FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WESTWOOD HEIGHTS ELEMENTARY SCHOOL

District Name: Broward

Principal: Gwendolyn W. Burney

SAC Chair: Germaine R. Odom

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012: Principal Westwood Heights Elem. Grade D 43% Meeting High Standards in Reading 61% Learning Gains 70% Lowest 25% 37% Meeting High Standards in Math 43% Learning Gains 47% Lowest 25% 80% Meeting High Standards in Writing 14% Meeting High Standards in Science 2010-11: Principal Westwood Heights Elem. Grade C 60% Meeting High Standards in Reading 61% Learning Gains 70% Lowest 25% 53% Black 55% ED 42% ELL 52% Meeting High Standards in Math

Principal	Gwendolyn Burney	Elementary Ed. ESOL Endorsed Ed. Leadership K-12	4.6	18	48% Learning Gains 66% Lowest 25% 47% Black 49% ED 48% ELL 86% Meeting High Standards in Writing 23% Meeting High Standards in Science 2009-2010: Principal Westwood Heights Elem. Grade C 49% Meeting High Standards in Reading 55% Learning Gains 58% Lowest 25% 45% Black 47% ED 42% ELL 55% Meeting high standards in Math 60% Learning Gains 73% of the lowest 25% 90% Meeting High Standards in Writing 19% Meeting High Standards in Science
Assis Principal	Lydia Knighton	ESOL Endorsed Guidance and Counseling Ed. Leadership K-12	6	6	2011-2012: Assistant Principal Westwood Heights Elem. Grade D 43% Meeting High Standards in Reading 61% Learning Gains 70% Lowest 25% 37% Meeting High Standards in Math 43% Learning Gains 47% Lowest 25% 80% Meeting High Standards in Writing 14% Meeting High Standards in Science 2010-11: Assistant Principal Westwood Heights Elem. Grade C 60% Meeting High Standards in Reading 61% Learning Gains 70% Lowest 25% 53% Black 55% ED 42% ELL 52% Meeting High Standards in Math 48% Learning Gains 66% Lowest 25% 47% Black 49% ED 48% ELL 86% Meeting High Standards in Writing 23% Meeting High Standards in Science 2009-2010: Assistant Principal Westwood Heights Elem. Grade C 49% Meeting High Standards in Reading 55% Learning Gains 58% Lowest 25% 45% Black 47% ED 42% ELL 55% Meeting high standards in Math 60% Learning Gains 73% of the lowest 25% 50% Black 51% ED 47% ELL 90% Meeting High Standards in Writing 19% Meeting High Standards in Science

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)

Subject	Name	Certifications	Years	Years²	Performance Record
Reading	Nelsha Powell	Elementary Ed. Reading K-12 ESOL Endorsed Ed. Leadership K-12, Administration of Adult Education	12	7	2011-2012: K-2 Reading Coach Grade D 43% Meeting High Standards in Reading 61% Learning Gains 70% Lowest 25% 37% Meeting High Standards in Math 43% Learning Gains 47% Lowest 25% 80% Meeting High Standards in Writing 14% Meeting High Standards in Science 2010-11: K-2 Reading Coach Grade C 60% Meeting High Standards in Reading 61% Learning Gains 70% Lowest 25% 53% Black 55% ED 42% ELL 52% Meeting High Standards in Math 48% Learning Gains 66% Lowest 25% 47% Black 49% ED 48% ELL 86% Meeting High Standards in Writing 23% Meeting High Standards in Science 2009-2010: K-2 Reading Coach Grade C 49% Meeting High Standards in Reading 55% Learning Gains 58% Lowest 25% 45% Black 47% ED 42% ELL 55% Meeting high standards in Math 60% Learning Gains 73% of the lowest 25% 50% Black 51% ED 47% ELL 90% Meeting High Standards in Writing 19% Meeting High Standards in Science
Math	Jennel Mayers	Elementary Ed. K-6 ESOL/Reading Endorsed	6	1	2011-2012: 4th Grade Teacher (Rock Island Elementary) Grade C 34% Meeting High Standards in Reading 59% Learning Gains 65% Lowest 25% 40% Meeting High Standards in Math 47% Learning Gains 52% Lowest 25% 71% Meeting High Standards in Writing 14% Meeting High Standards in Science 2010-11: 4th Grade Teacher (Rock Island Elementary) Grade C 51% Meeting High Standards in Reading 53% Learning Gains 49% Lowest 25% 57% Black 58% ED 65% Meeting High Standards in Math 50% Learning Gains 64% Lowest 25% 67% Black 67% ED 94% Meeting High Standards in Writing 16% Meeting High Standards in Science 2009-2010: 4TH Grade Teacher (Rock Island Elementary) Grade C 59% Meeting High Standards in Reading 52% Learning Gains 55% Lowest 25% 37% Black 37% ED 69% Meeting high standards in Math 55% Learning Gains 50% of the lowest 25% 43% Black 33% ED 95% Meeting High Standards in Writing 34% Meeting High Standards in Science
					2011-2012: Classroom Teacher 4th Grade (Math/Science) Grade D 43% Meeting High Standards in Reading

| Science | Wayne Lovett | Elementary Ed. ESOL Endorsed Ed. Leadership K-12 and Science Endorsement | 13 | 3 | 61% Learning Gains
70% Lowest 25%
37% Meeting High Standards in Math
43% Learning Gains
47% Lowest 25%
80% Meeting High Standards in Writing
14% Meeting High Standards in Science

2010-11: Science Coach
Grade C
60% Meeting High Standards in Reading
53% Black
55% ED
42% ELL
61% Learning Gains
70% Lowest 25%
52% Meeting High Standards in Math
48% Learning Gains
66% Lowest 25%
47% Black
49% ED
48% ELL
86% Meeting High Standards in Writing
23% Meeting High Standards in Science

2009-2010: Science Coach
Grade C
49% Meeting High Standards in Reading
55% Learning Gains
58% Lowest 25%
45% Black
47% ED
42% ELL
55% Meeting high standards in Math
60% Learning Gains
73% of the lowest 25%
50% Black
51% ED
47% ELL
90% Meeting High Standards in Writing
19% Meeting High Standards in Science |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentoring new teachers in the classroom by providing support and monthly workshops to enhance student achievement	NESS Liaison Clinical Ed Coaches BLA (Building Level Administrator)	On-going	
2	2. Teachers and Coaches meet and share learning practices that are utilized in the classroom to enhance student achievement	Instructional Coaches	On-going	
3	3. Participate in professional learning communities (PLC) and collaborate in grade level learning team meetings to develop strategies to increase student achievement.	Principal/Assistant Principal Support Staff and Team Leaders	On-going	
4	4. Promote positive and caring environment	Principal/Assistant Principal	On-going	

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
Instructional Staff Out-of-Field (ESOL) Paraprofessionals: N/A	Teachers are continuing to take ESOL courses and completing requirements.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	2.2%(1)	4.4%(2)	68.9%(31)	24.4%(11)	66.7%(30)	100.0%(45)	13.3%(6)	8.9%(4)	88.9%(40)

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
Cynthia Louissaint	Mary Deligent	New to the School 1st Grade	PLC (Bi-Weekly), NESS (Monthly), Team Meetings (Weekly)
Marjorie Campbell	Rohan Hanslip	New to the School- 3rd Grade	PLC (Bi-Weekly), NESS (Monthly), Team Meetings (Weekly)
Roy Ebanks	Marisol Tapia	New to the School- 4th Grade	PLC (Bi-Weekly), NESS (Monthly), Team Meetings (Weekly)
Celeste McGill-Franklin	Shevon Brown	New to the School- ESE Specialist	PLC (Bi-Weekly), NESS (Monthly), Team Meetings (Weekly)
Elaine Fisher	Dessaline Ford	New to the School- Music Teacher	PLC (Bi-Weekly), NESS (Monthly), Team Meetings (Weekly)
Elaine Fisher	Juanita Elmore	New to the School- Media Teacher	PLC (Bi-Weekly), NESS (Monthly), Team Meetings (Weekly)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

The funds are used to support personnel positions and they are use to employ substitute teachers to relieve teachers for staff/professional development. They are also used for parental involvement, which include parent trainings, seminars and materials.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The funds are to relieve teachers for trainings and conferences. For example; GO Math, Treasures, Science (DELTA KITS), Writing Process, Technology and the New Common Core Standards.

Title III

N/A

Title X- Homeless

Homeless Liaison assists in identifying students and parents in need of shelter assistance, free meals and supplies. The social worker and the community liaison provide resources (clothing, school supplies and social services referrals) to students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) - Regular salary /After School Tutoring

Violence Prevention Programs

Violence Prevention Programs- Bullying assemblies/presentations for parents, teachers and staff members provided by BCPS Police (Victor Smith) and school Guidance counselor
Anti –Bullying Brainshark for staff
Discipline assemblies by Administration
Gang Awareness Assemblies (Grades 4-5) presented by BCPS Police/Investigator
I Am Thumbody Program for self-esteem, bullying prevention by National Institute of Mental Health
Red-Ribbon Week "Say No to Drugs"
Office of Prevention Events: No-Name Calling Week, Choose Peace Not Violence Week

Nutrition Programs

The school participates in the Healthy Schools Program to improve nutrition, physical activity and staff wellness.

Housing Programs

N/A

Head Start

There are three Head Start classes consisting of four year olds. The program is designed to prepare pre-school students to transition into kindergarten.

Adult Education

N/A

Career and Technical Education

School-wide Career Day - Various community leaders are invited to share information about their profession.
5th Grade students attend JA Biz Town to introduce the students to various career opportunities.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RTI leadership team is composed of a multi-disciplinary group of educators. The members are as follows: Gwendolyn Burney, Principal, Lydia Knighton, Assistant Principal, Nelsha Powell, Reading Coach K-5, Wayne Lovett, Science Coach K-5, Jennel Mayers, Math Coach, Celeste McGill-Franklin, Guidance Counselor, Shevon Brown, ESE Specialist, Eminette Pardo, School Psychologist, Blanche Johnson, School Social Worker, Jona Brown, Community and BTIP Liaison, France Alcena, ESOL Coordinator and Classroom Teachers.

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?

Gwendolyn Burney, Principal, Monitors curriculum instruction, analyzes assessment data and instructional practices and provides support to teachers and staff. Lydia Knighton, Assistant Principal – Monitors curriculum instruction and disciplinary

concerns and provides support to teachers and staff. Celeste McGill-Franklin, Guidance Counselor - is the coordinator of the school-based RtI Leadership Team. The Guidance Counselor, Instructional Coaches, ESE Specialist, School Psychologist and Social Worker are assigned as case managers for academic concerns/referrals and interventions based on their specific content areas. The case managers for behavioral referrals are the School Psychologist, School Social Worker, and administration. The case manager for community and attendance referrals is the social worker and community/BTIP liaison. Severe cases are referred to community agencies or resources. The teachers collect the data and it is submitted to the RtI Coordinator. The RtI Coordinator submits the data to the case manager and they consult with the teachers, conduct an interview, and complete an intervention tracking form to track interventions. The data is graphed and then collected and shared with the case manager. The process is brought back to the RTI team to review and monitor interventions or tests. If the interventions at Tier 2 are not successful, the teacher completes a Tier 3 Collaborative Problem Solving Form and a meeting is scheduled for the entire team using all team members. The RTI meetings are held bi-weekly (Tuesday) to discuss intervention plans for students with academic and behavior concerns.

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 data from Tier 1 is regularly inspected in the areas of reading, math, writing, science, and behavior. The information or data gained from these areas is used to make informed decisions about modifications for the core curriculum and the behavior management approach of the school. The data is also used for screening to identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and Tier 3 interventions.

---MTSS Implementation---

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

The data sources for Tier 1 in reading are Treasures and Harcourt Trophies Assessments, Benchmark Assessment Test (BAT 1 & 2), Mini Assessments, Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Diagnostic Assessment for Reading (DAR), i Station, and FCAT Explorer. Think Central Math data sources include Harcourt Go Math Assessments, Benchmark Assessment Test (BAT 1 & 2), Mini Assessments, Florida Comprehensive Assessment Test (FCAT), Odyssey, and FCAT Explorer. Data sources for science are assessments from Harcourt Science, Florida Comprehensive Assessment Test (FCAT 2.0), Mini Assessments, Science Notebooks, Odyssey, and FCAT Explorer. Writing data sources include anchor papers, writing samples and Beep Lessons. Behavior data sources are School-wide Behavior Plan, Champs classroom behavioral lessons, and assemblies provided by administration, guidance and community resources. Tier 2 and 3 data sources include intervention records and progress monitoring graphs generated for individual students. Data Management systems include Progress Monitoring and Reporting Network (PMRN), Virtual Counselor, Data Warehouse, FCAT Pro Running Records, student work samples anecdotal records, teacher observations, both formal and informal.

Describe the plan to train staff on MTSS.

The Department of Psychological Services will provide Positive Behavior & Academic Strategies for Student Success training for staff members. The school based RTI team will train staff and provide ongoing training as needed.

Describe the plan to support MTSS.

The staff will attend staff developments to assist them with this intervention support system.

Literacy Leadership Team (LLT)

---School-Based Literacy Leadership Team---

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

Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Nelsha Powell, K-5 Reading/Writing Coach; Wayne, Science Coach; Jennel Mayers; Math Coach Celeste McGill, Guidance Counselor; Shevon Brown, ESE Specialist; Juanita Elmore, Media Specialist, Team leaders will include Genesis Johnson, Pre K, Paula Spring; Kindergarten, Patricia Rogers, First grade; Germaine Odom, Second grade; Marjorie Campbell, Third grade; Roy Ebanks, Fourth grade; Michelle Nixon, Fifth grade; Dorothy Bowers, ESE and Elaine Fisher, Specials Areas.

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

Administration and reading coaches will guide the team in creating the team's mission and focus for school-based literacy, setting agendas and sharing information with the staff. The Literacy Leadership Team (LLT) will meet on a monthly basis to focus on data, literacy concerns and school-wide programs to improve areas such as vocabulary and grammar. The information from the Literacy Leadership Team will be shared at monthly Team Leader Meetings and through on-going Professional Development. Literacy initiatives will include school-wide morning openers with a vocabulary word each day from different content areas and grammar instruction. Teachers will utilize the Define, Example, and Ask routine Model. The team will continue to ensure that its focus will be maintained through reflection ensuring that all stakeholders understand and support the school's reading goals.

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

To engage in and provide literacy professional development, Professional Learning Communities and Study Groups that support the school's reading goals. Data will be analyzed to evaluate the effectiveness of instruction and to modify instruction and resources to meet the needs of the students. The Comprehensive Core Reading and Intensive Programs will be implemented with fidelity as ongoing progress monitoring will occur. Literacy activities and dialog among peers will be promoted school-wide. Additional support will include the modeling of research-based reading strategies and the team will mentor other teachers.

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.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula for the new 119 HS classrooms. The new curriculum is titled Opening the World of Learning (OWL). The OWL's curriculum and instructional strategies are also consistent with state preschool standards and the draft version of the new National Association for the Education of Young Children (NAEYC) standards. OWL'S goal is to ensure that teachers help all children achieve standards in language, literacy, math, science, creative arts, motor skills, social competence, and emotional regulation.
Head Start communicates to our neighbors and parents by sending out monthly newsletters about the different workshops that we have for our parents and neighbors. The workshops consist of, various information that the parents need to learn about for various transitions, academic suggestions and community information. An end of the year 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 for that school year going into the next year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2012-2013 FCAT 2.0 Reading Assessment 46%(143) of the students in grades 3-5 will score a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(96)	46%(143)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not utilize contextual clue strategies for unknown vocabulary.	Students will increase vocabulary strategies through explicit instruction and practice of various contextual clues. A daily school-wide vocabulary initiative "Vital Vocabulary" will be implemented to help students learn new base words and affixes and use their meaning to figure out unfamiliar complex words. Through this initiative students will determine the meaning of words with multiple meanings in context.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell	Teachers will monitor each student's use of context clues as they read and have discussions with them. Teachers will review journals or personal dictionaries of the words and acknowledge their correct usage and recognition of the words.	Mini Assessments, FCAT Test Maker Pro, Student Vocabulary journals, Quarterly Vocabulary Assessments and FAIR Testing
2	Students lack the stamina needed when reading for long periods of time as expected on the FCAT 2.0.	Students will gradually increase independent reading time in school. Establish a collection of high complexity texts in a variety of genres and allow students to read widely and respond in a variety of ways.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell	Monitor students as they read widely from different genres and engage in activities that require deeper analysis. Students will maintain a reading log and student work products will be monitored.	Students' reading logs, work products
3	Students are unable to use the language structure to decode multisyllabic words in grade leveled text.	Students scoring at Levels 2 and 3 in grade 5 will be instructed in the Intermediate Rewards Intervention Program.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell	The reading teachers will implement the programs with fidelity and monitor student achievement/progress through the use of "Check-Ups" at six lesson intervals	Program Assessments, District Assessments and Test Maker Pro Assessments

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	On the 2012-2013 Florida Alternate Assessment in Reading 24%(22) of our ESE students will score a level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.5%(2)	24%(22)

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	There is a lack of monitored student reading outside the reading block.	Students will participate in high complexity novel studies and book clubs during Extended Learning Opportunities and during the school day.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell	Attendance records, project-based assignments with rubrics	Rubrics and authentic student work
2	Students are not afforded opportunities to experience text above their grade level or at the interest levels that challenge and encourage the use of critical thinking skills.	Add high complexity texts to each classroom library and update them quarterly to ensure that students have quality-reading materials. Content area teachers will be trained on how to effectively incorporate critical thinking skills into their subject areas.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell	Rubrics will be used to rate student responses to higher order questions.	Discussion Rubric and student journals
3	There is a lack of enrichment activities.	Students will receive Extended Learning Opportunities" during Saturday Camp.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell	Collect, analyze, and discuss student data gained from program assessments specific to ELO resources.	Program Assessments, 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2012-2013 FCAT 2.0 Reading Assessment 13%(41) of the students in grades 3-5 will score a Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10.3(24)	13%(41)

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 professional development and knowledge of strategies to maintain the proficiency of higher performing students.	Teachers will participate in professional development for Differentiated Instruction. Teachers will provide intensive, maintenance and enrichment instruction to students	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers	Teachers will create differentiated lessons and centers based on student data. Classroom walkthroughs and data chats.	Teacher Observation Student Portfolios (student work, reports, reflections) Weekly Assessment FAIR Test results

		based on results from ongoing assessment data.		
2	Lack of project and research base activities	Students will be exposed and engaged in research and project-based learning activities.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers	Collect, analyze, and discuss student data gained from on-going assessments. Student work products and samples from class assignments.	Student work samples, Rubrics and Teacher observation
3	Students are deficient in decoding multisyllabic words	Students will be placed in reading intervention programs that will address their deficiencies (Phonics for Reading and Intermediate Rewards).	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers	Collect, analyze, discuss student data gained from assessments specific to intervention programs	Program Assessments and FAIR Assessment results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	On the 2012-2013 Florida Alternate Assessment in Reading 31%(7) of our ESE students will score at or above a level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(4)	31%(7)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>There is an inability to read and comprehend on level text</td><td>Students will be exposed and taught strategies to decode words and comprehend leveled text through the use of intervention programs. These services will be provided during the school day and in our Extended Learning Opportunities.</td><td>Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers.</td><td>Collect, analyze, discuss student data gained from assessments specific to ELO resources and school day.</td><td>Teacher Observation Weekly Assessment Student Portfolios FAIR Test results</td></tr>
<tr><td>2</td><td>Not enough time during the regular school day to ensure mastery of the essential reading skills</td><td>Students will be offered free tutorials afterschool and will be encouraged to participate in our Family Literacy Night Activities and TOPS (Teachers Offering Parental Support) Informational Sessions.</td><td>Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers</td><td>Collect, analyze, and discuss student data gained from weekly assessments and ELO Resources. Classroom walkthroughs will occur.</td><td>Weekly Assessments, Teacher observation Student Portfolio FAIR Testing results Sign-in Sheets from Literacy Nights and student work samples</td></tr>
<tr><td>3</td><td>Students are unable to use and apply phonics skills through a reading text</td><td>Students will be placed in reading intervention programs that will address their deficiencies (Phonics for Reading and Intermediate Rewards).</td><td>Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers</td><td>Collect, analyze, and discuss student data gained from weekly assessments and ELO Resources. Classroom walkthrough will occur.</td><td>Program Assessments and FAIR Assessment results</td></tr>
</table>

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:	On the 2012-2013 FCAT 2.0 Reading Assessment 67%(207) of our students will make learning gains.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	63%(95)	67%(207)

<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	Higher order thinking and questioning needs to be evident	Teachers will collaborate as they analyze text to design and adapt questions from their reading series and design essential questions that are text based. Teachers will use "think-a-louds" as they model higher order thinking skills and use higher order questions during whole and small group instruction.	Gwendolyn Burney Lydia Knighton, Nelsha Powell and Reading Teachers	Monitor and support the process of common planning to design questions. Classroom walkthroughs and regular meetings with teachers to discuss data.	Teacher Observation Weekly Assessment Benchmark assessments BAT 1 and BAT 2 FCAT Test Maker Pro
2	Not enough peer collaboration and student accountable talk	Teachers will attend a Professional Learning Community on the Gradual Release of Responsibility Model. Teachers will provide explicit instruction, modeled instruction, guided practice, and independent practice along with assessments for the lesson. Teachers will provide opportunities for peer collaboration and discussion.	Gwendolyn Burney Lydia Knighton Nelsha Powell Reading Teachers	Ongoing Classroom walkthroughs to monitor the implementation of lesson plans as demonstrated by the gradual release of responsibility. Regular meetings with teachers will occur. Monitor opportunities given to students to engage in "accountable talk" (show, tell, explain, and prove reasoning). Sign-in sheets will be reviewed.	Student Portfolios Weekly Assessments, Benchmark assessments Teacher observation
3	Training needed for Disaggregrating FAIR data to differentiate student learning	Teachers will participate in FAIR training to disaggregate FAIR data. Data will be used to group students, progress monitor, and to provide remediation and enrichment.	Gwendolyn Burney Lydia Knighton Nelsha Powell Reading Teachers	FAIR results will be analyzed. Classroom walkthroughs and data chats will occur. Teachers will submit reading groups and their focus. Sign-in sheets will be reviewed.	FAIR Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	On the 2012-2013 FCAT Reading Assessment 55%(12) of our ESE students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(5)	55%(12)

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	Oral Reading Fluency	Students will be exposed and taught strategies to decode words and comprehend leveled text through the use of intervention programs. These services will be provided during the school day and in our Extended Learning Opportunities	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers	Collect, analyze, discuss student data gained from assessments specific to ELO resources and school day	Teacher Observation Weekly Assessment Students' Reading Logs and FAIR Test results
2	Reading skill remediation for all students	Students will be placed in reading intervention programs that will address their deficiencies (Phonics for Reading and Intermediate Rewards)	Gwendolyn Burney Lydia Knighton, Nelsha Powell Reading Teachers	Collect, analyze, discuss student data gained from assessments specific to intervention programs	Program Assessments and FAIR Assessment results
3	Test Taking Skills	Students will be exposed to longer texts as well as test taking strategies	Gwendolyn Burney Lydia Knighton Nelsha Powell Reading Teachers	Collect, analyze, and discuss student data gained from weekly assessments and ELO Resources.	Weekly Assessments, FCAT Explorer, Focus, End of selection Reading test. Teacher observation, and FAIR Testing Results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2010-11 FCAT 2.0 Reading Assessment, 73%(59) of students in grades made learning gains in Reading. Our goal for the 2011-2012 school year is to have 73% of our students in grades 3-5 make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(27)	73%(59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the experience of having literature read aloud to them; students also lack opportunities to engage in literary discussions.	Students will be afforded many opportunities to listen to literary selections and respond orally, through pictures and/or writing samples.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers	The reading teachers will guide students in establishing norms for listening and speaking. The teacher will preview text to determine topics for "think alouds" and ideal prompts for students' oral and written responses.	Teacher observations of student work and conversations
2	There is a lack of phonetic approach to literacy	Implementation of phonetic resources and interventions address deficiencies	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and classroom teachers	Monitoring teacher's weekly tests	Weekly tests Teacher Observation
	Inability to comprehension text	Students in the lowest 30th percentile will be	Gwendolyn Burney, Lydia Knighton,	The practice of the "I Do, We Do and You Do model	Student data and teacher

		instructed in a researched-based comprehension program that teaches and provides opportunities for guided practice in all genres	Nelsha Powell, Classroom Teachers	will be used to provide multiple opportunities for guided practice and student productivity.	observations
3					

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 #
	On the 2012-2013 FCAT 2.0 Reading Assessment 46% of our students in grades 3-5 will make the AMO target.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40%	46%	51%	57%	62%	

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:	FCAT 2.0 Reading Assessment 35% of student by subgroups ethnicity will not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80%(4) Black: 70%(153) Hispanic: 50%(3) Asian: 100%(1) American Indian: NA	White: 76%(13) Black: 67%(190) Hispanic: 46%(6) Asian: 50%(1) American Indian: 100%(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
1	Students are unable to apply reading strategies to a variety of text.	Teachers will provide opportunities for the students to apply reading strategies to text during small group through discussions using a variety of fiction and non-fiction text at a greater at greater levels of complexity. (i.e. informational, poetry and short stories) to determine the author's purpose use of text patterns and imagery.	Gwendolyn Burney Lydia Knighton Nelsha Powell	Collect, analyze and discuss student data. Review quarterly reports from FCAT Explorer and FOCUS. Examine results from Mini assessments Weekly assessments BAT1 and BAT 2.	Program Assessments Benchmark Assessment Test (BAT 1 & 2), Mini Assessments
2	There is a lack of background knowledge due to limited experiences.	Related Field Trips Increase of Multimedia Resources	Gwendolyn Burney Lydia Knighton Nelsha Powell	Application of New Experience CWT	Journal CWT
3	Some students may have limited proficiency with structural analysis and vocabulary development	Intensive instruction in affixes, prefixes, suffixes and base words. Students in 5th grade will also be instructed on Greek and Latin roots.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell and Reading Teachers	Reading teachers and coach will monitor Treasures assessments and compare BAT results to ensure that mastery of the skills is evident.	Program Assessments, BAT Tests and MOCK Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	On the 2012-2013 FCAT Reading Assessment, 34%(40) of our ELL students will make Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(23)	34%(40)

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Some students are unable to use apply phonics skills to reading text.</td><td>Students with this deficiency in this subgroup will be pulled into small intensive instruction using intervention materials from the Struggling Readers Chart (Phonics for Reading) in conjunction with appropriate ELL strategies made available from the ELL Matrix</td><td>Gwendolyn Burney, Lydia Knighton, Nelsha Powell, France Alcena and Classroom Teachers</td><td>The reading resource teacher and classroom teachers will implement programs with fidelity and monitor student progress and achievement through program check points and data chats.</td><td>FAIR Assessments BAT 1 and 2, CELLA, IPT and MOCK Assessment</td></tr>
<tr><td>2</td><td>Some students lack critical reading and writing skills.</td><td>Students in this subgroup will be instructed using research-based comprehension strategies in conjunction with the ELL strategies provided on the matrix by the district to facilitate effective instruction.</td><td>Gwendolyn Burney, Lydia Knighton, Nelsha Powell, France Alcena, and Classroom Teachers</td><td>The reading teachers will model selected strategies using the "I do, We do, You do Model and provide repeated opportunities for practice. Teacher created rubrics will be used to determine the success of instruction. Quality student work samples will be displayed.</td><td>Effectiveness will be determined by how well the students' work samples meet the criteria of the rubric.</td></tr>
<tr><td>3</td><td>Students may not be able to independently apply the necessary reading strategies to comprehend a variety of texts.</td><td>Students in this subgroup will be instructed using research-based comprehension strategies in conjunction with the ELL strategies provided on the matrix by the district to facilitate effective instruction.</td><td>Gwendolyn Burney, Lydia Knighton, Nelsha Powell, France Alcena, and Classroom Teachers</td><td>The reading teachers will model selected strategies using the "I do, We do, You do Model and provide repeated opportunities for practice. Teacher created rubrics will be used to determine the success of instruction. Quality student work samples will be displayed</td><td>Effectiveness will be determined by how well the students' work samples meet the criteria of the rubric</td></tr>
</table>

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:	On the 2012-2013 FCAT Reading Assessment 38%(12) of our SWD subgroup will make Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(21)	38%(12)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The core reading program "Treasures" does not meet the instructional levels /needs of students.	Students will receive instruction in an alternative reading programs from the Struggling Readers Chart based on their deficiencies. (i.e. Wilson, Recipe for Reading and the Access Points featured on the NGSSS.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell Shevon Brown	The ESE Teacher will conduct progress-monitoring checkpoints as indicated in the selected programs. This information will be evaluated and used to drive instruction and determine the effectiveness of the programs.	Program Assessments, FAIR Benchmark Assessment Test (BAT 1 & 2), Mini Assessments in accordance to each student's IEP with the specified accommodations
2	Students lack critical reading and writing skills.	Students will be instructed in "Treasures" core reading program and be provided small group instruction focusing on the QAR (Question, Answer, Relationships) to highlight the literal and main idea (stated and implied) of each core selection.	Gwendolyn Burney, Lydia Knighton, Shevon Brown, Nelsha Powell and Reading Teachers	The reading teachers will implement the program(s) with fidelity and monitor the effectiveness through the use of graphic organizers, student responses, and work samples.	Mini Assessments, Program Assessments, FAIR Testing, MOCK Assessments in collaboration with IEP's and specified accommodations
3	Students may have difficulty applying level phonics rules.	Students in this subgroup and in the lowest quartile will be instructed by the ESE Teacher in small groups for concentrated intensive instruction using the ESE materials on the Struggling Readers Chart from the district. This includes word building activities and center activities from the FCRR. The general education teacher will provide supplemental differentiated instruction that is in accordance to the student's IEP.	Gwendolyn Burney, Lydia Knighton, Shevon Brown, Nelsha Powell and Reading Teachers	The ESE teacher will conduct progress monitoring as indicated by the program(s) used for instruction. This data will be used drive instruction and determine the effectiveness of the program(s).	Mini Assessments, Program Assessments, FAIR Testing, MOCK Assessments in collaboration with IEP's and specified accommodations

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:	FCAT Reading Assessment 47%(145) of our Economically Disadvantage subgroup will make Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.9%(153)	47%(145)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are unable to apply reading strategies	Teachers will provide opportunities for the	Gwendolyn Burney Lydia Knighton	Collect, analyze and discuss student data.	Program Assessments, FAIR

1	to a variety of text.	students to apply reading strategies to text during small group through discussions using a variety of fiction and non-fiction text at a greater at greater levels of complexity. (i.e. informational, poetry and short stories) to determine	Nelsha Powell	Review quarterly reports from FCAT Explorer and FOCUS. Examine results from Mini assessments Weekly assessments BAT1 and BAT 2.	Testing Benchmark Assessment Test (BAT 1 & 2), Mini Assessments and MOCK Testing
2	There is a lack of background knowledge due to limited experiences.	Theme Related Field Trips Increase of Multimedia Resources	Gwendolyn Burney Lydia Knighton Nelsha Powell	Application of New Experience CWT	Student journals, work samples and Classroom

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
Response to Intervention	K-5	School Counselor, School Social Worker and CPST Team	Instructional Staff	Pre-planning days	Data Chats and Student Data	Administration and Instructional Coaches
Common Core State Standards	K-5	Instructional Coaches; Nelsha Powell (K-5), Jennel Mayers (3-5) and Wayne Lovett (K-5	Instructional Staff	Pre-planning days	Classroom Walkthroughs and Data Chats	Administration and Instructional Coaches
Interventions that Work	3-5	Nelsha Powell (K-5) Reading Coach	Reading Teachers 3-5	On-going	Classroom walkthroughs and data chats	Administration
Sharing Best Practices	K-5	Nelsha Powell (K-5) Reading Coach	Instructional Staff	Monthly (2 hours)	Classroom walkthroughs and Data Chats (with teachers and students) and student work	Administration
Secondary Instructional Focus Calendar	Reading 3-5	Nelsha Powell (K-5) Reading Coach	Reading Teachers 3-5	On-going	Classroom Walkthroughs, Data Chats and Student Work	Administration
Treasures	Reading 3-5	District	Reading Teachers 3-5	Fall Calendar	Classroom Walkthroughs and Data Chats	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will increase knowledge of current events through high interest materials	Scholastic News	School Funds	$4,000.00
Students will increase vocabulary through listening to Read Aloud (Grade level lists of read aloud will be provided)	Composition Notebooks	School Funds	$1,500.00

Students will receive additional support and guided practice in mastering the NGSSS	Florida Ready by Curriculum Associates	School Funds	$6,090.00
School wide daily implementation of vocabulary instruction	District Approved Library Book	Media Budget	$1,500.00
Students will receive Extended Learning Opportunities" during Saturday Tutorial Camp	Class sets of novels suggested by the Common Core State Appendices	School Budget	$5,593.50
Students will receive Extended Learning Opportunities After School	Jumpstart	School Funds	$1,580.04
Related Field Trips	Field Trips related to content	School/District	$500.00
Related Field Trips	Field Trips related to content	School/District	$500.00
Related Field Trips	Field Trips related to content	School/District	$500.00
The students' environment will include word walls and vocabulary banks with pictorial representations when appropriate.	Language Master Cards (ESOL)	School Funds	$303.60
			Subtotal: $22,067.14

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
Treasures Instruction	Utilizing Treasures effectively	Title I	$1,100.00
Literacy Circles/Novel Studies	Resource Guides	Title I	$500.00
			Subtotal: $1,600.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Professional Book Study	Books	Title I	$1,000.00
Make and Take Projects	Supplies (Charts, Folders, etc.)	Title I	$1,000.00
Quarterly Family Literacy Nights: Teachers Offering Parental Support (TOPS)	Facilitator salaries, Supplies (charts, paper, folders, markers, etc.)	Title I	$3,500.00
			Subtotal: $5,500.00
			Grand Total: $29,167.14

End of Reading Goal

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:	On the 2012-2013 CELLA Assessment 30%(35) of our ELL students will score proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
24% (26)	

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the experience of having literature read aloud to them; students also lack opportunities to engage in literary discussions.	Students will be afforded many opportunities to listen to literary selections and respond orally, through pictures and/or writing samples	Gwendolyn Burney, Lydia Knighton, Nelsha Powell France Alcena, and Classroom Teachers	The reading teachers will guide students in establishing norms for listening and speaking. The teacher will preview text to determine topics for "think alouds" and ideal prompts for students' oral and written responses.	FAIR, CELLA, IPT and Teacher observations of student work and conversations

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	On the 2012-2013 CELLA Assessment 20%(25) of our ELL students will score proficient in listening/speaking

2012 Current Percent of Students Proficient in reading:
18% (20).

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 are unable to apply phonics skills to reading text	Students with this deficiency in this subgroup will be pulled into small intensive instruction using intervention materials from the Struggling Readers Chart (Phonics for Reading) in conjunction with appropriate ELL strategies made available from the ELL Matrix	Gwendolyn Burney, Lydia Knighton, Nelsha Powell France Alcena, and Classroom Teachers	The reading resource teacher and classroom teachers will implement programs with fidelity and monitor student progress and achievement through program check points and data chats.	FAIR Assessments, BAT 1 and 2, CELLA,IPT and MOCK Assessments
2	Some students lack critical reading and writing skills	Students in this subgroup will be instructed using the "Treasures" core reading programs and be provided with small group instruction using the ELL component. Supplemental materials and programs provided by the district (i.e. English in My Pocket and Voyager Passport).	Gwendolyn Burney, Lydia Knighton, Nelsha Powell France Alcena, and Classroom Teachers	The reading teachers will implement programs with fidelity and monitor effectiveness through the use of student-generated responses/discussions.	Program assessments, IPT, CELLA, BAT1 and 2 and MOCK Assessments
3	Program assessments, IPT, CELLA, BAT1 and 2 and MOCK Assessments	Students in this subgroup will be instructed using research-based comprehension strategies in conjunction with the ELL strategies provided on the matrix by the district to facilitate effective instruction.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell France Alcena, and Classroom Teachers	The reading teachers will model selected strategies using the "I do, We do, You do Model and provide repeated opportunities for practice. Teacher created rubrics will be used to determine the success of instruction. Quality student work samples will be displayed.	Effectiveness will be determined by how well the students' work samples meet the criteria of the rubr

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

3. Students scoring proficient in writing. CELLA Goal #3:	On the 2012-2013 CELLA Assessment 25%(29) of our ELL students will score proficient in listening/speaking.

2012 Current Percent of Students Proficient in writing:

16% (18)

	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 are deficient in basic spelling and convention usage	Model correct usage of conventions and implement student personal dictionaries.	Gwendolyn Burney, Lydia Knighton, Nelsha Powell France Alcena, and Classroom Teachers	Writing Samples	Mock Writing Prompts and district writing assessments
2	Lack of daily instruction and practice in grammar	Mini language grammar opening lessons and center activities	Gwendolyn Burney, Lydia Knighton, Nelsha Powell France Alcena, and Classroom Teachers	Journal writing, Teacher observations, CWT and Test scores	Writing Prompts Journals

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	On the 2012-2013 FCAT Math Assessment, 44%(135) of the students in grades 3-5 will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(85)	44%(135)

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teachers not acquainted with the Next Generations Sunshine State Standards/Common Core State Standards.</td><td>Teachers will attend school based PLCs and district trainings to become familiar with the Next Generation Sunshine State Standards and Common Core State Standards.</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach</td><td>Follow up activity classroom walk-throughs, Data Chats, Seek the assistance of the Math coach or district support personnel for Assistance.</td><td>Classroom walk-through check list Mini Benchmark Assessments, Chapter test, and Big Idea test</td></tr>
<tr><td>2</td><td>Effective center activities and the lack of rigor and relevance in student's daily activities.</td><td>Teachers will use rigor/relevance curriculum and instruction to promote conceptual change and deeper understanding of math content.</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach</td><td>Math Coach and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignments. Data chats between teacher and students.

Data chats between teacher and administration.</td><td>Student center folders, completed center assignments.</td></tr>
<tr><td>3</td><td>Availability of students' reflection notebook</td><td>Students will utilize and maintain a note-taking book on a daily basis.</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach</td><td>Teachers will monitor use of notebooks on a daily basis.

Classroom Walkthroughs and teacher observation</td><td>Teacher observation and checklist</td></tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	On the 2012-13 Florida Alternate Assessment 18%(4) students will score at Levels 4, 5, and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.5%(2)	18%(4)

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 not acquainted with the Next Generations Sunshine State Standards	Teacher will attend school based PLC and district training to become familiar with the Next Generation Sunshine State Standards	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal and Math Coach	Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers.	Classroom walkthrough Checklist

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	n the 2012- 2013 FCAT Math Assessment, 16% of the students in grades 3-5 will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (30)	20%(52)

<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	Lack of professional development and knowledge of strategies to maintain the proficiency of higher performing students.	Teachers will participate in staff development for Differentiated Instruction in math.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Follow up activities, classroom walk-through, data chats with teachers to discuss strategies.	Classroom Walkthrough and Checklist
2	Project Based learning has not consistently been implemented.	Students will be required to complete one of the Big Idea projects each quarter.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Students will be provided the opportunity to share projects with others.	Classroom Walkthrough Checklist, Mini Benchmark Assessments Big Idea project and rubric.
3	Lack of high order thinking questioning and student vocabulary development.	Teachers will participate in staff development for high order thinking skills based on Webb's Depth of Knowledge.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Data chats with students to determine the effectiveness of strategies. Analyze data from assessments.	Mini Benchmark Assessments, Big Idea projects and rubric, Teacher observation checklist, and Checkpoints. Teacher made 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 mathematics. Mathematics Goal #2b:	On the 2012-13 Florida Alternate Assessment 22%(5) students will score at or above Achievement Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

18.8%(3)	22%(5)

<table>
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<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teacher knowledge of the appropriate use of manipulatives</td><td>Teachers will attend in-house PLC and district training on the effective use of manipulatives to maximize student learning

Veteran teachers will model best practices</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal and Math Coach</td><td>Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers.</td><td>Classroom walkthrough Checklist, Student center folders, completed center assignments</td></tr>
<tr><td>2</td><td>Primary focus is whole group instruction</td><td>Students will participate in teacher-directed small group instruction for remediation on a daily basis. Administration and Math Contact person will ensure that teachers are delivering instruction through small group instruction to meet the needs of each student. Students will be provided

Students will be provided extra support via a push-in/pull-out model.</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal and Math Coach</td><td>Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers.</td><td>Classroom walkthrough Checklist, Student center folders, completed center assignments</td></tr>
</table>

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:	On the 2012- 2013 FCAT Math Assessment, 51%(133) of the students in grades 3-5 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(93)	51% (133)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Implementation of Next Generations Sunshine State Standards and Common Core State Standards with fidelity.</td><td>Teachers will attend school based PLCs and district trainings to become familiar with the Next Generation Sunshine State Standards and Common Core State Standards.</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach</td><td>Follow up activities, Classroom walk-through, continuous progress monitoring, and Data chats.</td><td>Classroom observation and checklist, Benchmark Assessment and checkpoints.</td></tr>
<tr><td>2</td><td>Teachers lack of knowledge of using data to drive instruction.</td><td>Teachers will participate in staff development for interpreting and analyzing student data.</td><td>Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach</td><td>Classroom walkthroughs, Data chats and feedback. Record, collect, analyze and discuss data gathered from the Go Math Mini Assessments.</td><td>Data chats and feedback from administration.</td></tr>
<tr><td></td><td>Primary focus is whole</td><td>Students will participate</td><td>Gwendolyn Burney,</td><td>Classroom walkthroughs,</td><td>Teacher</td></tr>
</table>

3	group instruction	in teacher-directed small group instruction for remediation on a daily basis.	Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Data chats and feedback. Record, collect, analyze and discuss data gathered from the Go Math Mini Assessments.	observation checklist and rubric. Chapter Tests, Big Idea Tests, formative assessments. GO Math Mini benchmark assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2012-13 Florida Alternate Assessment 63%(14) students will making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(6.4)	63%(14)

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	Teacher knowledge of the appropriate use of manipulatives	Teachers will attend in-house PLC and district training on the effective use of manipulatives to maximize student learning

Veteran teachers will model best practices | Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal Math Coach | Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers. | Classroom walkthrough Checklist, FAA evaluation tools in mathematics |
| 2 | Lack of remediation through independent center activities | Students will complete teacher-created, independent leveled center activities on a daily basis. | Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal, Math Coach and VE/Ese Teachers | Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers | Classroom walkthrough Checklist, FAA evaluation tools in mathematics |

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:	On the 2012-2013 FCAT Assessment, 55%(41) of the students will make learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(31)	55%(41)

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	Mastery of all prerequisite benchmarks in math from previous grade level not achieved.	Struggling students will receive differentiated instruction utilizing recommended interventions from the struggling math chart.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Monthly data chats will be conducted with teachers, team leaders, and administration.	Chapter Assessments, Florida Benchmark Mini-Assessments, Big Idea Benchmark Assessments, Beginning, Middle, and End of Year Tests. BAT 1 and BAT 2 Assessments.
2	Students have difficulty retaining information and math vocabulary learned during math instruction.	Re-teaching of previously taught concepts will be integrated and students will be provided opportunities to apply prior knowledge to new concepts and real world problems.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Record, collect, analyzes and discusses data according to the timeline laid out in the District Instructional Focus Calendar.	Chapter Tests, Big Idea Tests, formative assessments.
3	Time constraint during regular school day.	Students will participate in extended learning opportunities (ELO), both during and after regular school hours.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Record, collect, analyzes and discuss data gained from program-supplied assessments specific to the ELO resources.	Program supplied assessments

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 #
	On the 2012-2013 FCAT 2.0 Math Assessment 43% of our students in grades 3-5 will make the AMO target. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	43%	48%	54%	60%	

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:	On the 2012-2013 FCAT 2.0 Math Assessment 38% of student by subgroups ethnicity will not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60%(3) Black: 75%(167) Hispanic: 83%(5) Asian: 0%(0) American Indian: NA	White:65% Black:70% Hispanic:78% Asian:50% American Indian:100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of mathematical concepts	Students will be instructed using the District adopted GO Math Series on a daily basis. BEEP resources will be utilized to enhance	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Classroom walkthroughs, Record, collect, analyze and discuss data according to the timeline laid out in the school and District Instructional Focus Calendar.	Chapter Tests, Big Idea Tests, Mini Benchmark Assessments

		student learning.			
2	Primary focus is whole group instruction.	Students will participate in teacher-directed small group instruction for remediation on a daily basis.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Classroom walkthroughs, Record, collect, analyze and discuss data according to the timeline laid out in the school and District Instructional Focus Calendar.	GO Math Mini Benchmark Assessments, Chapter test, Big Idea Assessments
3	Teacher knowledge of the appropriate use of manipulatives.	Teachers will attend In house PLC and district training on the effective use of manipulatives to maximize student learning Veteran teachers will model best practices to enhance teacher knowledge and skill.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Math Contact, Teachers, and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	Classroom observation checklist and student portfolios.

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:	On the 2012-2013 FCAT Assessment, 36%(42) of the ELL students will make satisfactory progress in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(23)	36%(42)

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	Teacher knowledge of the appropriate use of manipulatives	Teachers will attend In house PLC and district training on the effective use of manipulatives to maximize student learning. Veteran teachers will model best practices to enhance teacher knowledge and skill.	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Classroom Walk-throughts-2 times per week, teacher observation. Record, collect, analyze and conference with techers to discuss findings and make recommendtions	Classroom Observation Checklist, student portfolio
2	Student language acquisition	The student learning environment will include pictorial representations of math vocabulary words Students will be placed in a self-contained ELL learning environment or cluster based on their ELL classification (A1-B2).	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Math Contact and Administration will conduct Classroom Walkthroughs on a weekly basis. Math Contact will review student vocabulary journals on a weekly basis.	Classroom observation checklist, Informal Feedback Tool, Math Vocabulary Journals Quizzes,and student portfolios

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:	On the 2012-2013 FCAT Assessment, 37%(20) of the SWD students will make satisfactory progress in Mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(10)	37%(20)

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	Teacher knowledge of the appropriate use of manipulatives	Teachers will attend In house PLC and district training on the effective use of manipulatives to maximize student learning Vetran teachers will model best practices	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Classroom walkthroughs, Record, collect, analyze and discuss test data with teachers.	Classroom Observation Checklist, student portfolio and quezzes
2	Instruction not differentiated	Teachers will differentiate instruction through content process and product, as outlined in the students' IEP	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Classroom walkthroughs, Record, collect, analyze and discuss data with teachers	Formative Assessments, Big Idea, and mini benchmark assessments. Classroom observation checklist, Idea and Mini benchmark Assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2012-2013 FCAT Assessment, 35% of the Economically Disadvantage students will make satisfactory progress in Mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(124 students)	55%(139)

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 not acquainted with the Next Generations Sunshine State Standards	Teacher will attend school based PLC and district training to become familiar with the Next Generation Sunshine State Standards	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers. Record, collect, analyze and discuss data.	Classroom walkthrough Checklist, GO Math Mini Benchmark Assessments Chapter Tests, Big Idea Tests.
2	Primary focus is whole group instruction	Students will participate in teacher-directed small group instruction for remediation on a daily basis. Administration and Math Contact person will ensure that teachers are delivering instruction through small group	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers. Record, collect, analyze and discuss test data.	Classroom walkthrough Checklist, GO Math Mini Benchmark Assessments Chapter Tests, Big Idea Tests.

#						
			instruction to meet the needs of each student. Students will be provided Students will be provided extra support via a push-in/pull-out model.			
3	Teacher knowledge of the appropriate use of manipulatives	Teachers will attend in-house PLC and district training on the effective use of manipulatives to maximize student learning Veteran teachers will model best practices	Gwendolyn Burney, Principal; Lydia Knighton, Assistant Principal; Jennel Mayers Math Coach	Math contact and Administration will conduct weekly classroom walkthroughs, and constructive feedback will be given to teachers. Record, collect, analyze and discuss test data.	Classroom walkthrough Checklist, GO Math Mini Benchmark Assessments. Student portfolio GO Math Chapter Tests

End of Elementary School Mathematics Goal

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
Next Generation Sunshine state Standards	K-5 Math Teachers	Jennel Mayers, K-5 Math Coach	Instructional Staff	On-going	Classroom Walkthroughs, Follow-up assignments, Benchmark Assessments and Data Chats	Administration
In-house PLCs- Sharing best Practices	K-5 Math Teachers	Jennel Mayers, K-5 Math Coach	Instructional Staff	On-going	Classroom Walkthroughs, Follow-up assignments, Benchmark Assessments, Big Idea Assessments and data chats	Administration
Go Math- Big Idea 1,2 and 3	K-5 Math Teachers	Jennel Mayers, K-5 Math Coach	Instructional Staff	On-going	Classroom Walkthroughs, Follow-up assignments, Benchmark Assessments, Big Idea Assessments and data chats.	Administration
Response to Intervention	K-5 Math Teachers	School Counselor, School Social Worker and CPST Team	Instructional staff	Pre-planning	Classroom Walkthroughs, Data chats and Student data	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Level 2 and 3 students will participate in extended learning opportunities (ELO) after regular school hours.	Florida Coach Jumpstart Math	School Funds	$809.93
Targeted Level 2 students who have made learning gains will be provided extra support via a push-in/pullout model	Jumpstart, Buckle Down	Accountability	$740.00
			Subtotal: $1,549.93
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
GO Math Instruction	Utilizing GO Math materials effectively	Title I	$3,100.00
Calendar Math Instruction	Utilizing Calendar Math Kits effectively Substitutes	Title I	$2,000.00
			Subtotal: $5,100.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Make and Take Projects	Supplies (Charts, Folders, etc.)	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $7,649.93

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:	On the 2012-2013 FCAT Science Assessment 23%(17) of the students in grade 5 will score a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(12)	23%(17)

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	Inability to read Nonfiction science text	Supplement more Nonfiction materials and activate prior knowledge and add Science vocabulary development.	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Weekly Classroom Walkthroughs, Data Analysis, Reviewing Science Notebooks	Mini-BATs and Test Maker-Pro Assessment Student Journals and Fusion Science Assessment
2	Non-mastery of grade level expectations and spiraling of prior knowledge	Teachers will use BEEP Lessons, science kits and instructional focus calendars for instruction and Remediation. Students will also attend weekly science classes.	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Weekly Classroom Walkthroughs, Data Analysis, Reviewing Science Notebooks	Mini-BATs End of Unit Test Student Journals and Fusion Science Assessment
3	Time restraint and applying rigor to higher level questioning and thinking and applying concepts to real world situations	Integrating science across the curriculum, Science centers, Science tutoring, and Science pullout (Thursday's of every week)	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Weekly Classroom Walkthroughs, Data Analysis, Reviewing Science Notebooks	Mini-BATs and Test Maker-Pro Assessment Student Journals and Fusion Science Assessment

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:	On the 2012-2013 FCAT Science Assessment 50(3)% of our ESE students will score a level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(4)	50%(3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for enrichment activities in the Science Instructional Block.	Students will receive Extended Learning Opportunities during Weekly science lab and classroom lessons. Interaction with and mainstreaming with regular 5th grade classes during science lab lessons	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Review and analyze assessment data.	Student Journals and Fusion Science Assessment
2	Time for enrichment activities in the Science Instructional Block.	Supplement more Nonfiction materials and activate prior knowledge and add Science vocabulary development.	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Review and analyze assessment data.	Student Journals and Fusion Science Assessment

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:	On the 2012-2013 FCAT Science Assessment 10%(8) of the students in grade 5 will score a Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(91)	10%(8)

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	Time for enrichment activities in the Science Instructional Block.	Curriculum Development and Team Planning Higher level (WEB's) Science Pullout (Thursday's) and Science and Math Club	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Review and analyze assessment data.	Mini-BATs, Test Maker-Pro Assessments and Student Notebooks

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:	On the 2012-2013 FCAT Science Assessment 50%(3) of the ESE students in grade 5 will score at or above a Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1)	50%(3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to read Nonfiction science text	Supplement more Nonfiction materials and activate prior knowledge and add Science vocabulary development.	Gwendolyn Burney Lydia Knighton and Wayne Lovett Science Coach	Weekly Classroom Walkthroughs, Data Analysis, Reviewing Science Notebooks	Mini-BATs and Test Maker-Pro Assessment Student Journals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Test Specifications	K-5 Science	Wayne Lovett	K-5 Science Teachers	On-going	Weekly Classroom Walkthroughs, Feedback and Reflective Conversations, Monthly Data Chats	Gwendolyn Burney, Lydia Knighton and Wayne Lovett (Science Coach)
New Science Curriculum Benchmarks	K-5 Science	Teachers who Attended the Summer Institute and Science Coach	K-5 Science Teachers	On-going	Weekly Classroom Walkthroughs, Feedback and Reflective Conversations, Monthly Data Chats	Gwendolyn Burney, Lydia Knighton and Wayne Lovett (Science Coach)
Florida Science Fusion Training	K-5 Science	District Trainer Science Coach	K-5 Science Teachers	On-going	Weekly Classroom Walkthroughs, Feedback and Reflective Conversations, Monthly Data Chats	Gwendolyn Burney, Lydia Knighton and Wayne Lovett (Science Coach)
C Palms Training	K-5 Science	Wayne Lovett Science Coach	K-5 Science Teachers	On-going	Feedback and Reflective Conversations, Monthly Data Chats	Gwendolyn Burney, Lydia Knighton and Wayne Lovett (Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Training (DELTA KITS)	Science Materials Substitutes	Title I	$2,000.00
Science Materials (Lab) Science models and instruments	Science equipment and instructional materials	Scool Funds	$700.00
			Subtotal: $2,700.00
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: $2,700.00

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:	On the 2012-2013 Writing FCAT Assessment, 80%(73) of our 4th grade students will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(47)	80%(73)

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 daily instruction and practice in grammar	Mini language grammar opening lessons and center activities	Gwendolyn Burney, Lydia Knighton and Nelsha Powell	Journal writing, Teacher observations, CWT and Test scores	Writing Prompts Journals
2	Deficient in basic spelling and convention usage	Model correct usage of conventions and implement student personal dictionaries.	Gwendolyn Burney, Lydia Knighton and Nelsha Powell	Writing Samples	Mock Writing Prompts and district writing assessments.
3	Lack of ability with the Writing process	Vocabulary Development & additional teacher time	Gwendolyn Burney, Lydia Knighton and Nelsha Powell	Student chats Teacher observation	Mock Writing Prompts and district writing assessments.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	On the 2012-2013 Writing FCAT Assessment, 42% of our 4th grade ESE students will score a level 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(3)	42%(4)

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	Deficient in basic spelling and convention usage	Model correct usage of conventions and implement student personal dictionaries.	Gwendolyn Burney, Lydia Knighton and Nelsha Powell	Walkthroughs, Lesson Plans, Student Work Displayed	Mock Writing Prompts and district writing assessments.
2	Lack of ability with the Writing process	Lack of ability with the Writing process	Gwendolyn Burney, Lydia Knighton and Nelsha Powell	Student chats Teacher observation	Mock Writing Prompts and district writing assessments.
3	Unfamiliar with higher leveled vocabulary words	BEEP Vocabulary Lessons, continue school-wide vocabulary word of the day initiative and implement Elements of Vocabulary Program	Gwendolyn Burney, Lydia Knighton, Nelsha Powell, Rose Dorsainville, and Roy Ebanks	Student chats Teacher observation	Mock Writing Prompts and district writing assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing mentor texts and sharing best practices from the Writing Institute	K-5	Teachers, Instructional Coaches	School-wide	Early Release, After School, Monthly	Writing Samples and CWT	Gwendolyn Burney, Lydia Knighton, and Nelsha Powell and Writing Teachers (4th grade)
Summer Writing Training	Summer Writing Training	Title I	School Wide	August 1-11, 2012	Writing Samples and CWT	Gwendolyn Burney, Lydia Knighton, and Nelsha Powell and Writing Teachers (4th grade)

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Novel study and nonfiction reading	Novel study and nonfiction reading		$1,000.00
Writing Process	B.E.E.P Charts Writing Journals Substitutes	Title I	$2,500.00
			Subtotal: $3,500.00

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

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:	For the 2012-13 school year 98% of students will be in attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.2% (586)	98% (530)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
21% (128)	13% (72)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16% (97)	12% (65)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students identified in the lowest 30th	Quarterly incentives for students that have	Administration Teachers	Attendance Records	Attendance cards and Pinnacle

1	percentile are excessively absent.	perfect attendance.	Community/ BTIP Liaison, Social Worker		
2	Students identified in the lowest 30th percentile are chronically tardy.	Conduct parent conference, Parent Link and Home Visits	Administration Teachers Community/ BTIP Liaison, Social Worker	Attendance Records	Tardy Slips
3	Parents/Guardians lack understanding of the attendance policy	Parent meeting to review the attendance policy	Administration Teachers Community/ BTIP Liaison, Social Worker	Attendance Records	Sign-in sheets Tardy Slips
4	Lack of parental support/awareness of Importance	Provide student incentives Involve school social worker	Administration Teachers Community/ BTIP Liaison, Social Worker	Student daily attendance records	Attendance cards and Pinnacle

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
Effective ways to increase school attendance	PreK-5	Administration Community/BTIP Liaison and Social Worker	PreK-5 Teachers	on-going	Attendance cards and Pinnacle School Social Worker will facilitate BTIP/Attendance presentations.	Teachers and Administration

Attendance Budget:

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

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:	For the 2012-13 school year 1% will have internal suspension and 1% will have external suspension.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
4%	2%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2%	2%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2%	2%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2%	2%

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 fidelity of implementation of the discipline plan	Review and revise school wide discipline plan and procedures with staff	Teacher School Counselor, Administration	Classroom observations	Discipline Matrix System Classroom observations and walk-throughs
2	Students understanding school rules	Grade level discipline assemblies	Administration	Student behavior referrals	Discipline Matrix Classroom observation and walk-throughs
3	Lack of parental support/awareness of Importance	Provide student incentives Involve school social worker	Provide student incentives Involve school social worker	Student daily attendance records	Attendance cards and Pinnacle
4	Students identified in the lowest 30th percentile are chronically tardy	Conduct parent conference, Parent Link and Home Visits	Administration Teachers Community/ BTIP Liaison, Social Worker	Attendance Records	Tardy Slips

| 5 | Parents/Guardians lack understanding of the attendance policy | Parent meeting to review the attendance policy | Administration Teachers Community/ BTIP Liaison, Social Worker | Attendance Records | Sign-in sheets Tardy Slips |

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
Effective ways to increase school attendance	PreK-5	Administration Community/BTIP Liaison and Social Worker	PreK-5 Teachers	on-going	Attendance cards and Pinnacle School Social Worker will facilitate BTIP/Attendance presentations.	Teachers and Administration
Rules and expectations	PreK-5	Administration Community/BTIP Liaison and Social Worke	PreK-5 Teachers	Early Release Monthly PLC	Attendance cards and Pinnacle School Social Worker will facilitate BTIP/Attendance presentations.	Teachers and Administration
Improving student behavior	PreK-5	Administration Community/BTIP Liaison and Social Worke	PreK-5 Teachers	Early Release Planning Day	Classroom walk-throughs and observations	Teachers and Administration
Violence Prevention	PreK-5	Prevention Team	PreK-5 Teachers	Monthly	Classroom walk-throughs and observations School activities	Prevention Team Guidance Counselor

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Suspension Budget:

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

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.*	For the 2012-13 school year 45% of the parents participated in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35%(246)	45%(248)

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	Conflicting schedules (Parent job and school hours)	Provide flexible schedules for parent/school activities Follow Parent Involvement Plan	School Staff Community Liaison PTA/SAF SAC	Increased participation in school activities	Sign-in Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing parental involvement	PreK-5	Teachers Offering Parental Support (TOPS) Curriculum Leadership Team	Teachers Parents	Quarterly	Increased participation Sign-in sheets	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent literacy Training	Incentives, Make and Take Projects, Childcare	Title I	$1,500.00

Parenting Skills-Mega-Skills Program	Incentives, Mega Skills Resources	Title I	$1,500.00
Curriculum and Assessment Training Parent Seminar	Instructional Materials	Title I	$305.00
Parent Seminar	District Training and Information Session	Title I	$200.00
			Subtotal: $3,505.00

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: $3,505.00

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
Reading	Students will increase knowledge of current events through high interest materials	Scholastic News	School Funds	$4,000.00
Reading	Students will increase vocabulary through listening to Read Aloud (Grade level lists of read aloud will be provided)	Composition Notebooks	School Funds	$1,500.00
Reading	Students will receive additional support and guided practice in mastering the NGSSS	Florida Ready by Curriculum Associates	School Funds	$6,090.00
Reading	School wide daily implementation of vocabulary instruction	District Approved Library Book	Media Budget	$1,500.00
Reading	Students will receive Extended Learning Opportunities" during Saturday Tutorial Camp	Class sets of novels suggested by the Common Core State Appendices	School Budget	$5,593.50
Reading	Students will receive Extended Learning Opportunities After School	Jumpstart	School Funds	$1,580.04
Reading	Related Field Trips	Field Trips related to content	School/District	$500.00
Reading	Related Field Trips	Field Trips related to content	School/District	$500.00
Reading	Related Field Trips	Field Trips related to content	School/District	$500.00
Reading	The students' environment will include word walls and vocabulary banks with pictorial representations when appropriate.	Language Master Cards (ESOL)	School Funds	$303.60
Mathematics	Targeted Level 2 and 3 students will participate in extended learning opportunities (ELO) after regular school hours.	Florida Coach Jumpstart Math	School Funds	$809.93
Mathematics	Targeted Level 2 students who have made learning gains will be provided extra support via a push-in/pullout model	Jumpstart, Buckle Down	Accountability	$740.00
Science	Instructional Training (DELTA KITS)	Science Materials Substitutes	Title I	$2,000.00
Science	Science Materials (Lab) Science models and instruments	Science equipment and instructional materials	Scool Funds	$700.00
Writing	Novel study and nonfiction reading	Novel study and nonfiction reading		$1,000.00
Writing	Writing Process	B.E.E.P Charts Writing Journals Substitutes	Title I	$2,500.00
Parent Involvement	Parent literacy Training	Incentives, Make and Take Projects, Childcare	Title I	$1,500.00
Parent Involvement	Parenting Skills-Mega-Skills Program	Incentives, Mega Skills Resources	Title I	$1,500.00
Parent Involvement	Curriculum and Assessment Training Parent Seminar	Instructional Materials	Title I	$305.00
Parent Involvement	Parent Seminar	District Training and Information Session	Title I	$200.00
				Subtotal: $33,322.07

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Treasures Instruction	Utilizing Treasures effectively	Title I	$1,100.00
Reading	Literacy Circles/Novel Studies	Resource Guides	Title I	$500.00
Mathematics	GO Math Instruction	Utilizing GO Math materials effectively	Title I	$3,100.00
Mathematics	Calendar Math Instruction	Utilizing Calendar Math Kits effectively Substitutes	Title I	$2,000.00
				Subtotal: $6,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Book Study	Books	Title I	$1,000.00
Reading	Make and Take Projects	Supplies (Charts, Folders, etc.)	Title I	$1,000.00
Reading	Quarterly Family Literacy Nights: Teachers Offering Parental Support (TOPS)	Facilitator salaries, Supplies (charts, paper, folders, markers, etc.)	Title I	$3,500.00
Mathematics	Make and Take Projects	Supplies (Charts, Folders, etc.)	Title I	$1,000.00
				Subtotal: $6,500.00
				Grand Total: $46,522.07

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌢ Priority	⌢ Focus	⌢ Prevent	⌢ NA	

Are you a reward school: ⌢ Yes ⌢ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Jumpstart/ Reading	$1,500.00
Jumpstart/ Math	$1,500.00

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

The School Advisory Council's function is to assist in the process of developing the School Improvement Plan. Monthly meetings are held to address the curriculum plan and long and short term goals. The council works collaboratively with the school, parents, and community to monitor the progress and implementation of the school improvement plan.
Also, to increase parental involvement in students academic course work and hold strategic monthly meetings to assist parents in learning how to help their child(en) at home with academic web-based programs and Teacher to Parent assistants.
SAC meetings are scheduled the third Wednesday of every month. Curriculum and Title 1 updates are provided. All stakeholders participate in the School Improvement Plan process and provide feedback concerning our goals, objectives and action steps. Parents assist in developing the Parent Involvement Plan and Parent School Compact. Parent activities are scheduled by content areas to provide parents with strategies to assist their children at home.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
WESTWOOD HEIGHTS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	52%	86%	23%	221	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	48%			109	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?	70% (YES)	66% (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					466	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
WESTWOOD HEIGHTS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	55%	90%	19%	213	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	55%	60%			115	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?	58% (YES)	73% (YES)			131	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					459	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested