student that will be taking the Florida Alternate Assessment	Teachers will become familiar with the learning goals for each ESE student that will be taking the Florida Alternate Assessment	ESE Teacher ESE Specialist Administrators Literacy Team	Student work samples IEP updates Data analysis Data chats between teachers and administrators Data chats between teachers and ESE students	Updated IEPs Student work samples Data analysis and reports Formal/informal assessments
2	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	ESE Specialist Administrators ESE Teacher	Student observations Student work samples Observation of classroom instruction	Formal/informal assessments Monitoring of student data Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument
3	Teachers need s common planning time to meet with the Response to Instruction and Intervention team to discuss ESE students' academic progress.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	ESE Specialist Administrators ESE Teacher	Student observations Student work samples Observation of classroom instruction Formal/informal assessments Monitoring of student data	Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 85% students in the lowest 25% will make learning gains on the 2012 FCAT 2.0 Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (40 out of 52) students in the lowest 25% made learning gains on the 2012 FCAT 2.0 Reading assessment.	By June 2013, 85% students in the lowest 25% will make learning gains on the 2012 FCAT 2.0 Reading assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Monitor daily adherence of support staff to the daily schedule established to provide push-in academic support for the lowest 25th percentile	Establish a daily schedule and identify the support staff assigned to provide daily (push-in) academic support to identified students in their targeted area(s) of weakness. Teachers will advise Assistant Principal when support staff do not report according to the established schedule.	Administrators Reading Coach	Classroom Walk Through Weekly data chats between teacher and administrators Student work samples	Data assessments Student progress reports
2	Limited opportunities to experience independent reading	Students will self-select books and read independently for 20 minutes daily. STAR Reading and Star Early Literacy will be utilized quarterly to recognize and promote independent reading. Teachers will listen to students whisper read and engage students by asking them to share what they are reading about.	Administrators Reading Coach	Quarterly AR Reports Caught Reading Incentive Monthly data chats between teacher/student, teacher/reading coach and teacher/administrators to discuss STAR/AR results	Quarterly AR Reports results BAT assessments Formal/informal assessments Marzano's iObservation Data Collection Instrument
3	Teachers must know how to strategically differentiate instruction to meet students' learning needs	Staff development will be provided on how to develop lessons to respond to students' targeted area(s) of weakness, thereby, increasing students' academic potential. Teachers will compare data and share best practices during biweekly team meetings	Administrators Literacy Team Reading Coach	Classroom Walk Through Center activities Staff development follow-up activities Student work samples Data chats between administrators and teachers	Formal/informal assessments Students' work samples Lesson Plans Progress monitoring Marzano's iObservation Data Collection Instrument Bi-weekly data chats between teachers and Reading Coach Bi-weekly data chats between teachers and administrators

					Team minutes
4	Teachers lack application of guided instructional strategies during reading	Reading coach will model various guided instructional strategies for teacher implementation during reading instruction with the goal of increasing student performance	Administrators Reading Coach	Classroom Walk Through Center Activities Data chats between teachers and students Data chats between students and adminsitrators	Marzano's iObservation Data Collection Instrument Data analysis of students' academic performance
5	Lack of knowledge and ability to utilize technology.	Enhancing instruction through technology Teachers will use BEEP to access the digital resources for teaching and learning Atomic Learning	Literacy Team School Technology Specialist Team Leader Administrators	Classroom Walk throughs Lesson Plans Formal/informal assessments	Formative/Summative Assessments Marzano's iObservation Data Collection Instrument Data Chats School-wide data Technology Survey
6	Intensive intervention activities will not be available to students through the traditional pull out model.	Identified students will receive push-in support in their targeted area(s) of weakness. Biweekly staff development will be provided to assist teachers and Teacher Assistants with instruction. Shared best practices. Authentic center activities will target students identified areas of academic needs.	Assistant Principal Literacy Team	Classroom Walkthroughs Center Activities Formal/informal assessments	Marzano's iObservation Data Collection Instrument Student work samples Formative/Summative Assessments
7	Limited opportunities to experience independent reading	AR Reading and ILS programs will be utilized to promote independent reading. Provide AR Books for students D.E.A.R Primary Students: 30 Minutes of Nightly Reading Intermediate Students: 60 Minutes of Nightly Reading	Assistant Principal Reading Coach Literacy Team Media Specialist	Quarterly AR Reports Caught Reading Incentive Daily Classroom Walkthroughs	Quarterly Results of AR Reports Data Chats Reading Logs Marzano's iObservation Data Collection Instrument
8	Strategically being able to match the students' learning style to the appropriate teaching strategy	Teachers will use various assessments to identify students strengths and weaknesses and use the results to choose the appropriate teaching strategy to instruct students. Differentiated instruction to match students' learning styles.	Administration Reading Coach	Lesson Plans Data Chats Center Activities Student Work Samples Classroom Walk Throughs	School wide data Student Work Samples Marzano's iObservation Data Collection Instrument

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 #
	Baseline data for the 2011 FCAT shows our proficiency was 43 percent proficient (57 percent non proficient). This shows a need to improve by 4.75 percent per year 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	53	58	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 46% Black students will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (169 out of 294) Black students did not make satisfactory progress on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 46% Black students will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of research-based instructional practices to meet the learning needs of each student subgroup.	Teachers will identify the student subgroups in their homerooms. Teachers will be provided training on instructional practices that will effectively increase the academic performance of each student subgroup.	Administrators Reading Coach Literacy Team	Center Activities Lesson Plans Student work samples Data chats between teachers and students Data chats between students and administrators Data chats between teachers and administrators	Data analysis by student subgroup Team minutes lesson Plans
2	Being able to maximize opportunity to deliver additional instruction each day to increase the knowledge base	Students will be invited to participate in an extended learning opportunity (BLAST)	Administration BLAST Coordinator	Reports designed by Administrators and BLAST Coordinator showing growth or loss in academic performance Informal Observations	Pre, Mid, and Post tests School wide data
3					
4	Teachers do not have information or training on research-based instructional practices proven to increase the academic performance of Black students.	Teachers will be provided training on, and will implement, research-based instructional practices proven to increase the academic performance of Black students.	Literacy Team Assistant Principal	Classroom Walk Throughs Center Activities Student work samples Data chats between administration and teachers Data chats between teachers and students	Formative/Summative Assessments Marzano's iObservation Data Collection Instrument Data chats

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 25% ELL students will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (33 out of 43) ELL students did not make satisfactory progress on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 25% ELL students will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELLs have very limited knowledge of the academic language of English	Teachers will provide students with increased exposure to subject-specific information using technology, hands-on learning activities, tactile experiences, teacher:student & student:student collaboration	Administrators Literacy Team Reading Coach	Classroom Walk Through Center activities Data chats with teachers and students Data chats with students and administrators Data chats with teachers and administrators	Marzano's iObservation Data Collection Instrument Progress monitoring Data Analysis
2	Many ELLs have limited command of the written language of English	Teachers will integrate the use of informal assessments (e.g. graphic organizers, story maps, etc.) to monitor reading comprehension	Administrators Literacy Team Reading Coach	Classroom Walk Through Informal observations	Students' work samples Marzano's iObservation Data Collection Instrument Formal/informal assessment analysis
3	Students' lack proficiency in speaking the English language.	Increase collaboration between students and teacher in order to allow students to practice their oral language skills.	Reading Coach Administrators ESOL Contact	CWT	CWT logs
4	Students' challenge in understanding abstract information.	Increase use of resources (manipulative) provided by the district's ESOL department. Increase use of iStation technology.	Reading Coach Administrators ESOL Contact	CWT Center Activities Student Work Samples	CWT logs Student Work Samples Formal/informal assessments iStation Reports
5	Students limited knowledge of academic vocabulary.	Teachers will create interactive word walls, supported by pictures, to help ESOL students increase their academic vocabulary.	Reading Coach Administrators ESOL Contact	CWT Word Wall Activities	CWT logs Formal/informal assessments

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

5D. Students with Disabilities (SWD) not making	

satisfactory progress in reading.

Reading Goal #5D:

	By June 2013, 24% Students with Disabilities will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (21 out of 27) Students with Disabilities did not make satisfactory progress on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 24% Students with Disabilities will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unfamiliar with the specific learning needs of Students with Disabilities (SWD).	Teachers will review the Individual Educational Plan (IEP) of each Student with Disabilities to become familiar with the specific learning needs and learning goals of each Student with Disabilities (SWD). Teachers will subsequently focus their instruction to meet the specific learning goals for each SWD student	ESE Teacher Administrators Instructional Leadership Team	Lesson Plans Student Work Samples Observation of instructional practices Center activities	Marzano's iObservation Data collection tool Lesson Plans IEP documentation Student Work Samples
2	Teachers need a common planning time to meet with the Response to Instruction and Intervention team discuss to academic progress of Students with Disabilities.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	Literacy Team Administrators ESE Specialist ESE Teacher	Observation of classroom instruction IEP updates	Student work samples Student observations Formal/informal assessments Monitoring of student data Quality of conversation and outcomes of IEP/ESE Reevaluation meetings Lesson plans IEP updates Marzano's iObservation Data Collection Instrument
3	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	ESE Teacher ESE Specialist Administrators Literacy Team	Monitoring of student data Student observations Student work samples Observation of classroom instruction	Formal/informal assessments Lesson Plans IEP updates Marzano's iObservation Data Collection Instrument
	General Education classroom teachers are unfamiliar with the	Teachers will become familiar with the specific learning needs of each	ESE Teacher ESE Specialist	Monitoring of student data	Lesson Plans IEP updates

4	specific learning needs of students as noted in each student's IEP.	student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	Administrators Literacy Team	Student observations Student work samples Observation of classroom instruction Formal/informal assessments	Marzano's iObservation Data Collection Instrument
5	Teachers need a common planning time to meet with the Response to Instruction and Intervention team discuss to academic progress of Students with Disabilities.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	Administrators ESE Specialist ESE Teacher Literacy Team	Observation of classroom instruction Student work samples Student observations Formal/informal assessments Monitoring of student data Quality of conversation and outcomes of IEP/ESE Reevaluation meetings	Lesson plans IEP updates Marzano's iObservation Data Collection Instrument

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 45% Economically Disadvantaged students will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (180 out of 304) Economically Disadvantaged students did not make satisfactory progress on the 2012 FCAT 2.0 Reading Assessment.	By June 2013, 45% Economically Disadvantaged students will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge in and across content areas	Teacher will increase the use of realia and shared experience to tap into students' background knowledge. Teachers will increase the use of technology to enhance instructional delivery and students' ability to practice newly acquired skills. Teachers will encourage students to discuss and share experiences among their peers.	Administrators Literacy Team Reading Coach	Observation of instructional practices Content-focused conversations/discussions among students Content-focused conversations between teachers and students Observation for the use of realia and technology to enhance instructional delivery	Data reports for ED students Student work samples
2	Maximizing the opportunity to receive additional instruction each day to increase the knowledge base	Students will be invited to participate in an extended learning opportunity (BLAST)	Classroom Teacher Administration	Reports designed by Administrators and the BLAST Coordinator to measure growth or loss in instruction	Pre, Mid, and Post tests School wide data
	Teachers do not have	Teachers will be	Literacy Team	Classroom Walk Throughs	Formative/Summative

	information or training on research-based instructional practices proven to increase the academic performance of Economically Disadvantaged students.	provided training on, and will implement, research-based instructional practices proven to increase the academic performance of Economically Disadvantaged students.	Assistant Principal	Center Activities Student work samples Data chats between administration and teachers Data chats between teachers and students	Assessments Marzano's iObservation Data Collection Instrument Data chats
3					

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
How do we implement the Common Core State Standards in our daily reading curriculum?	Grades K, 1, 2 - Reading	Sandra Reid Nakeisha Miller	Grades K, 1, 2	Sept. 5, 19 Oct. 10, 24 Nov. 7, 28 Dec. 12 Jan. 9, 23 Feb. 6, 20 Mar. 6, 20 Apr. 3, 17 May 1	PLC Notes Classroom Walk Through to ensure implementation of discussion items Student Data	Administrators
Working together to create innovative learning centers and thematic ideas to support reading bench	Grades 3, 4, 5 Reading	Noelle Woodham Azaleas Washington	Grades 3, 4, 5	Sept. 5, 19 Oct. 10, 24 Nov. 7, 28 Dec. 12 Jan. 9, 23 Feb. 6, 20 Mar. 6, 20 Apr. 3, 17 May 1	PLC Notes Classroom Walk Through to ensure implementation of discussion items Student Data	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Reading	Substitute Teachers to be provided to allow staff to attend trainings	Title I Funds	$3,625.00

Content Area			
To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Reading Content Area	Hourly pre-set stipend to attend	Title I Funds	$1,000.00
To develop the Instructional Focus Calendar for this content area for staff wide training.	Pre Set stipend	Title I funds	$250.00
			Subtotal: $4,875.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,375.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ESOL students lack academic language skills, which ultimately affects their ability to comprehend test-specific information.	Teachers will engage students in assignments that require students to practice and develop their listening and speaking skills. This will include an increased use of technology, which students will use to help communicate and develop academic language.	Literacy Team Administrators ESOL Contact Reading Coach	Classroom Walk Through Center activities Student observations Conversations between ESOL students and teachers Conversations between ESOL students and administrators Student work samples	Assessment reports from technology programs Student work samples

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	By June 2013: 6% students in the 3rd Grade scored proficient on the CELLA reading assessment.

CELLA Goal #2:	45% students in the 4th Grade scored proficient on the CELLA reading assessment. 10% students in the 5th Grade scored proficient on the CELLA reading assessment.

2012 Current Percent of Students Proficient in reading:

In school year 2011/2012:
5% (1 out of 19) students in the 3rd Grade scored proficient on the CELLA reading assessment.
41% (7 out of 17) students in the 4th Grade scored proficient on the CELLA reading assessment.
0% (0 out of 4) students in the 5th Grade scored proficient on the CELLA reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL students lack the ability to ready fluently in English, which in turn affects their ability to comprehend texts.	Teachers will ensure ESOL students receive extended practice each to increase their oral reading fluency skills and consequently, increase their ability to comprehend text.	Administrators ESOL Contact Reading Coach Literacy Team	Classroom Walk Through Analysis of monthly oral reading fluency assessments Center activities	Oral Reading Fluency assessment analysis Reading data analysis Formal/Informal assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013: 7% students in the 3rd Grade scored proficient on the CELLA writing assessment. 31% students in the 4th Grade scored proficient on the CELLA writing assessment. 2% students in the 5th Grade scored proficient on the CELLA writing assessment.

2012 Current Percent of Students Proficient in writing:

In school year 2011/2012:
6% (1 out of 18) students in the 3rd Grade scored proficient on the CELLA writing assessment.
28% (5 out of 18) students in the 4th Grade scored proficient on the CELLA writing assessment.
0% (0 out of 5) students in the 5th Grade scored proficient on the CELLA writing assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESOL students lack the skills to write in the English language.	Teachers will provide ESOL students with writing practice every day.	Literacy Team Reading Coach Administrators ESOL Contact	Students' writing samples Center activities Monthly writing data analysis	Students' writing samples Monthly writing data analysis

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Increase the knowledge of the english language	Dictionaries in native language	General Budget - Internal Accounts	$200.00
			Subtotal: $200.00

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: $200.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 36% of students in grades 3-5 will score a Level 3 on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (97 out of 314 students) in grades 3-5 scored a Level 3 on the 2012 FCAT 2.0 Mathematics Assessment.	By June 2013, 36% of students in grades 3-5 will score a Level 3 on the 2013 FCAT 2.0 Mathematics Assessment

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will enter the grade level without the necessary learning tools to attack passages effectively to show proficiency in comprehension.	Teachers will use the reciprocal teaching method to teach students reading comprehension strategies. Benchmarks will be taught following the grade level specific IFC Teachers will reinforce reading strategies within small groups.	Administrators Reading Coach	Review Lesson Plans; Classroom Walk Through; Ensure learning objectives align with grade level expectations	Marzano's iObservation Data Collection Instrument Data Analysis
2	The Teacher Effectiveness Report shows patterns of teachers in need of improvement in instructional practices	Reading Coach will provide daily/weekly support to the teachers in the form of coaching and mentoring. Support will increase or decrease based on needs reflected in teacher observations and as reflected in students' academic performance.	Administrators	Classroom Walk Through; Ensure teacher's adherence to use the Test Item Specifications to guide instruction Data chats between targeted teachers and administrators Data discussion between Reading coach and administrators	Marzano's iObservation Data Collection Instrument Data analysis
3	Instructional practices do not emphasize student focus on learning how to respond to moderate and high complexity questions.	Teachers will participate in biweekly PLCs that emphasize how to identify the three levels of questions. Teachers will participate in biweekly PLCs that emphasize how to construct assignments and assessments with a greater number of moderate and high complexity questions.	Administrators Literacy Team	Center activities Data analysis with teachers Review assessment question types Data chat between teachers and administrators Analysis of the number of each level of question (i.e. low, moderate, and high) that students answer correctly on each assessment	PLC notes Data analysis reports Review of the questions used in assessments Analysis of the number of each level of question types found on assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	Some teachers unfamiliar with Grade Level Expectations.	Ongoing curriculum support will be provided for teachers unfamiliar with their Grade Level Expectations.\n\nTeachers will share best practices on effective math instruction.	School Leadership Team\n\nAdministrators	Lesson Plan Reviews\n\nClassroom Walk Through at least 3 times weekly\n\nFormal/informal assessments	CWT logs: Focus on Instruction\n\nLesson Plan Reviews\n\nBAT results\n\nFormal/informal assessment data
5	Being able to continue to implement Calendar Math each day with fidelity	Calendar Math will be used daily at the beginning of the math block.\n\nShare examples of BEST practices through school based PD sessions.	School Leadership Team\n\nAdministrators\n\nTeam Leaders	Daily Classroom Walk-through\n\nPost Walk Through conferences with teachers	Informal Observations\n\nCWT log: Focus on Instruction
6	Use of math manipulatives by teachers and students, allowing students to successfully transition from solving concrete to abstract word problems.	Provide training to teachers on how to use math manipulatives to enhance students' understanding and learning.\n\nProvide teachers the konwledge allowing them to help students make real-world connections.\n\nIncrease the overall use of manipulatives among teachers and students.\n\nProviding students ongoing access to math manipulatives to use as they deem necessary to master math concepts and benchmarks.	Administrators\n\nLeadership Team	Student work samples\n\nDaily Classroom Walk-throughs\n\nFormal/informal assessments\n\nStudent conferences	SWT Logs: Focus on Instruction; Focus on the Student\n\nFormal/Informal Assessments
7					
8					

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:\nStudents scoring at Levels 4, 5, and 6 in mathematics.\n\nMathematics Goal #1b:	By June 2013, 37% ESE students will score at Levels 4, 5, or 6 on the 2013 FCAT 2.0 Mathematics Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1 out of 3) ESE students scored at Levels 4, 5, or 6 on the 2012 FCAT 2.0 Mathematics Alternative Assessment.	By June 2013, 37% ESE students will score at Levels 4, 5, or 6 on the 2013 FCAT 2.0 Mathematics Alternative Assessment.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Teachers need to review the IEP for ESE students and develop the skill set to regularly disaggregate summative assessment data and use the	Administration will engage teachers in regular data conversation to help teachers develop the skill to collect and analyze data to make	Administrators	Lesson Plan review\n\nEvidence of differentiated instruction seen during classroom walk throughs	Lesson Plans\n\nData results\n\nMarzano's iObservation Data

1	information gathered from the analysis to drive instruction.	instructional decisions for targeted students.		Data assessment results reflecting student growth in tested benchmarks Data chats between administration and teachers Evidence of small group instruction Evidence of differentiated instruction evidenced in center activities	Collection Instrument
2	Teachers need to work collaboratively with the ESE teacher to discuss how to best meet and support the learning needs of students with special needs and accommodations for testing.	Teachers will be allowed planning time to work collaboratively with the ESE teacher to discuss how to best meet and support the learning needs of students with special needs and accommodations for the FCAT FAA assessments.	Administrators	Lesson Plan review Evidence of differentiated instruction seen during classroom walk throughs Data assessment results reflecting student growth in tested benchmarks Data chats between administration and teachers Evidence of targeted instruction for individual students Evidence of differentiated instruction evidenced in center activities Evidence of teachers' familiarity with the FCAT FAA Assessments	Lesson Plans Data Results Marzano's iObservation Data Collection Instrument
3	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	ESE Teacher Administrators ESE Specialist	Student observations Student work samples Observation of classroom instruction Formal/informal assessments Monitoring of student data	Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument
4	Teachers need a common planning time to meet with the Response to Instruction and Intervention team discuss to academic progress of ESE students.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	ESE Teacher Administrators ESE Specialist	Student observations Student work samples Observation of classroom instruction Formal/informal assessments Monitoring of student data Quality of conversation and outcomes of IEP/ESE Reevaluation meetings	Lesson plans IEP updates Classroom Walk-through using iObservation - Mazano instrument

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.	By June 2013, 19% of students in grades 3-5 will score a

	Mathematics Goal #2a:	Level 4 or 5 on the FCAT 2.0 Mathematics Assessment.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	16% (49 out of 314 students) students scored a level 4 or 5 on the FCAT 2.0 Mathematics Assessment.	By June 2013, 19% of students in grades 3-5 will score a Level 4 or 5 on the FCAT 2.0 Mathematics Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of project-based learning activities	Teachers will attend and participate in professional development on project-based learning activities. This will be especially promoted through Science and Social Studies projects requiring student research and presentation.	Administrators Reading Coach	Classroom Walk Through Review of lesson plans Maintain a list of teachers attending professional development on project-based learning activities Student work samples	Marzano's iObservation Data Collection Instrument Student work samples Data analysis (using content area rubric)
2	Teachers are not gifted-endorsed	Promote/encourage teachers to seek their gifted endorsement Assign Gifted Endorsed teachers to work and plan collaboratively with teachers to develop challenging assignments for high achieving students.	Administrators Reading Coach	Maintain a list of teachers actively seeking their gifted-endorsement; review lesson plans; review students' assignments, with a focus on the integration of cross-curricular activities and research skills Data chats with teachers Data conversation between teachers and students Data conversation between students and administrators Data conversations between teachers and administrators	Student work samples indicating use of rubrics to evaluate learning/mastery and cross-curricular activities Student work samples
3	Being able to ensure Level 4 and 5 students will receive adequate time on the laptop computers to work with ILS software.	Open Computer Lab FISH 138 for whole group implementation of ILS programs	School Technologist Team Leaders School Leadership Team Administrators	Compass Odyssey Reports FCAT Explorer Go Math! Online Reports Classroom Walk Through	Pre-Post analysis of students' use and success Classroom Walk Through: Focus on Student Actions' Focus on the Learning Environment
4	Being able to maintain the levels of high proficiency students	Analysis of advanced academic curriculum and gifted programs. Immediate implementation of effective testing practices across intermediate grade levels.	School Leadership Team Administrators ESE Teacher	Observation of Classroom Instruction looking for evidence of PEP Program implementation Post Walk Through conferences Bi-weekly data chats between teacher and students	End of Chapter Tests Big Idea Tests Assessment Charts Student Work Samples

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Bi-weekly data chats between teacher and administrators	
5	Differentiate instruction to provide challenging and engaging assignments for students.	Shared best practices among teachers (PLCs) regarding the development of challenging and engaging math assignments. Differentiated center activities.	School Leadership Team Administrators	Observation of Classroom Instruction Student Work Samples	Informal Observations Student Work Samples Formal/informal assessments Classroom Walk Through: Focus on Student Actions, Focus on Instruction; Focus on Learning Environment
6	Being able to continue to offer Extended Learning Opportunities for students in grades 3-5	Recruiting students that would benefit the most from the program based on the program's criteria Identifying students who to participate in the BLAST after-school program	Administrators BLAST Coordinator	Monitoring of students' data in the BLAST program	Blast Data reports School Data Mini Assessment Data by student (by strand) BAT data Teacher-made tests Qualitative Data from classroom teacher

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:	By June 2013, 50% ESE students will score at or above achievement Level 7 on the 2012 FCAT 2.0 Alternative Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1 out of 3) ESE students scored at or above achievement Level 7 on the 2012 FCAT 2.0 Alternative Assessment in Mathematics.	By June 2013, 50% ESE students will score at or above achievement Level 7 on the 2012 FCAT 2.0 Alternative Assessment in Mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to identify their students who will be taking the Florida Alternate Assessment.	The ESE teacher will meet with those teachers who have ESE students in their homeroom. Both teachers will discuss the needs of each ESE student and the strategies that will be used to meet those needs.	Administrators Literacy Team	Student work samples Data analysis Data chat between students and teachers Data chats between administrators and teachers to discuss student performance Conversations between administrators and students	Student work sample Data analysis to measure change in student performance Lesson plan Marzano's iObservation Data Collection Instrument

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Ongoing comparison of student performance with documented learning goals as documented in each student's IEP	
2	Teachers unfamiliar with the structure of the Florida Alternate Assessment for each ESE student.	Teachers will become familiar with the structure of the Florida Alternate Assessment for each ESE student.	Administrators ESE Teacher ESE Specialist	Review of student performance on each assignment/assessment Review of the assessment given to each ESE student Measure to compare student performance with documented IEP goals.	Marzano's iObservation Data Collection Instrument Lesson Plan IEP updates
3	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	ESE Teacher Administrators ESE Specialist	Student observations Student work samples Observation of classroom instruction Formal/informal assessments	Monitoring of student data Lesson Plans IEP updates Classroom Walk Through using iObservation Marzano instrument
4	Teachers need a common planning time to meet with the Response to Instruction and Intervention team discuss to academic progress of ESE students.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	ESE Teacher Administrators ESE Specialist	Student observations Student work samples Observation of classroom instruction Formal/informal assessments Monitoring of student data Quality of conversation and outcomes of IEP/ESE Reevaluation meetings	Lesson plans IEP updates Classroom Walk-through using iObservation - Mazano instrument

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 71% of students in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (131 out of 205) students made learning gains on the 2012 FCAT 2.0 Mathematics Assessment.	By June 2013, 71% of students in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Mathematics Assessment.
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Deliver necessary remediation to retained students	Teachers will assign students to complete center activities as a means by which to practice previously taught skills.	Administrators Literacy Team Reading Coach	Data chats between teachers and students Data chats between teachers and reading coach	Marzano's iObservation Data Collection Instrument Informal and formal

1				Data chats between teachers and Administrators Center activities Student work samples	assessments Data Analysis Center Portfolios that will include student-friendly rubrics to determine mastery
2	Students will not maintain the information being taught by the teacher.	Centers will be designed to provide maintenance and enrichment practice for those students who show proficiency in information being taught.	Administrators Literacy Team Reading Coach	Data chats between teachers and students Data chats between teachers and reading coach Data chats between teachers and administrators Student Work Samples Center activites	Marzano's iObservation Data Collection Instrument Informal and formal assessments Data Analysis Center Portfolios that will include student-friendly rubrics to determine mastery
3	Teachers' lack of knowledge on how students make learning gains for AYP calculation	Intense training will be provided on how learning gains are obtained. Teachers will then be provided training on how to analyze student data to determine areas of weakness and how to differentiate instruction to meet the learning needs of individual students	Administrators	Data Chats between teachers and administrators Data analysis of student assignments and assessments to determine academic progress	BAT Results FCAT Results Mini-assessment results
4	Assuring that teachers (Grades 3-5) have the necessary knowledge of DSS score requirements to meet Learning Gains criteria	PLC sessions to be held with grades 3-5 teachers from August 2012 to April 2013 to ensure all staff understands how to measure, evaluate, and assess students' academic growth based on formative and summative assessment results.	School Leadership Team Administrators	Data chats between teachers and administrators to determine if individual students are on the path to making "learning gains" as defined by FLDOE. This will be done 3 times throughout the school year. Data chats between teachers and individual students to review and discuss students' academic performance according to formative and summative assessment results.	BAT results Formative assessment results Summative assessment results School generated data reports
5	Being able to ensure that instructional staff will continue to use data to modify their instruction	Staff Development for interpreting and disaggregating student data in Math content areas	School Leadership Team Administrators	Follow-Up activities as per staff development plan Data Chats between teachers and Administration Data chats between teachers and students Classroom Walk Through	Lesson plans will be monitored through classroom visitation to ensure school IFC aligns with instructional delivery. Data chat accountability worksheet

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:	By June 2013, 50% ESE students will make learning gains on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 2) ESE students made learning gains on the 2012 FCAT 2.0 Mathematics Assessment.	By June 2013, 50% ESE students will make learning gains on the 2013 FCAT 2.0 Mathematics Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers unfamiliar with the learning goals for each ESE student that will be taking the Florida Alternate Assessment	Teachers will become familiar with the learning goals for each ESE student that will be taking the Florida Alternate Assessment	ESE Teacher ESE Specialist Administrators Literacy Team	Student work samples IEP updates Data analysis Data chats between teachers and administrators Data chats between teachers and ESE students	Updated IEPs Student work samples Data analysis and reports Formal/informal assessments
2	Teachers need to collect and analyze students' performance on all assessments.	Teachers will gather data from formative and summative assessments to identify students' areas of weakness. Teachers will use the results of each students' assessment data to guide and differentiate instruction. Teachers will use math learning centers to provide differentiated instruction based individual students' learning needs.	Administrators School Leadership Team ESE teacher	Classroom Walk Through Student work samples Review of center activities Data chats between administrators and teachers Data chats between teachers and students	Formative and summative data BAT results School-made data reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 73% students in the lowest 25% will make Learning Gains on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (36 out of 55) students in the lowest 25% made Learning Gains on the FCAT 2.0 Mathematics Assessment.	By June 2013, 73% students in the lowest 25% will make Learning Gains on the 2013 FCAT 2.0 Mathematics Assessment.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Monitor daily adherence of support staff to the daily schedule established to provide push-in academic support for the lowest 25th percentile	Establish a daily schedule and identify the support staff assigned to provide daily (push-in) academic support to identified students in their targeted area(s) of weakness. Teachers will advise Assistant Principal when support staff do not report according to the established schedule.	Administrators Reading Coach	Classroom Walk Through Weekly data chats between teacher and administrators Student work samples	Data assessments Student progress reports
2	Teachers must know how to strategically differentiate instruction to meet students' learning needs	Staff development will be provided on how to develop lessons to respond to students' targeted area(s) of weakness, thereby, increasing students' academic potential. Teachers will compare data and share best practices during biweekly team meetings	Administrators Literacy Team Reading Coach	Classroom Walk Through Center activities Staff development follow-up activities Student work samples Data chats between administrators and teachers	Formal/informal assessments Students' work samples Lesson Plans Progress monitoring Marzano's iObservation Data Collection Instrument Bi-weekly data chats between teachers and Reading Coach Bi-weekly data chats between teachers and administrators Team minutes
3	Teachers lack application of guided instructional strategies during reading	Reading coach will model various guided instructional strategies for teacher implementation during reading instruction with the goal of increasing student performance	Administrators Reading Coach	Classroom Walk Through Center Activities Data chats between teachers and students Data chats between students and adminsitrators	Marzano's iObservation Data Collection Instrument Data analysis of students' academic performance
4	The ability to recognize various levels of students within each class.	Review FCAT 2012 data to determine who the LQ students are and how close their respective DSS scores are to making a "learning gain."	Team Leader School Leadership Team School Administration	Mini Assessments Textbook Assessments BAT Assessments Mock FCAT Assessments	Assessment Charts
5	To be able to increase the usage of ILS programs across the LQ grouping.	Deploy technology equipment to ensure LQ students get ample time on ILS programs.	Administrators School Leadership Team Team Leader	Generated reports across ILS programs	Analysis of reports and comparison to school wide data
	To be able to ensure that instructional staff is using data to drive instruction	PLCs focused on interpreting and disaggregating student data using formative and summative assessment	Professional Learning Community Facilitators	Follow-Up activities per PLC Data chats with teachers and administrators	Minutes in the PLCs Lesson Plans

		results. Evidence of center activities allowing a review of previously taught skills	Administrators School Leadership Team	Review and discussion of assessment results	Adjustments to Instructional Focus Calendars (IFC)as may be necessary Follow-Up activities per PLC Teacher-made assessments Learning center activities Summative Assessment results Formative Assessment results
6					

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 # Baseline data for the 2011 FCAT shows our proficiency was 43 percent proficient (57 percent non proficient). This shows a need to improve by 4 percent per year 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, 52% students in the Black subgroup will make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (156 out of 294) students in the Black subgroup did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment.	By June 2013, 60% students in the Black subgroup will make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of research-based instructional practices to meet the learning needs of each student subgroup.	Teachers will identify the student subgroups in their homerooms. Teachers will be provided training on instructional practices that will effectively increase the academic performance of each student subgroup.	Administrators Reading Coach Literacy Team	Center Activities Lesson Plans Student work samples Data chats between teachers and students Data chats between students and administrators Data chats between teachers and administrators	Data analysis by student subgroup Team minutes lesson Plans

2	Being able to maximize opportunity to deliver additional instruction each day to increase the knowledge base	Students will be invited to participate in an extended learning opportunity (BLAST)	Administration BLAST Coordinator	Reports designed by Administrators and BLAST Coordinator showing growth or loss in academic performance Informal Observations	Pre, Mid, and Post tests School wide data
3	Research-based instructional practices must be implemented for the Black student subgroup	The Reading PLC will infuse the exchange of research-based best practices information as it pertains to increasing achievement among students in the Black subgroup. Teachers will infuse best practices in daily instructional delivery.	Administrators Instructional Leadership Team	Lesson Plans Student Work Samples Observations Center activities	Marzano's iObservation data collection instrument Lesson Plans Student work samples Formative/Summative assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 49% of the students in the ELL subgroup will score level 3 or above on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (29 out of 44 students) in the ELL subgroup did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment.	By June 2013, 49% of the students in the ELL subgroup will score level 3 or above on the 2013 FCAT 2.0 Mathematics Assessment.

	Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many ELLs have very limited knowledge of the academic language of English	Teachers will provide students with increased exposure to subject-specific information using technology, hands-on learning activities, tactile experiences, teacher:student & student:student collaboration	Administrators Literacy Team Reading Coach	Classroom Walk Through Center activities Data chats with teachers and students Data chats with students and administrators Data chats with teachers and administrators	Marzano's iObservation Data Collection Instrument Progress monitoring Data Analysis
2	Many ELLs have limited command of the written language of English	Teachers will integrate the use of informal assessments (e.g. graphic organizers, story maps, etc.) to monitor reading comprehension	Administrators Literacy Team Reading Coach	Classroom Walk Through Informal observations	Students' work samples Marzano's iObservation Data Collection Instrument Formal/informal assessment analysis
3	Teachers limited use of math manipulatives to model and enhance instruction.	Teachers will use the manipulatives contained in the Go Math! manipulative kit to engage students during math instruction.	Principal Assistant Principal Instructional Leadership Team	Classroom Walk Through Data chats based on classroom walk through results Student work samples	Classroom Walk Through: Focus on Instruction; Focus on Student Activities; Focus on the Learning Environment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					Center activities
4	Teachers limited use of interactive word walls to teach math vocabulary	Teachers will maintain interactive word walls to enhance students' mastery of math vocabulary	Principal Assistant Principal Instructional Leadership Team	Classroom Walk Through Data chats based between administrators and teachers on classroom walk through results Formal/informal Assessments	Classroom Walk Through: Focus on Learning Environment; Focus on Student Activities Formal/informal Assessments Formal/informal Assessments Evidence of students use of math word walls
5	Teachers limited use of Go Math! online resources to provide remediation to struggling students	Teachers will assign students to complete practice activities using the Go Math! online technology programs	Principal Assistant Principal Instructional Leadership Team	Classroom Walk Through Data chats between administrators and teachers based on classroom walk through results Student center activities Monthly Lesson Plan review Formal/informal Assessments	Classroom Walk Through: Focus on Student Activities Formal/informal Assessments Student data charts Go Math! technology reports Center Task Cards
6	Monitor schedule developed to provide daily push-in support to students in need of remedial support in math	Teachers will identify students in need of remedial support and ensure support is delivered daily as scheduled	Principal Assistant Principal Instructional Leadership Team	Classroom Walk Through Data chats between administrators and teachers based on classroom walk through results Review of daily push-in schedule Weekly data chats between teachers and students based on assessment results	Formal/Informal assessments BAT 1 & 2 Classroom Walk Through: Focus on Instruction; Focus on Student Activities; Focus on Learning Environment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, 50% of Students with Disabilities will make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (20 out of 27) Students with Disabilities did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment.	By June 2013, 50% of Students with Disabilities will make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers are unfamiliar with the specific learning	Teachers will review the Individual Educational	ESE Teacher	Lesson Plans	Marzano's iObservation Data

1	needs of Students with Disabilities (SWD).	Plan (IEP) of each Student with Disabilities to become familiar with the specific learning needs and learning goals of each Student with Disabilities (SWD). Teachers will subsequently focus their instruction to meet the specific learning goals for each SWD student	Administrators Instructional Leadership Team	Student Work Samples Observation of instructional practices Center activities	collection tool Lesson Plans IEP documentation Student Work Samples
2	Teachers need a common planning time to meet with the Response to Instruction and Intervention team discuss to academic progress of Students with Disabilities.	Teachers will discuss the academic performance/progress of ESE students with members of the IEP team during scheduled IEP and ESE Reevaluation meetings.	Literacy Team Administrators ESE Specialist ESE Teacher	Observation of classroom instruction IEP updates	Student work samples Student observations Formal/informal assessments Monitoring of student data Quality of conversation and outcomes of IEP/ESE Reevaluation meetings Lesson plans IEP updates Marzano's iObservation Data Collection Instrument
3	General Education classroom teachers are unfamiliar with the specific learning needs of students as noted in each student's IEP.	Teachers will become familiar with the specific learning needs of each student by referencing students' IEP. Teachers will consult with the ESE teacher regularly to discuss effective strategies to meet the learning needs of ESE students.	ESE Teacher ESE Specialist Administrators Literacy Team	Monitoring of student data Student observations Student work samples Observation of classroom instruction	Formal/informal assessments Lesson Plans IEP updates Marzano's iObservation Data Collection Instrument
4	Teachers are unfamiliar with the specific learning needs of Students with Disabilities (SWD).	Teachers will review the Individual Educational Plan (IEP) of each Student with Disabilities to become familiar with the specific learning needs and learning goals of each Student with Disabilities (SWD). Teachers will subsequently focus their instruction to meet the specific learning goals for each SWD student	ESE Teacher Administrators Instructional Leadership Team	Lesson Plans Student Work Samples Observation of instructional practices Center activiites	Marzano's iObservation Data collection tool Lesson Plans IEP documentation Student Work Samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 50% Economically Disadvantaged students will make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment.

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	55% (166 out of 304) Economically Disadvantaged students did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics Assessment.		By June 2013, 50% Economically Disadvantaged students will make satisfactory progress on the 2013 FCAT 2.0 Mathematics Assessment.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge in and across content areas	Teacher will increase the use of realia and shared experience to tap into students' background knowledge. Teachers will increase the use of technology to enhance instructional delivery and students' ability to practice newly acquired skills. Teachers will encourage students to discuss and share experiences among their peers.	Administrators Literacy Team Reading Coach	Observation of instructional practices Content-focused conversations/discussions among students Content-focused conversations between teachers and students Observation for the use of realia and technology to enhance instructional delivery	Data reports for ED students Student work samples
2	Maximizing the opportunity to receive additional instruction each day to increase the knowledge base	Students will be invited to participate in an extended learning opportunity (BLAST)	Classroom Teacher Administration	Reports designed by Administrators and the BLAST Coordinator to measure growth or loss in instruction	Pre, Mid, and Post tests School wide data
3	Teachers need research-based information and effective training on instructional practices that are most effective in raising academic achievement among Economically Disadvantaged students.	Teachers will receive training and information at PLC meetings on research-based instructional practices that are most effective in raising academic achievement among Economically Disadvantaged students.	Administrators Instructional Leadership Team	Observation of teaching practices Center activities Lesson Plans Data chats between administration and teachers Student work samples	Formative/summative assessments Marzano's iObservation Data Collection Tool Student work samples
4	n/a	n/a	n/a	n/a	n/a

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

How do we implement the Common Core State Standards into our Mathematics curriculum?	Grades K, 1, 2 Mathematics	Sandra Reid Nakeisha Miller	Grades K, 1, 2 Mathematics	Sept. 5, 19 Oct. 10, 24 Nov. 7, 28 Dec. 12 Jan. 9, 23 Feb. 6, 20 Mar. 6, 20 Apr. 3, 17 May 1	PLC Notes Classroom Walk Through to ensure implementation of discussion items Student Data Student Work Samples	Administrators
Data Analysis and Error Analysis: Using data to drive instruction; identifying and addressing common mathematical errors by anticipating them and using preventative strategies. PLC Goals 1. Analyze data to identify grade level strengths and weaknesses; develop and implement instructional activities aimed at improving areas of weakness. 2. Identify class lowest quartile; develop activities and strategies to address their needs. 3. Implement error analysis procedures: Analyze and address common mathematical errors (based on current benchmarks) and implement prevention and correction procedures.	Grades 3, 4, 5 Mathematics	Jessica Cadette Shalonda Doby	Grades 3, 4, 5 Mathematics	Sept. 5, 19 Oct. 10, 24 Nov. 7, 28 Dec. 12 Jan. 9, 23 Feb. 6, 20 Mar. 6, 20 Apr. 3, 17 May 1	PLC Notes Classroom Walk Through to ensure implementation of discussion items Student Data School-wide	Administrators

Mathematics Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
			Subtotal: $2,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Math Content Area	Substitute Teachers to be provided to allow staff to attend trainings	Title I Funds	$3,625.00
To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Math Content Area	Hourly pre-set stipend to attend	Title I Funds	$1,000.00
To develop the Instructional Focus Calendar for this content area for staff wide training.	Pre Set Stipend	Title I funds	$250.00
			Subtotal: $4,875.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,375.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 30% students will score Achievement Level 3 or above on the 2013 FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (23 out of 82) students scored Achievement Level 3 or above on the 2012 FCAT Science Assessment.	By June 2013, 30% students will score Achievement Level 3 or above on the 2013 FCAT 2.0 Science Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will enter the grade level without the necessary learning tools to attack passages effectively to show proficiency in	Teachers will use the reciprocal teaching method to teach students reading comprehension strategies. Benchmarks will be taught following the	Administrators Reading Coach	Review Lesson Plans; Classroom Walk Through; Ensure learning objectives align with grade level expectations	Marzano's iObservation Data Collection Instrument Data Analysis

	comprehension.	grade level specific IFC Teachers will reinforce reading strategies within small groups.			
2	The Teacher Effectiveness Report shows patterns of teachers in need of improvement in instructional practices	Reading Coach will provide daily/weekly support to the teachers in the form of coaching and mentoring. Support will increase or decrease based on needs reflected in teacher observations and as reflected in students' academic performance.	Administrators	Classroom Walk Through; Ensure teacher's adherence to use the Test Item Specifications to guide instruction Data chats between targeted teachers and administrators Data discussion between Reading coach and administrators	Marzano's iObservation Data Collection Instrument Data analysis
3	Instructional practices do not emphasize student focus on learning how to respond to moderate and high complexity questions.	Teachers will participate in biweekly PLCs that emphasize how to identify the three levels of questions. Teachers will participate in biweekly PLCs that emphasize how to construct assignments and assessments with a greater number of moderate and high complexity questions.	Administrators Literacy Team	Center activities Data analysis with teachers Review assessment question types Data chat between teachers and administrators Analysis of the number of each level of question (i.e. low, moderate, and high) that students answer correctly on each assessment	PLC notes Data analysis reports Review of the questions used in assessments Analysis of the number of each level of question types found on assessments
4	Meeting individualized needs of students based on NGSSS - Science	Small group science instruction with hands-on experiences conducted by students. Implementation of the 5E model of instruction through the use of BEEP lessons in delivery of instruction and the district's Instructional Focus Calendar (IFC). Implementation of a 5th grade science ONLY class - and utilization of a science Lab for 5th grade students	Principal, Assistant Principal	Data chats between administration and teachers, and students and teachers, regarding academic performance in science. Teachers will monitor student learning by reviewing and providing feedback in students' science journal. Classroom Walk through to ensure integration of science experiments. Observance of hands-on science activities and science experiments conducted by students	Mini Assessments aligned with IFCs Formative/Summative Assessments BAT assessments Observation of students while conducting experiments and completing activities in the Broward County hands-on science kits Results from assigned assignments and assessments Students' Science Journals that include student friendly rubrics
	Being able to utilize hands-on Science inquiry-based activities using Broward County Hands-on Science kits	Training provided for teachers using Instructional Focus Calendar and BEEP lessons, with integration of the Broward County	Principal, Assistant Principal	Data Chats with at teachers in grades 3-5 about science assessments Team Planning Meetings	Mini Assessments aligned with IFCs Textbook Assessments Test results from

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5		Hands-on Science kits		CWT at least 2 times each week	assigned assessments BAT 1 and 2 Assessments Informal assessments (observing students at work) Student work samples Science Journals that include student friendly rubrics to evaluate learning Classroom Walk Through: Focus on Instruction/Focus on Student Activities
6	Lack of technology knowledge in teaching Science curriculum	Staff development on how to utilize BEEP lessons that contain Discovery Education segments during Science instruction. Use of Promethean Board in the classroom Implementation of the 5E model of instruction through the use of technology integration.	Principal, Assistant Principal	Weekly data Chats between teachers and students & between teachers and administrators Professional development logs to monitor and document teacher training Classroom Walk Throughs to ensure integration and use of technology	Marzano's iObservation Data Collection Instrument Lesson Plans

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to review the IEP for ESE students and develop the skill set to regularly disaggregate summative assessment data and use the information gathered from the analysis to drive instruction.	Administration will engage teachers in regular data conversation to help teachers develop the skill to collect and analyze data to make instructional decisions for targeted students.	Administrators	Lesson Plan review Evidence of differentiated instruction seen during classroom walk throughs Data assessment results reflecting student growth in tested benchmarks	Lesson Plans Data results Marzano's iObservation Data Collection Instrument

| | | | | Data chats between administration and teachers

Evidence of small group instruction

Evidence of differentiated instruction evidenced in center activities | |
|---|---|---|---|---|---|
| 2 | Teachers need to work collaboratively with the ESE teacher to discuss how to best meet and support the learning needs of students with special needs and accommodations for testing. | Teachers will be allowed planning time to work collaboratively with the ESE teacher to discuss how to best meet and support the learning needs of students with special needs and accommodations for the FCAT FAA assessments. | Administrators | Lesson Plan review

Evidence of differentiated instruction seen during classroom walk throughs

Data assessment results reflecting student growth in tested benchmarks

Data chats between administration and teachers

Evidence of targeted instruction for individual students

Evidence of differentiated instruction evidenced in center activities

Evidence of teachers' familiarity with the FCAT FAA Assessments | Lesson Plans

Data Results

Marzano's iObservation Data Collection Instrument |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a: | By June 2013, 8% of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Science Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 4% (3 out of 82) students scored at or above Achievement Level 4 on the 2012 FCAT Science Assessment. | By June 2013, 8% of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Science Assessment. |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of project-based learning activities	Teachers will attend and participate in professional development on project-based learning activities. This will be especially promoted through Science and Social Studies projects requiring student	Administrators

Reading Coach | Classroom Walk Through

Review of lesson plans

Maintain a list of teachers attending professional development on project-based learning | Marzano's iObservation Data Collection Instrument

Student work samples

Data analysis (using content |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				research and presentation.	activities Student work samples	area rubric)
2	Teachers are not gifted-endorsed	Promote/encourage teachers to seek their gifted endorsement Assign Gifted Endorsed teachers to work and plan collaboratively with teachers to develop challenging assignments for high achieving students.	Administrators Reading Coach	Maintain a list of teachers actively seeking their gifted-endorsement; review lesson plans; review students' assignments, with a focus on the integration of cross-curricular activities and research skills Data chats with teachers Data conversation between teachers and students Data conversation between students and administrators Data conversations between teachers and administrators	Student work samples indicating use of rubrics to evaluate learning/mastery and cross-curricular activities Student work samples
3	Teachers need to provide students with opportunities to learn through self-discovery	Ensure teachers consistently apply the 5E model during science instruction. Encourage teachers to arrange learning environment to facilitate student-to-student and student-to-teacher collaboration Staff development on how to help students design their own experiments and learn through self-discovery	Principal, Assistant Principal	Data Chats between students and teachers, and between teachers and administrators Shared best practices among teachers during weekly team meetings Classroom Walk Through Teacher follow-up activities after attending professional development trainings Lesson plan review	Mini Assessments Formal & informal assessments Textbook Assessments Science Journals with student-friendly rubric Review student work samples Marzano iObservation Data Collection Instrument BAT 1 and 2 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Teachers need to identify their students who will be taking the Florida Alternate Assessment.	The ESE teacher will meet with those teachers who have ESE students in their homeroom. Both teachers will discuss the needs of each ESE student and the strategies that will be used to meet those needs.	Administrators Literacy Team	Student work samples Data analysis Data chat between students and teachers Data chats between administrators and teachers to discuss student performance Conversations between administrators and students Ongoing comparison of student performance with documented learning goals as documented in each student's IEP	Student work sample Data analysis to measure change in student performance Lesson plan Marzano's iObservation Data Collection Instrument
2	Teachers unfamiliar with the structure of the Florida Alternate Assessment for each ESE student.	Teachers will become familiar with the structure of the Florida Alternate Assessment for each ESE student.	Administrators ESE Teacher ESE Specialist	Review of student performance on each assignment/assessment Review of the assessment given to each ESE student Measure to compare student performance with documented IEP goals.	Marzano's iObservation Data Collection Instrument Lesson Plan IEP updates

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
How do we incorporate science across all content areas?	Grades K, 1, 2, 3, 4, 5 Science	Christine Sherlock Jacqueline Hertz	School-wide Science	Sept. 5, 19 Oct. 10, 24 Nov. 7, 28 Dec. 12 Jan. 9, 23 Feb. 6, 20 Mar. 6, 20 Apr. 3, 17 May 1	PLC Notes Classroom Walk Through to ensure implementation of discussion items Student Data School-wide Hands-on Science Activities conducted by students on Early Release days	Administrators

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
Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
			Subtotal: $2,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Science Content Area	Substitute Teachers to be provided to allow staff to attend trainings	Title I Funds	$3,625.00
To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Science Content Area	Hourly pre-set stipend to attend	Title I Funds	$1,000.00
To develop the Instructional Focus Calendar for this content area for staff wide training.	Hourly pre-set stipend to attend	Title I funds	$250.00
			Subtotal: $4,875.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,375.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 81% students will score at Achievement Level 3 and above on the 2013 FCAT 2.0 Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (85 out of 115) students scored at Achievement Level 3 and above on the 2012 FCAT 2.0 Writing Assessment.	By June 2013, 81% students will score at Achievement Level 3 and above on the 2013 FCAT 2.0 Writing Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Provide intense writing instruction daily to challenge students to write at FCAT level 4 and above	Teachers will collaborate with students to give specific and targeted feedback on student work in order to increase understanding and ensure success. Teachers will provide	Administrators Literacy Team	Monthly writing checks using the FCAT Writing Rubric Classroom Walk Through Student Work Samples	Excel Quantitative Tool which measures growth and loss Weekly team data chats Data chats

#	Anticipated Barrier	Strategy	Person/Position Responsible	Process Used to Determine Effectiveness	Evaluation Tool
1		small group and one-on-one instruction related to skills in need of development/improvement on an ongoing basis. Teachers will provide small group or one-on-one instruction related to skills enrichment with reinforcement and practice application on an ongoing basis. Teachers will deliver effective instruction using such strategies as guided and explicit instruction, ratiocination, CRISS, student collaboration, peer review, uninterrupted writing activities, etc. Students' use of classroom environment as a resource (e.g. interactive word walls). Students will be encouraged to join the Writers' Block, an after-school program focused on improving students' creative writing and publishing skills.			between administration and teachers to measure students' growth Comparing student work samples with FLDOE anchor papers
2	Teachers need to access, analyze, and reference the FLDOE 2012 Anchor paper to align writing instruction	Teachers will attend bi-weekly PLC meetings to focus on delivering instruction to meet the state's writing expectation. Teachers will post examples of grade level anchor papers to allow students to measure their own academic progress in writing.	Administrators Literacy Team	Classroom Walk Bi-weekly team meetings to discuss best practices Bi-weekly team data chats to compare students' writing samples to the state's anchor papers Data chats between administrators and teachers Data chats between teachers and students regarding their progress in writing	Student writing samples Marzano's iObservation Data Collection Instrument Monthly review of student writing scores
3	Lack of knowledge how to score students' writing as measured against the FCAT Writing rubric	Teachers will attend bi-weekly PLC meetings to discuss and get a better understanding of how to more accurately score students' writing using the FCAT Writing rubric.	Assistant Principal Literacy Team	Maintain a log of teachers attending and successfully completing professional development Administrators review and score students' writing samples using the FCAT Writing rubric Classroom Walk Throughs Data chats between students and teachers	Student writing samples evaluated based on FCAT writing rubric Marzano's iObservation Data Collection Instrument Comparison of students' writing samples with FLDOE anchor papers

				Data chats between administration 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What should Writing instruction and assessment look like at Oriole Elementary?	Grades K, 1, 2, 3, 4, 5 Writing	Randall Deich Elizabeth Rosa	School-wide	Sept. 5, 19 Oct. 10, 24 Nov. 7, 28 Dec. 12 Jan. 9, 23 Feb. 6, 20 Mar. 6, 20 Apr. 3, 17 May 1	PLC Notes Classroom Walk Through to ensure implementation of discussion items Student Data	Administrators

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
Purchase of classroom technology items IE document cameras and/or smart classroom	Technology equipment	Accountability Funds	$2,500.00

equipment			
			Subtotal: $2,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Writing Content Area	Substitute Teachers to be provided to allow staff to attend trainings	Title I funds	$3,625.00
To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Reading Content Area	Hourly pre-set stipend to attend	Title I funds	$1,000.00
To develop the Instructional Focus Calendar for this content area for staff wide training.	Pre Set Stipend	Title I Funds	$250.00
			Subtotal: $4,875.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,375.00

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:	By the end of the 2012-2013 school year, the goal is to maintain an average daily attendance (ADA) rate to exceed 96%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 Current Attendance Rate was 96% (112134 out of 116675 days).	Oriole Elementary School will increase its ADA to 97% percent for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
43 students had excessive absences for the 2012 school year.	For the 2012-2013 school year, Oriole will reduce the number of excessive absences by 5%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
112 students had excessive tardies for the 2012 school year.	For the 2012-2013 school year, Oriole will reduce the number of students with excessive tardies by 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
	Chronic accumulation of	Request acceptable written documentation	Administrator/ designated	Review attendance	Decrease in number of

1	absences	to excuse absences after the 5th absence. Family assessment Implementation of county BTIP program.	attendance staff and school social worker	record	chronic excused absences. Decrease in number of students with chronic excused absences Pinnace/Data Warehouse District Reports TERMS reports
2	Lack of communication between instructional staff and parent/guardian	Create and implement a proactive attendance log between teacher and parent/guardian	Classroom Teacher Administration	Quarterly review of communication between teachers and parent/guardian Comparison of 2011-2012 data reports to 2012-2013 data reports	Conference Forms Parent/Teacher Communication Log
3	Tardy students do not understand the importance of being on-time so as not to miss early morning structure/routines/instruction	Positive parent correspondence for those students who are on time each day of the week (Parentlink). Quarterly rewards provided by school.	BTIP contact Administration	Comparison of 2011-2012 data reports to 2012-2013 data reports	Pre-post data analysis of monthly attendance data
4	Students do not have an tangible incentive to attend school every day	The school will implement a tangible student incentive program to encourage students to attend school each day. Students meeting the attendance goal each month and quarterly will be recognized at parent/student assemblies	Administrators	Monthly review of attendance records	TERMS reports

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
How to increase effective communication between parents and teachers.	Grades K, 1, 2, 3, 4, 5	Randal Deich	School-wide - Title 1 Parent Education	Title 1 Parent Education Nights & SAC/SAF/PTO meetings - Sept. 6 Oct. 4 Nov. 14 Dec. 6 Jan. 10 Feb. 7, 12 Mar. 7 April 4, 17 May 2	Parent Survey Parent Feedback Monitor the number of parent complaints	Administrators

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
Offer incentives for students who attend school each day	Gift certificates and incentives	Partners in Excellence	$150.00
Increase student attendance	Supplies and Stipend for 2 staff members	BTIP	$3,000.00
			Subtotal: $3,150.00
			Grand Total: $3,150.00

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:	By June 2013, the following areas will show a decrease of 10%: Number of total internal suspensions; Number of students suspended internally; Number of total external suspensions; Number of students externally suspended (inclusive of the approved alternative to suspension program - AES)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 114 In-School Suspensions in the 2011-2012 school year.	2013 expected in-school suspensions will be less than 114 students.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 71 students suspended In-School in the 2011-2012 school year.	2013 expected in school students will be less than 71 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 6 Out-of-School Suspensions in the 2011-2012 school year.	The 2013 Expected Out-of-School Suspensions will be less than 6 students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

	There were 6 students Suspended Out-of-School in the 2011-2012 school year.	The 2013 Expected Number of Students Suspended Out-of-School will be less than 6.

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 Implementation of the Oriole School Wide Proactive Discipline Plan	Mini-inservice to "refresh" strategies	Leadership Team Student Support Services Guidance Counselor	Monthly data reviews	Monthly reports which will show number of incidents, actions taken, and affective component imposed.
2	Teachers new to Oriole Elementary are unfamiliar with the School Wide Proactive Discipline Plan	Inservice and training will take place with the team leader and individual teacher new to the grade level.	Team Leader Administrators NESS Coach Guidance Counselor	Qualitative data (teacher inquiry) Gradual decrease in the number of students referred to administration for minor infractions, as defined in the school's Proactive Discipline Plan.	Monthly discipline reports
3	Students and parents are not made aware of what the rules and expectations are with respect to the discipline process	Training provided to parents and students	School Administration	Review of monthly event data by type, location and referring teacher	Monthly discipline reports - TERMS data review

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
How to effectively enforce Oriole's Student Discipline Plan	Grades K, 1, 2, 3, 4, 5	Lisa Patino, Stacy Duncan Marijo Alsip	School-wide and targeted teachers	Sept 12 Jan 16 April 10	Monitor the number and type of behavior referrals and the teachers writing the referrals	Administrators

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
Incentives for students to not get in trouble	Rewards	Genernal	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, parent involvement will show a 10% (up to 350) increase.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Baseline data from the 2010-11 school year indicate that 40% (280) of our parents attended a school event.	During the 2011-12 school year, Oriole will increase their parent involvement to 50% (up to 350).

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

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
				Title 1 Parent Education Nights & SAC/SAF/PTO meetings -	Parent Survey	

| How to effectively increase active parent involvement. | Grades K, 1, 2, 3, 4, 5 | Randall Deich | School-wide | Sept. 6
Oct. 4
Nov. 14
Dec. 6
Jan. 10
Feb. 7, 12
Mar. 7
April 4, 17
May 2 | Parent Feedback

Monitor the number of parent complaints | Administrators |

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
Infusion of activities for Oriole Parents	Parent Nights and Trainings	Title I	$4,400.00
			Subtotal: $4,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,400.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Increase the knowledge of the english language	Dictionaries in native language	General Budget - Internal Accounts	$200.00
				Subtotal: $200.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
Mathematics	Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
Science	Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
Writing	Purchase of classroom technology items IE document cameras and/or smart classroom equipment	Technology equipment	Accountability Funds	$2,500.00
				Subtotal: $10,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Reading Content Area	Substitute Teachers to be provided to allow staff to attend trainings	Title I Funds	$3,625.00
Reading	To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Reading Content Area	Hourly pre-set stipend to attend	Title I Funds	$1,000.00
Reading	To develop the Instructional Focus Calendar for this content area for staff wide training.	Pre Set stipend	Title I funds	$250.00
Mathematics	To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Math Content Area	Substitute Teachers to be provided to allow staff to attend trainings	Title I Funds	$3,625.00
Mathematics	To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Math Content Area	Hourly pre-set stipend to attend	Title I Funds	$1,000.00
Mathematics	To develop the Instructional Focus Calendar for this content area for staff wide training.	Pre Set Stipend	Title I funds	$250.00
	To allow Oriole staff to attend district trainings	Substitute Teachers to		

Science	allowing them to increase their depth of understanding of the Science Content Area	be provided to allow staff to attend trainings	Title I Funds	$3,625.00
Science	To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Science Content Area	Hourly pre-set stipend to attend	Title I Funds	$1,000.00
Science	To develop the Instructional Focus Calendar for this content area for staff wide training.	Hourly pre-set stipend to attend	Title I funds	$250.00
Writing	To allow Oriole staff to attend district trainings allowing them to increase their depth of understanding of the Writing Content Area	Substitute Teachers to be provided to allow staff to attend trainings	Title I funds	$3,625.00
Writing	To provide Oriole staff the opportunity to work after hours and share best practices - refine current professional teaching practice across the Reading Content Area	Hourly pre-set stipend to attend	Title I funds	$1,000.00
Writing	To develop the Instructional Focus Calendar for this content area for staff wide training.	Pre Set Stipend	Title I Funds	$250.00
Parent Involvement	Infusion of activities for Oriole Parents	Parent Nights and Trainings	Title I	$4,400.00
				Subtotal: $23,900.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Offer incentives for students who attend school each day	Gift certificates and incentives	Partners in Excellence	$150.00
Attendance	Increase student attendance	Supplies and Stipend for 2 staff members	BTIP	$3,000.00
Suspension	Incentives for students to not get in trouble	Rewards	Genernal	$100.00
				Subtotal: $3,250.00
				Grand Total: $37,350.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the

statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The purchase of technology items IE document cameras and/or SMART classroom equipment These are listed within the components in this plan	$10,000.00

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

The SAC will meet monthly. The purpose of the SAC will to be update parents, students, teachers, and community members of all activities that impact Oriole's stakeholders. The SAC will implement activities to engage stakeholders with the goal of helping them understand the potential positive impact they have on student education. Additionally, the SAC will strive to increase the number of individuals who attend each monthly meeting. In that regard, the SAC will engage the school's partners to contribute/present at each meeting.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
ORIOLE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	73%	91%	19%	248	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	57%			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?	77% (YES)	60% (YES)			137	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					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
ORIOLE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	71%	88%	23%	237	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	58%	63%			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?	56% (YES)	80% (YES)			136	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					494	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested