

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DILLARD ELEMENTARY SCHOOL

District Name: Broward

Principal: Angela Brown

SAC Chair: Vince Watson

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Angela Brown	Masters Degree in Educational Leadership, Bachelor Degree In Clinical Psychology	2	6	<p>Dillard Elementary 2011- 2012 Grade: C                      Reading Mastery: 28%                      Math Mastery : 32%                      Science Mastery: 21%                      Writing Mastery : 81%</p> <p>AMO criteria met in Reading: N                      Total (28%)                      Reading (Black) (28%) Target Met: N                      Reading (Economically Disadvantaged) (28%) Target Met: N                      Reading (SWD)(11%) Target Met: N</p> <p>AMO criteria not met in Math: N                      Total (32%)                      Math (Black) (32%) Target Met: N                      Math (Economically Disadvantaged)(32%) Target Met: N                      Math (SWD)(22%) Target Met: N</p> <p>Pine Ridge Alternative Center 2010- 2011                      % Learning Gain in Reading Current Yr:</p>

					50% % Learning Gain in Reading Prior Yr: 67% % Learning Gain in Math Current Yr: 64% % Learning Gain in Reading Prior Yr: 74%
Assis Principal	Gretchen Atkins	Bachelor Degree in Elementary Education, Masters Degree in Reading, Educational Specialist Degree Educational Leadership	3	3	Dillard Elementary 2011- 2012 Grade: C Reading Mastery: 28% Math Mastery : 32% Science Mastery: 21% Writing Mastery : 81%  AMO criteria met in Reading: N Total (28%) Reading (Black) (28%) Target Met: N Reading (Economically Disadvantaged) (28%) Target Met: N Reading (SWD)(11%) Target Met: N  AMO criteria not met in Math: N Total (32%) Math (Black) (32%) Target Met: N Math (Economically Disadvantaged)(32%) Target Met: N Math (SWD)(22%) Target Met: N  Dillard Elementary 2010- 2011 Grade: B Reading Mastery: 53% Math Mastery : 60% Science Mastery: 43% Writing Mastery : 100% AYP: Met
Principal					

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/Writing	Sharol Alexander	Professional Educator's: Elem. Ed 1-6, ESOL Endorsement, Early Childhood (N-K)	34	16	Dillard Elementary 2011- 2012 Grade: C Reading Mastery: 28% Math Mastery : 32% Science Mastery: 21% Writing Mastery : 81%  AMO criteria met in Reading: N Total (28%) Reading (Black) (28%) Target Met: N Reading (Economically Disadvantaged) (28%) Target Met: N Reading (SWD)(11%) Target Met: N  AMO criteria not met in Math: N Total (32%) Math (Black) (32%) Target Met: N Math (Economically Disadvantaged)(32%) Target Met: N Math (SWD)(22%) Target Met: N  Dillard Elementary 2010- 2011 Grade: B Reading Mastery: 53% Math Mastery : 60% Science Mastery: 43% Writing Mastery : 100% AYP: Met
					Coconut Palm Elementary 2011- 2012 Grade: A Reading Mastery: 67% Math Mastery : 65% Science Mastery: 49% Writing Mastery : 88%  AMO criteria met in Reading: Y Total (65%) Reading (Asian) 71% Target Met: N Reading (Black) (62%) Target Met: Y

Reading	Dr. Lashawn Tukes	Professional Educator's: Elem. Ed 1-6, Educational Leadership (All Levels)	1	12	<p>Reading (Hispanic)(65%) Target Met: Y  Reading (White)(75%) Target Met: Y  Reading (Economically Disadvantaged) (57%)Target Met: Y  Reading (ELL)(41%) Target Met: Y  Reading (SWD)(27%) Target Met: Y</p> <p>AMO criteria not met in Math: N  Total (67%)  Math (Asian)(78%) Target Met: Y  Math (Black) (61%) Target Met: N  Math (Hispanic)(70%) Target Met: N  Math (White)(75%) Target Met: Y  Math (Economically Disadvantaged)(60%) Target Met: N  Math (ELL)(49%) Target Met: Y  Math (SWD)(27%) Target Met: Y</p> <p>Coconut Palm Elementary 2010- 2011  Grade: A  Reading Mastery: 80%  Math Mastery : 81%  Science Mastery: 50%  Writing Mastery : 98%  AYP: Not Met</p>
Mathematics	Khaveta Ramnath	Professional Educator's: Educational Leadership (All Levels), Elementary Education K-6, ESOL Endorsement, Mathematic 6-12	1	2	<p>Thurgood Marshall 2011-2012 Grade: C  Reading Mastery: 36%  Math Mastery: 40%  Science Mastery: 40%  Writing Mastery: 69%</p> <p>AMO criteria met in Reading: N  Total (40%)  Reading (Black) (40%) Target Met: N  Reading (Economically Disadvantaged) (38%)Target Met: N  Reading (ELL)(17%) Target Met: Y  Reading (SWD)(35%) Target Met: N</p> <p>AMO criteria not met in Math: N  Total (54%)  Math (Black) (52%) Target Met: N  Math (Economically Disadvantaged)(53%) Target Met: N  Math (ELL)(43%) Target Met: N  Math (SWD)(53%) Target Met: N</p> <p>Thurgood Marshall 2010-2011 Grade: B  Reading Mastery: 50%  Math Mastery: 71%  Science Mastery: 64%  Writing Mastery: 88%  AYP: The subgroups Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.  AYP: The subgroup English Language Learners did not make AYP in Reading; although the subgroups of Total, Black, and Economically Disadvantaged made Safe Harbor AYP in reading.</p>
Science	Alton Bolden	Professional Educator's: Educational Leadership (All Levels), Varying Exceptionalities K-12, Elementary Ed K-6, ESOL,	1	1	<p>Broadview Elementary 2011-2012 Grade: A  Reading Mastery: 67%  Math Mastery: 79%  Science Mastery: 70%  Writing Mastery: 91%  AYP: Not met</p> <p>AMO criteria met in Reading: Y  Total (60%)  Reading (Black) (56%) Target Met: Y  Reading (Hispanic)(52%) Target Met: Y  Reading (White)(64%) Target Met: N  Reading (Economically Disadvantaged) (58%)Target Met: Y  Reading (ELL)(44%) Target Met: Y  Reading (SWD)(60%) Target Met: N</p> <p>AMO criteria not met in Math: N  Total (68%)</p> <p>Math (Black) (66%) Target Met: N  Math (Hispanic)(68%) Target Met: N  Math (White)(68%) Target Met: N  Math (Economically Disadvantaged)(66%) Target Met: N  Math (ELL)(50%) Target Met: Y  Math (SWD)(58%) Target Met: N</p> <p>Broadview Elementary 2010-2011 Grade: A  Reading Mastery: 64%</p>

					Math Mastery: 72% Science Mastery: 71% AYP: No subgroups met AYP but 74% of our students were proficient. We did meet proficiency in writing. Writing Mastery: 92%
Primary Reading	Alfiah Waite	Professional Educator's:	1	1	Dillard Elementary 2011- 2012 Grade: C Reading Mastery: 28% Math Mastery : 32% Science Mastery: 21% Writing Mastery : 81%  AMO criteria met in Reading: N Total (28%) Reading (Black) (28%) Target Met: N Reading (Economically Disadvantaged) (28%) Target Met: N Reading (SWD)(11%) Target Met: N  AMO criteria not met in Math: N Total (32%) Math (Black) (32%) Target Met: N Math (Economically Disadvantaged)(32%) Target Met: N Math (SWD)(22%) Target Met: N  Dillard Elementary 2010- 2011 Grade: B Reading Mastery: 53% Math Mastery : 60% Science Mastery: 43% Writing Mastery : 100% AYP: Met

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Partnering new teachers or teachers with less than 3 years experience with veteran staff.	NESS Liaison	Ongoing	
2	Bi-Weekly Professional Learning Communities	Support Staff	Ongoing	
3	Clear staff/administration communication	Principal Assistant Principal	Ongoing	
4	Administration mentoring	Principal Assistant Principal	Ongoing	
5	Schedule regular meetings between administrator and teachers to support their work with students	Principal Assistant Principal Instructional Coaches	Ongoing	
6				

### 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
No data submitted	

### 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
52	3.8%(2)	21.2%(11)	53.8%(28)	25.0%(13)	50.0%(26)	100.0%(52)	19.2%(10)	1.9%(1)	73.1%(38)

### 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
Alfiah Waite	Nadarine Fariclough	New teacher to Dillard Elementary	Monthly NESS PLC's, mentor CWT with feedback, common instructional/academic planning to meet the educational needs of the students and mentee observing the mentor.
Melissa Dingle	Ruth Louissant	New teacher to Dillard Elementary	Monthly NESS PLC's, mentor CWT with feedback, common instructional/academic planning to meet the educational needs of the students and mentee observing the mentor.
Yolonda Shaw	Khaveta Ramnath	New teacher to Dillard Elementary	Monthly NESS PLC's, mentor CWT with feedback, common instructional/academic planning to meet the educational needs of the students and mentee observing the mentor.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title 1 is the largest federal funded education program in the United States Authorized by Congress, it provides supplemental funds to school districts to assist eligible public and private schools with the highest student concentration of poverty to meet school educational goals. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Dillard Elementary participated in the Supplemental Educational Services (SES) program, which provides extra academic assistance such as tutoring and other after school services that have been approved by the State Department of Education. Tutoring takes place outside of the regular school day and parents must choose the provider of these services. The program targets students with FCAT reading levels of a 1 or 2.

Violence Prevention Programs

Nutrition Programs

Dillard Elementary participates in the Fresh Fruit and Vegetable Program, which provides all students with a variety of free fresh fruits and vegetables throughout the school day. It is an effective and creative way of introducing fresh fruits and vegetables as healthy snack options. Listed below are the positive attributes of the program:

- Low fat/high fiber/nutrient dense snack
- Awareness of variety of fruits and vegetables
- Support the Wellness Policy
- Create healthy school environments
- Expand the variety of fruits and vegetables children consume
- Increase children's fruit and vegetable consumption

Housing Programs

Head Start

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Angela Brown,Principal  
Gretchen Atkins, Assistant Principal  
Loriece Glover, ESE Specialist  
Lashawn Tukes, Reading Coach  
Sharol Alexander, Curriculum Facilitator  
Classroom Teachers (Referring Teacher)  
Pablo Uriate, Social Worker  
Joanne Nemiroff, School Psychologist  
Vince M. Watson, Behavior Support (RtI Coordinator)  
Laura Martin, Guidance Counselor

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?

Dillard Elementary RtI Leadership Team meets biweekly. The goal of the RtI team is to work collaboratively with all stakeholders to address academic and/or behavior concerns. Data is the driving tool the team will use for diagnosing and prescribing appropriate interventions. Progress monitoring of interventions by the team will ensure plans are carried out with fidelity and adequate decision are made to meet the needs of each student presented to the leadership team.

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?

Monthly communication from the RtI Coordinator will be used to facilitate dialog with the School Advisory Council. The RtI Coordinator and other members will use this platform to ensure all students needs are met through the use of appropriate imaterials. Members of the team will also support the School Advisory Council during the development of School Improvement Plans. The following criteria will be used to develop and implement the School Improvement Plans:

1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement
2. Analyze data to identify why the problems exist
3. Develop and implement an Intervention Plan with goals, objectives, timelines, and support
4. Establish a monitoring process for anticipated outcomes

### MTSS Implementation

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

Tier 1 reading, math, science, writing data sources:

Review previous year's District Test/Florida Comprehensive Assessment Test (FCAT) scores to identify struggling and advanced students.

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

FAIR is developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that is essential for guiding instruction.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT

Narrative and Expository Writing Samples

Tier 1 reading, math, science, writing management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Writing Rubric

Tier 2 reading, math, science, writing data sources:

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT

Narrative and Expository Writing Samples

Tier 2 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Writing Rubric

Tier 3 reading, math, science, writing data sources:

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks). District and FCAT test will be used to identify areas of concerns and growth in based on specific strands.

Narrative and Expository Writing Samples

Tier 3 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

\*BEHAVIOR

Tier 1 behavior data sources:

The intent of the Struggling Behavior Chart is to provide classroom teachers, administrators, and support staff, who may serve as members of Collaborative Problem Solving Team (CPST) teams, with tools for behavioral interventions in the classroom. The underlying assumption is that many of the behavioral problems of students can be adequately addressed with evidence-based interventions in the general education classroom. In addition, the vast majority of students should respond to "universal" interventions (e.g., school-wide and/or class-wide strategies), while some may require "targeted" interventions (e.g., small group or individualized strategies), and relatively few should require "intensive" interventions (e.g. highly individualized strategies, including special education). Finally, in tier 2 and tier 3 progress monitoring graphs are generated for each student to show progress or lack of progress.

Tier 1 behavior management system:

When teachers encounter behavioral problems in the classroom, their first set of options for intervention should be those universal strategies found in Tier 1 of the Struggling Behavior Chart. These are school-wide and/or class-wide strategies found in the CHAMPs I program, endorsed for all Broward schools in the 7-8-9 Plan. Where appropriate, teachers should first select strategies from Tier 1 of the Struggling Behavior Chart that best correspond to the types of problems they are encountering. This may occur individually, or in consultation with another colleague or grade level team leader, but should not require involvement of the CPS team. At minimum, anecdotal data should be kept about the interventions attempted and an evaluation (even an informal one) should be made of the success of the strategies used by the teacher. Enough time should be allowed to elapse (e.g., 4-6 weeks) to determine if the strategies were successful before moving to targeted interventions (Tier 2).

Tier 2 behavior data sources:

Tier 2 interventions are targeted for more specific behavioral problems of individual students and may require consultation between the teacher and selected specialists from the CPS team (e.g., behavior specialist, school psychologist, socialworker, etc.). In most Tier 2 cases, involvement of the full CPS team should not be required. The strategies included in Tier 2 are



drawn from a variety of sources (e.g., CHAMPS II, PAX, interventioncentral.org.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher.

Tier 2 behavior management system:

Tier 2 strategies are drawn from a variety of sources (e.g., CHAMPS II, PAX data, etc.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher. Hence, consultation with other professionals who have expertise in behavioral interventions is crucial. It is also necessary at Tier 2 to keep more rigorous records of interventions attempted and the success (or lack of success) of the strategies used. That is, baseline data should first be obtained for the student's problem, which can be compared to data collected during intervention. Evaluation of the intervention should consist of inspection of these comparative data (baseline vs. intervention) in order to draw conclusions about the effectiveness of the strategies used. Documentation of these databased interventions should be retained as part of the student's record. Specialists from the CPS team can be used to assist with data collection and evaluation when the teacher needs assistance in this area. Again, enough time should be allowed (e.g., 4-6 weeks) to determine if the strategies were successful before moving to intensive interventions (Tier 3).

Tier 3 behavior data sources:

Tier 3 interventions tend to be more severe and/or chronic, involvement of the full CPS team is recommended. Again, the strategies included at Tier 3 are drawn from a variety of sources (e.g., CHAMPS II, PAX, interventioncentral.org, etc.) and are more intensive and individualized in their focus.

Tier 3 behavior management system:

Tier 3 strategies require the same rigor with regard to data collection, evaluation of the intervention(s), and retention of student records. Additionally, it is at this level that consideration of a referral for ESE evaluation may become viable. That is, if the student does not respond to Tier 3 interventions, then referral for a comprehensive evaluation may be considered. The full assistance of the CPS team should be used for Tier 3 interventions to ensure that strategies are attempted as planned and with the fullest cooperation possible. Tier 3 is ultimately an evaluation of whether or not interventions were effective and the team can determine if there is a need for referral for a comprehensive evaluation.

Tracking Student Data

A Filemaker pro database is used to track student data during the RTI process. This database will simply maintain information pertaining to student progression in the RTI process. In addition, teachers are responsible for maintaining all hard data used in the process in the RTI process in a safe and secure location. All RTI data used to track student progress will also be used when determining the student growth. Finally, the same RTI academic and behavior process will be used to track data for all students and support students at-risk.

Training and support

The school psychologist, ESE specialist, district ESE personnel, social worker, subject area coaches, and the behavior specialist will provide RTI training and support at Dillard Elementary collaboratively.

What is the Process?

Tier 1 – Identify the students in classes who are struggling

- Identify the expected level of performance, student level of performance, and peer level performance
- Implement Tier 1 interventions/instruction

(basic classroom strategies you would use for any student in need)

- Document baseline data on intervention record
- Monitor progress for a minimum of 6 weeks
- No progress made? Move to tier 2

Tier 1: All students receive classroom - based instruction

- Core Reading (i.e., Treasures - Grades K-3) and Treasures - Grades 4-5) and Core Math (Go Math - Grades K-5)
- Center Activities
- Elements of Vocabulary
- Compass Learning (Odyssey)
- FCAT Explorer
- Accelerated Reader (AR)
- Diagnostic Assessment of Reading (DAR)
- Skill based grouping
- Classroom Guidance
- Classroom Management System (CHAMPS)and (PAX)
- On-Going Progress Monitoring
- FAIR
- BAT I & II
- Checkpoints/Mini Benchmarks Assessment
- Oral Reading Fluency Probes
- Go Math Assessments

- Weekly test
- Mid-Unit Tests
- End –of- Unit Test

#### Tier 1-Behavior

- CHAMPS (School-wide discipline plan)
- PAX (The Good Behavior Game)
- Misbehavior Recording Sheet (Analysis of conduct)

#### Tier 2 – Consultation with CPST

- At bi-weekly CPST meeting develop Tier 2 interventions/instruction.

Tier 2 intervention plan is based on the data collection from Tier 1.

- Document Tier 2 intervention plan on the student's intervention record during CPST meeting.
- Monitor progress---collecting data for 4-6 weeks
- No progress made. Request another CPST meeting

#### Tier 2: Targeted Supplemental Group Interventions/Instruction

- Small group instruction (4 – 6 students)
- In addition to and in alignment with effective core instruction

#### Tier 2 Intervention/Instruction Programs

##### Triumphs

- Grades 1 - 3
- 20 minutes daily with-in initial 90 minute reading block, and supplemental beyond 90-minute reading block, if need
- Daily Treasures lesson
- On-Going Progress Monitoring
- Quick Checks within lessons
- Weekly Tests
- Mid-Unit Tests
- End-Of-Unit Tests

##### Harcourt Trophies Intervention

- Grades 4-5
- 20 minutes daily with-in initial 90 minute reading block, and supplemental beyond 90-minute reading block, if need
- Daily Treasures lesson
- On-Going Progress Monitoring
- Weekly Tests
- Unit Test
- Mid-Unit Tests
- End-Of-Unit Tests

#### Additional Tier 2 Resources

##### Phonics for Reading

- Grade 2-5
- 30 minutes daily
- Supplemental beyond 90- minute reading block
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks
- Super QAR
- Grades 1-5
- 15 – 30 minutes daily
- Supplemental beyond 90-minute reading block
- Concept lessons can be divided into two sessions
- Boosters lessons may take more than one day
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks
- Soar to Success
- Grades 3 -5
- 30 – 40 minutes daily
- Supplemental beyond 90- minute reading block
- On-Going Progress Monitoring
- Informal Reading Inventory (IRI) Assessment
- Protocols for Oral Reading Fluency and Retelling
- Phonics and Decoding
- Go Math

- Grades K – 5
- Prescriptive lessons
- On-Going Progress Monitoring
- Core program assessments

#### Tier 2- Behavior

- 30 minute teach observation
- #1 parent conference
- Behavior checklist (identify specific behaviors)
- Goal contract
- Monitoring Reactions to Correction form (Tallies appropriate and inappropriate conduct)
- Student rating form (Collaborative problem-solving and comprehensive evaluation)
- PBIP

#### Tier 3 – Intensive

- CPST will collaboratively develop a plan of action with parent involvement
- At CPST meeting, document Tier 3 intervention record
- At CPST meeting, schedule a follow- up meeting after 6 or more weeks at Tier 3

#### Tier 3 – Intensive Interventions/Instruction

- Very small group (1 – 3)
- In addition to and in alignment with effective core instruction

#### Resource & Assessments

- Foundations
- Grades K – 2
- 30 minutes or twice daily
- Supplemental beyond 90 reading block
- One lesson per day
- On-Going Progress Monitoring
- Weekly check-ups
- End-of unit Tests
- OPM every 2-3 weeks

- Moving With Math
- Grades 1 – 5
- Alternative core math program delivered during 60 minute math block
- Daily lessons

#### On-Going Progress Monitoring

- Pre/post tests
- Bi-weekly assessments
- Chapter tests
- Mini-assessments
- Individual Counseling
- FBA & PBIP

#### Tier 3-Behavior

- FBA
- Student rating
- Observation (Point person)
- #2 Parent conference
- 30 minute time observation (Point person)
- Work completion form
- Frequency chart

Describe the plan to train staff on MTSS.

Professional Development will be provided during:

1. Common planning times
2. Early release

Professional Development:

- A. "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI"
- B. "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions"
- C. The RtI Process at Dillard Elementary

Training and support

1. School psychologist
2. ESE specialist, district ESE personnel

- 3. Social worker
- 4. Behavior specialist

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Angela Brown, Principal  
Gretchen Atkins, Assistant Principal  
Lashawn Tukes-Intermediate Reading Coach  
Afiah Waite, Primary Reading Coach  
Sharol Alexander, Curriculum Facilitator  
Laura Martin, Guidance Counselor  
Loriece Glover, ESE Specialist  
Marva Harris, Media Specialist  
Sharlene Stewart, Second Grade Teacher  
Adrienne Smoot, Fourth Grade Teacher

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

Meet monthly to discuss data and literacy needs of students

Explore and research successful literacy initiatives in different settings.

Design, assign and monitor literacy initiatives.

Report to SAC current reading data from mini assessments tied to the instructional focus calendar (IFC) and Benchmark Assessment Test (BAT).

Monthly Reading Reports will be sent via CAB conference to staff about the school's reading initiatives (i.e., goals and objectives) and plan of action for achieving the initiatives.

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

To improve the reading achievement levels of all students by doing the following:

Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs

Lead Professional Learning Communities and Study Groups

Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs with fidelity

Engage all teachers in literacy professional development activities

Participate in ongoing literacy dialogues with peers.

Create and share activities designed to promote literacy (i.e., book buddies and read-ins).

Implement school-wide reading initiatives and plan literacy parent/student events.

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

Reflect on practice to improve instruction.

Implement student reading logs.

## Public School Choice

Supplemental Educational Services (SES) Notification

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

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

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

During the end of each preschool year, Dillard Elementary offers a "Moving-Up" Ceremony. Parents are informed of the transition from Preschool to the elementary level by kindergarten teachers and the primary reading coach. In May, a parent meeting is held to inform parents of the requirements for Kindergarten.

Dillard Elementary administers a Pre-K Program Inventory. It is administered to all preschoolers as an initial diagnostic assessment tool to determine the specific skills and knowledge of students; and, as a final assessment tool as students prepare to transition to Kindergarten. The Florida Kindergarten Readiness Screening (FLKRS) is administered to all kindergarten students. It is an early childhood observation tool called "ECHOS".

ECHOS is an assessment tool designed to collect information and monitor the progress and seven domains of learning. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

Students in Pre-K also take the Brigance Comprehensive Inventory of Basic Skills Test. This test is a comprehensive assessment tool that determines present level of performance or academic achievement, and functional performance (PLOP/PLAAFP). This test also assess for effective diagnosis, and instructional planning, and monitor and report progress for IEPs.

In addition, to ensure school readiness, the Head Start (HS) Program has also implemented a new literacy, math, and science curricula in all HS classrooms. The program aligns the literacy and math standards with the national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at the school.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Dillard's reading scores decreased this year. Our goal is to continue to improve reading scores next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 27% (76) achieved at or above a level 3 on the 2012 FCAT Reading Assessment	By June 2013, 30% (82) of the students will achieve a level 3 on the FCAT Reading Assessment.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of teachers effectively utilizing data to differentiate instruction with rigor and relevance for individual student needs.	Teachers will utilize assessment data to develop student groups and provide appropriate intensive interventions or more narrowly focused interventions to facilitate student growth.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach	Daily CWT (Grouping) Weekly Teacher/Teacher Data Chats Teacher/Administration Data Chats	Classroom Assessments Checkpoints FAIR Results FCAT Results Ongoing Progress Monitoring BAT I & II
2	The lack of teacher knowledge to differentiate instruction during small group sessions that meets their individual needs.	*Staff development/PLC's focused on providing targeted quality instruction to each small group based on individual student needs. Teachers will maintain student portfolios. *Grade levels will strategize on implementation.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach	Weekly CWT (Instructional Practices & Research based instructional Strategies) FCIM Teacher/Coach Data Chats	Checkpoints Student Portfolios BAT I & II FAIR Results FCAT Results
3	Teachers exposing student to a wide range of rich vocabulary daily	*Staff development/PLC's focused on targeted vocabulary instruction. *Identify students current level of performance. *Teachers will use Treasures vocabulary from daily read alouds and integrate vocabulary into all areas. *Use higher order questioning techniques to ensure students have internalized vocabulary.	Principal Assistant Principal Reading Coach Primary Reading Coach Intermediate Reading Coach LLT	Weekly CWT (Instructional Practices, Research Based Instructional Strategies, Instructional Materials) FCIM Teacher/Student Data Chats	FAIR Results BAT I & II Checkpoints
	The lack of teachers effectively utilizing data to	Teachers will utilize assessment data to develop student groups	Principal Assistant Principal Primary Reading	Daily CWT (Grouping) Weekly Teacher/Teacher Data Chats	Classroom Assessments Checkpoints

4	differentiate instruction with rigor and relevance for individual student needs.	and provide appropriate intensive interventions or more narrowly focused interventions to facilitate student growth.	Coach Intermediate Reading Coach	Teacher/Administration Data Chats	FAIR Results FCAT Results Ongoing Progress Monitoring BAT I & II
---	--	--	--	--------------------------------------	--

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In order to meet the goal of raising the percent of students in levels 4 and 5, it will be necessary to increase the rigor in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 7%(20 students) scored above a level 3 on the 2012 FCAT	By June 2013, 10% (28) of students will will score above a level 3 on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not demonstrate an understanding of the importance of their academic achievement.	Data chats will be conducted with all students in Grades 3-5 following district mini and school checkpoint assessments with teachers and /or administration biweekly	Principal Assistant Principal Reading Coach Curriculum Facilitator	CWT Student/Teacher Data Chats Administration/Teacher Data Chats	FAIR Results Mini-BATs BAT I & II Checkpoints Teacher Assessments
2	Lack of enrichment activities.	Incorporate more enrichment activities for higher performing students Students will participate in a novel study, Literature Circles, project based learning and/or	Reading Coach Curriculum Facilitator	Biweekly Data chats (T & S) FCIM CWT Student Data Folders	Checkpoints Teacher Assessments Mini-BATs BAT I & II FAIR Results FCAT Results Rubric



		student-centered activities.			
3	The need to implement higher order thinking strategies.	PD on Webb's DOK Teachers will utilize (Webbs Depth of Knowledge) higher order thinking questions and question stems during small and whole group instruction.	Principal Assistant Principal Reading Coach Curriculum Facilitator	CWT Student Data Folders	Checkpoints Teacher Assessments Mini-BATs BAT I & II FAIR Results FCAT Results
4	The need for teachers to implement higher order thinking strategies.	PD on Webb's DOK Teachers will utilize (Webbs Depth of Knowledge) higher order thinking questions and question stems during small and whole group instruction.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach	CWT Student Data Folders	Checkpoints Teacher Assessments BAT I & II FAIR Results FCAT Results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	In order to meet the goal of decreasing the percent of students taking the Florida Alternative Assessment, it will be necessary to increase the rigor and increase delivery of instruction in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2 out of 2 Students or 100% of the students scored at or above Achievement Level 7 on the Florida Alternative Assessment for the school year 2012.	The expected level of performance on the Florida Alternative Assessment for the school year 2013 is to have 0% of students taking the alternative assessment.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Dillard's learning gains in reading decreased. Our goal is to make significant improvement through differentiated instruction and insuring that our struggling readers are assigned to our strongest reading teachers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 53% (97 students) achieved learning gains on the 2012 FCAT Reading Assessment.	By 2013, 56%(102) student will achieve learning gains on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The need to implement higher order thinking strategies.	Teachers will utilize (Webbs Depth of Knowledge) higher order	Principal Assistant Principal Reading Coach	Weekly CWT Teacher/Student Data Chats	Classroom walkthrough logs and

1		thinking questions and question stems during small and whole group instruction.	Curriculum Facilitator	Student Data Folders	Focused walkthroughs to determine frequency of high order questions Mini-BATs BAT I & II Checkpoints Assessments
2	Lack of differentiated instruction in small groups meeting the needs of students with multiple benchmark deficiencies	*Teachers will infuse reading strategies/ benchmarks in small group instruction and centers. *Reading benchmarks will be documented in lesson plans and implemented throughout instructional delivery.	Principal Assistant Principal Reading Coach Curriculum Facilitator	Evidence of implementation of highorder thinking strategies through classroom walkthroughs conducted weekly and constructive feedback will be given to teacher in a timely manner. Student Data Folders	Checkpoints FCAT FAIR Teacher Assessments BAT I & II Mini-BATs .
3	Students do not demonstrate grade level appropriate vocabulary	*Staff development/PLC's focused on targeted vocabulary instruction. *Identify students current level of performance. *Teachers will use Treasures vocabulary from daily read alouds and integrate vocabulary into all areas. *Use higher order questioning techniques to ensure students have internalized vocabulary.	Principal Assistant Principal Reading Coach Curriculum Facilitator LLT	Weekly CWT (Instructional Practices, Grouping, Research Based Instructional Strategies, Student Actions, Instructional Materials) FCIM Teacher/Student Data Chats (Bi-weekly)	FAIR Results Mini-BATs BAT I & II Checkpoints Teacher Assessments
4	The need for teachers to implement higher order thinking strategies.	Teachers will utilize (Webbs Depth of Knowledge) higher order thinking questions and question stems during small and whole group instruction.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach	Weekly CWT Teacher/Student Data Chats Student Data Folders	Classroom walkthrough logs and Focused-walkthroughs to determine frequency of high order questions BAT I & II Checkpoints Assessments
5	Lack of differentiated instruction by teachers in small groups settings to meet the needs of students with multiple benchmark deficiencies	Teachers will infuse reading strategies/ benchmarks in small group instruction and centers. *Reading benchmarks will be documented in lesson plans and implemented throughout instructional delivery.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach	Evidence of implementation of high-order thinking strategies through classroom walkthroughs conducted weekly and constructive feedback will be given to teacher in a timely manner. Student Data Folders	Checkpoints FCAT FAIR Teacher Assessments BAT I & II
6	The lack of teachers consistently introducing appropriate grade level vocabulary through multiple strategies.	Staff development/PLC's focused on targeted vocabulary instruction. Identify students current level of performance. *Teachers will use Treasures vocabulary from daily read alouds and integrate vocabulary into all areas. *Use higher order questioning techniques to ensure students have internalized vocabulary.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach LLT	Weekly CWT (Instructional Practices, Grouping, Research Based Instructional Strategies, Student Actions, Instructional Materials) FCIM Teacher/Student Data Chats (Bi-weekly)	FAIR Results BAT I & II Checkpoints Teacher Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Dillard's lowest 25% group of students learning gains in reading decreased. Our goal is to make significant improvement through differentiated instruction and insuring that our struggling readers are assigned to our strongest reading teachers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3- 5, 62% (32) students achieved learning gains on the 2012 FCAT Reading Assessment.	By June 2013, 65%(34) of the lowest 25% of students will achieve learning gains on the 2012 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty demonstrating oral reading fluency	Teachers will model appropriate oral reading and decoding strategies for students through daily read alouds and guided repeated readings.	Reading Coach Curriculum Facilitator	Oral Reading Fluency Probes will be reviewed by administration in data chats with teachers. T/S Data Chats (Set goals and progress monitor)	Students' Oral Reading Fluency scores.
2	Students have difficulty demonstrating reading comprehension skills.	Teachers will model comprehension strategies (Super QAR, think alouds, graphic organizers).	Principal Assistant Principal Reading Coach Curriculum Facilitator	Unit Reading Test Benchmark Assessments Data chats	Weekly CWT FAIR Results Mini-BATs BAT I & II Checkpoints Teacher Assessments
	Students do not demonstrate grade level appropriate vocabulary	*Staff development/PLC's focused on targeted vocabulary instruction. *Identify students current level of	Principal Assistant Principal Reading Coach Curriculum Facilitator LLT	Weekly CWT (Instructional Practices, Grouping, Research Based Instructional Strategies, Student Actions, Instructional	FAIR Results Mini-BATs BAT I & II Checkpoints Teacher Assessments

3		performance. *Teachers will use Treasures vocabulary from daily read alouds and integrate vocabulary into all areas. *Use higher order questioning techniques to ensure students have internalized vocabulary.		Materials) FCIM Teacher/Student Data Chats (Bi-weekly)	
4	Teachers implementing instruction with fidelity to improve reading fluency among students.	Teachers will model appropriate oral reading and decoding strategies for students through daily read alouds and guided repeated readings.	Primary Reading Coach Intermediate Reading Coach	Oral Reading Fluency Probes will be reviewed by administration in data chats with teachers. T/S Data Chats (Set goals and progress monitor)	Students' Oral Reading Fluency scores.
5	Teachers using various modalities and strategies to increase reading comprehension skills among students.	Teachers will model comprehension strategies (Super QAR, think alouds, graphic organizers).	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach	Unit Reading Test Benchmark Assessments Data chats	Weekly CWT FAIR Results BAT I & II Checkpoints Teacher Assessments
6	Teachers not focusing on appropriate grade level vocabulary consistently through differentiation of instruction and strategies.	*Staff development/PLC's focused on targeted vocabulary instruction. *Identify students current level of performance. *Teachers will use Treasures vocabulary from daily read alouds and integrate vocabulary into all areas. *Use higher order questioning techniques to ensure students have internalized vocabulary.	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach LLT	Weekly CWT (Instructional Practices, Grouping, Research Based Instructional Strategies, Student Actions, Instructional Materials) FCIM Teacher/Student Data Chats (Bi-weekly)	FAIR Results BAT I & II Checkpoints Teacher 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%.		Reading Goal # By June 2013 students will increase their reading levels to 51%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	51	56	61	66	

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:	Dillard's black sub group did not achieve the target score for AYP. Our goal is to make significant improvement in reading through differentiated instruction and insuring that our students are assigned to teachers who is able to successfully address their academic needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3- 5, 73% (199) Students in the Black and Hispanic subgroups did not make satisfactory progress in reading on the 2012 FCAT Reading Assessment.	By June 2013, 30% (82) of the students will achieve a level 3 on the 2013 FCAT Reading Assessment.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of proper implementation of differentiated instruction by teachers based on student data and aligned with student needs.	Teachers will follow daily 90/120 (iii students) minute uninterrupted reading block with planned supplemental instruction/intervention materials that are aligned with the students' needs/instructional focus.	Principal Assistant Principal Reading Coach Curriculum Facilitator	Teacher Assessments FAIR CWT Teacher/Administration Chats (Bi-weekly)	Checkpoints FCAT FAIR Teacher Assessments BAT I & II Mini-BATs Student Data Folders
2	Teachers not focusing on appropriate grade level vocabulary consistently through differentiation of instruction and strategies.	*Staff development/PLC's focused on targeted vocabulary instruction. *Identify students current level of performance. *Teachers will use Treasures vocabulary from daily read alouds and integrate vocabulary into all areas. *Use higher order questioning techniques to ensure students have internalized vocabulary.	Principal Assistant Principal Reading Coach Curriculum Facilitator LLT	Weekly CWT (Instructional Practices, Grouping, Research Based Instructional Strategies, Student Actions, Instructional Materials) FCIM Teacher/Student Data Chats (Bi-weekly)	FAIR Results Mini-BATs BAT I & II Checkpoints Teacher Assessments FCAT Results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Dillard's SWD subgroup does not meet the criteria for this goal in the previous year (2012).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 4% (4) in the SWD subgroup scored at or above a Level 3 on the 2012 FCAT Math assessment	In June 2013 96% (24) students of the Students with Disabilities subgroup will score at or above a level 3 on the 2013 FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proper implementation of differentiated instruction based on student data and aligned with student needs.	Teachers will follow daily 90/120 (iii students) minute uninterrupted reading block with planned supplemental instruction/intervention materials that are aligned with the students' needs/instructional focus.	Principal Assistant Principal Reading Coach Curriculum Facilitator	Student Data Folders Teacher Assessments FAIR	Checkpoints FCAT FAIR Teacher Assessments BAT I & II Mini-BATs
2	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Dillard's Economically Disadvantage sub group did not achieve the target score for AYP. Our goal is to make significant improvement in reading through differentiated instruction and insuring that our students are assigned to teachers who is able to successfully address their academic needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 72% (194)students in the Economically Disadvantage subgroup did not make satisfactory progress in reading on the 2012 FCAT Reading Assessment.	In June 31% (83)students of the Economically Disadvantage subgroup will score at or above a level 3 on the 2013 FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Proper implementation of differentiated instruction by teachers based on student data and aligned with student needs.	Teachers will follow daily 90/120 (iii students) minute uninterrupted reading block with planned supplemental instruction/intervention materials that are aligned with the students' needs/instructional focus.	Principal Assistant Principal Reading Coach Curriculum Facilitator	Student Data Folders Teacher Assessments FAIR	Checkpoints FCAT FAIR Teacher Assessments BAT I & II Mini-BATs

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

Differentiated Reading Instruction	Grade K-5	Primary Reading Coach Intermediate Reading Coach	School-Wide PLC's by Grade Level	Early Release	Reflection and strategy sharing through PLC's	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach
Item Test Specs	Grade 3-5	Intermediate Reading Coach	All grade 3-5 elementary teachers (Reading, Language Arts, Math, Science, Social Studies)	Monthly	Classroom Walkthroughs	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach
Content Area Literacy	Special Area Teachers	Primary Reading Coach Intermediate Reading Coach	Media Specialist, PE Coach, Music Teacher	Monthly	Classroom Walkthroughs	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach
Lesson Delivery	Grade K-5	Primary Reading Coach Intermediate Reading Coach	All elementary teachers (Reading, Language Arts, Math, Science, Social Studies)	Monthly	Classroom Walkthroughs	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach
RtI	Grade K-5	Behavior Specialist School Psychologist	All elementary teachers (Reading, Language Arts, Math, Science, Social Studies and Physical Education), Family Counselor,	Planning Days	The Leadership Team will conduct focused walk-throughs to observe the frequency and effectiveness of RtI	Principal and Assistant Principal and Behavior Specialist
Promethean Boards	Grade K-5	Technology Instructional Facilitator	All elementary teachers (Reading, Language Arts, Math, Science, Social Studies)	Professional Development Days	Focused walk-throughs with Assistant Principal and Instructional Coaches to observe the frequency and effectiveness of teacher using technology in the classrooms	Principal and Assistant Principal and Instructional Coach
Common Core	Grade K-2	Primary Reading Coach	All elementary teachers (Reading, Language Arts, Math, Science, Social Studies)	Professional Development Days	Classroom Walkthrough	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach
Text Complexity	Grade K-5	Primary Reading Coach Intermediate Reading Coach	All elementary teachers (Reading, Language Arts, Math, Science, Social Studies)	Professional Development Days	Classroom Walkthrough	Principal Assistant Principal Primary Reading Coach Intermediate Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use Level Literacy Intervention Program for retained students and students in the lowest 25% in reading	Level reading intervention program	SIG Funds (Instructional Material and Supplies)	\$16,000.00
Plan and develop targeted intervention and create a pull out tutoring schedule	Hire paraprofessional and reading interventionist teachers	SIG Funds	\$75,000.00
Teachers will use a reading materials to expose students to a variety of text	Level reading books in science and social studies	SIG Funds (Instructional Material and Supplies) and School Accountability Funds	\$10,000.00
			Subtotal: \$101,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Students will use Success Maker for tutorial and remediation in reading	Computer base program that provides tutorials and enrichment in reading, science and math applying reading strategies	SIG Funds	\$18,000.00
			Subtotal: \$18,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will participate in professional development in text complexity	School wide professional development provided by instructional coaches and District trainers	SIG Professional Development Funds and Title One Professional Development Funds	\$3,500.00
Teachers will participate in on-going Marzanos instructional practice training.	Marzano	SIG Funds	\$2,100.00
Teachers will participate in professional development on the new common core standards	School wide professional development provided by instructional coaches and District trainers	SIG-Professional Development Funds	\$2,500.00
			Subtotal: \$8,100.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$127,100.00</b>			

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By 2013 50%(8) of students will be proficient in Oral Skills (Listening and Speaking) on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
Based on the 2012 CELLA results, 33%(3) of the students were proficient in Oral Skills (Listening and Speaking)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional instructional time is needed to support ELL students.	Provide ELL students with additional reading instruction beyond the reading block.	Principal Assistant Principal Classroom Teachers ESOL Contact Reading Specialist	Progress Monitoring	Checkpoint Assessments BAT I and II
2	Teachers pairing ELL students with other students who are fluent in the students(s) native language and the English language	Students will work cooperatively with student of the same language to build fluency	Teacher Primary Reading Coach Reading Coach Writing Coach	Student Journals Classroom Walkthroughs	Checkpoint Assessment BAT I and BAT II
3	Teachers conducting individual student conferences	Teachers will conduct individual student conferences and providing interventions	Teacher Primary Reading Coach Reading Coach	Student Journals Classroom Walkthroughs	Checkpoint Assessment BAT I and BAT II



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:

By 2013, 50% (4) of students will be proficient on the CELLA Reading.

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA, 33% of students were proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher providing ELL student with vocabulary daily.	Teacher will implement the ELL portion of the Treasures reading series, focusing on vocabulary.	Principal Assistant Principal Classroom Teachers ESOL Contact Reading Specialist	Progress Monitoring	Checkpoint Assessments BAT I and II

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

3. Students scoring proficient in writing.

CELLA Goal #3:

40%(2) of students will be proficient in Writing on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

Based on the 2012 CELLA, 11% (1) of students were proficient in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge, vocabulary and grammar skills.	Teachers will model writing lesson with a concentration on vocabulary and grammar. Teachers will have writing conferences with all ELL students.	Principal Assistant Principal ESOL Contact	Progress Monitoring	Checkpoint Assessments BAT I and II

CELLA Budget:

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

Provide push in and pull out support in reading	Reading interventionist and paraprofessionals	SIG Funds	\$75,000.00
Students will use dictionaries to translate meaning of vocabulary words	Dictionaries	Instructional Materials	\$400.00
			Subtotal: \$75,400.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$75,400.00

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:	Dillard's math scores decreased this year. Our goal is to improve math scores next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 22% (61 students) achieved at or above a Level 3 on the 2012 FCAT Math Assessment.	By June 2013, 25% (69) of the students will achieve a Level 3 on the FCAT Math Assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Instructional Focus Calendar does not meet the needs of the students	Develop secondary IFC aligned to NGSSS, District IFC and BAT data	Math Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs	Big Idea Assessments, chapter test and PLC's
2	Adequate time to review data with fourth and fifth grade students	Student data chats will be conducted with students in Grades 4-5 following Big Idea Assessments and Mock FCAT bi-weekly	Principal; Asst. Principal; Math Coach	Administration will monitor implementation through Classroom Walkthroughs and bi-weekly data chats	Data Chats form (bi-weekly) Big Idea Assessments and Chapter Tests  Data Binder Assessment Folder
3	Making certain all tested strands/ benchmarks are covered prior to Big Idea Assessments and Chapter Tests and allow sufficient time for remediation	The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress; and data from ongoing assessments to drive instruction	Principal; Asst. Principal; Math Coach	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instructional changes	Big Idea Assessments, Chapter Tests, and FCAT Testmaker Pro Assessments
4	Teachers comfort and understanding of Go Math lesson delivery, blended with the integration of Common Core State Standards	Teachers will attend Go Math Trainings, and utilize the District's Go Math Contact Representative for additional support	Principal; Asst. Principal; Math Coach	Classroom Walkthroughs will be conducted and constructive feedback will be given to teacher in a timely manner	Benchmark Assessments, Big Idea Assessments, Chapter Test and BAT 1 and 2 results
5	Preplanning and frontloading for Go Math Lessons/Activities	Teachers will meet by grade level at least once a week and discuss how to effectively implement the Go Math! Center Kits into their daily lessons	Math Coach	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers in a timely manner.	Front Load Plan/Lesson Plan

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:	N/A
---	-----

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In order to meet the goal of raising the percentage of students receiving Levels 4 or Level 5, it will be necessary to increase the rigor in math.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 9% (25 students) scored a Level 4 or Level 5, on the 2012 FCAT.	By June 2013, 12% (33) of the students will exceed proficiency in Math on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pre-Planning and front-loading for Go Math Lesson/Activities	Teachers will meet by grade level at least once a week and discuss how to effectively implement the Go Math! Center Kits into their daily lessons	Math Coach	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers in a timely manner	Front Loading Plan/ Lesson plans
2	The lack of rigor in instructional delivery and planned student activities	Students will complete Grab & Go Centers to support/remediate specific lessons  Teachers will implement Higher Order Thinking (HOT) questions	Principal; Asst. Principal; Math Coach	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers in a timely manner	Grab and Go Enrichment activities, chapter tests, Checkpoints

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Dillard's learning gains in math decreased. Our goal is to make significant improvement through differentiated instruction and insuring that our struggling math students are assigned to our strongest math teachers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 59% (107 students) made learning gains on the 2012 FCAT Math Assessment.	By June 2013, 62% (113) of the students will make learning gains on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continuous adjustments of the Instructional Focus Calendar to meet the needs of the students	Develop a Secondary Instructional Focus Calendar for Math	Math Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through daily Classroom Walkthroughs	Benchmark Assessment, Big Idea Assessments and Checkpoints
2	Enough time to review data with all students individually	Student data chats will be conducted with all students in Grades 3-5 following Big Idea Assessments and Chapter Tests	Principal; Asst. Principal; Math Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walk-Throughs	Big Idea Assessments and Chapter Tests and Data Chats (bi-weekly)
3	Make certain that all tested strands and benchmarks are covered prior to Big Idea Assessments and Chapter Tests with built-in remediation	The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress and drive instruction	Principal; Asst. Principal; Math Coach	Data chats between the leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional adjustments	Big Idea Assessments and Chapter Tests Checkpoints

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Dillard's lowest 25% group of students learning gains in math decreased. Our goal is to continue to make significant improvement through differentiated instruction and insuring that our struggling math students are assigned to our strongest math teachers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 71% (37 students) in the lowest quartile made learning gains on the 2012 FCAT Math Assessment.	By June 2013, 74% (39) of students in the lowest quartile will make learning gains on the 2013 FCAT Math Assessment.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowing how to effectively differentiate instruction	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile; Plan differentiated instruction using evidence based instruction/interventions within the 60 minutes math block	Principal; Asst. Principal; Math Coach	Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes	Alternative Assessments, Big Idea Assessments, Chapter Tests
2	Having enough time to review data with students in Grades 3-5	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review of common assessment data, and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction	Principal; Asst. Principal; Math Coach	Data Chats between the Leadership Team and teachers and students in Grades 3-5 will be held to discuss students' progress and make instructional changes	Big Idea Assessments and Chapter Tests, Alternative Assessments
3	The availability of intervention materials for teachers and students	Tier 3: Plan targeted intervention for students not responding to core, plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction	Principal; Asst. Principal; Math Coach	Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes. Conduct Daily Classroom Walkthroughs to monitor use of intervention materials	Checkpoints, Big Idea Assessments, Chapter Tests
	Teachers assisting students that have	Targeted Level 1 and 2 students will participate	Principal; Asst. Principal;	Teachers will record, collect, analyze, and	Before and Afterschool ELO

4	difficulty with retaining information and vocabulary learned during a math lesson	in Extended Learning Opportunities (ELO) before and/or after school	Math Coach	discuss students' ELO data with administration bi-weekly	program assessments
5	Due to lack of technology, student have not been given enough opportunities to utilize the computer-based Go Math materials.	All students will be instructed using manipulatives and Go Math! online student resources when appropriate, with teachers modeling the use of the manipulatives via the Promethean boards and LCD projector	Principal; Asst. Principal; Math Coach	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers during bi-weekly data chats and daily Classroom Walkthroughs	Benchmark Assessment, Big Idea Assessments and Chapter Tests

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 #				
		By June 2013 students will increase their math levels to 48%				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	48	54	59	64	

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:	Dillard's black subgroup did not achieve the target score for satisfactory progress. Our goal is to make significant improvement in math through differentiated instruction and insuring that our students are assigned to teachers who are able to successfully address their academic needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 69% (186 students) in the Black subgroup scored at or above a Level 3 on the 2012 FCAT Math assessment.	By June 2013, 72% (194) of students in the Black subgroup will score at or above a Level 3 on the 2013 FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enough time to review data with bubble students, retainees, and lowest quartile students in Grades 3-5.	Student data chats will be conducted with all students in Grades 3- 5 following Big Idea Assessments and Chapter Tests/BAT	Principal; Asst. Principal; Math Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walk-Throughs	Data Chat Form, Big Idea Assessments and Chapter Tests
2	Making certain all strands/benchmarks are covered prior to testing	The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress	Principal; Asst. Principal; Math Coach	Data chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.	Big Idea Assessments and Chapter Tests
3	Proper usage of intervention materials	Teachers will attend Go Math Training and Go Math Intervention training	Principal; Asst. Principal; Math Coach	Teachers will share-out after Go Math training during Math PLC	Alternative Assessments, Big Idea Assessments and Chapter Tests
	Pre-planning for hands on center activities	Teachers will meet by grade level at least once a week and discuss how	Principal; Asst. Principal; Math Coach	Classroom Walkthroughs will be conducted weekly and constructive	PLC's (focus on Center Activities)

4	to effectively implement the Go Math Grab N' Go centers into their daily lessons	feedback will be given to teachers
---	--	------------------------------------

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Dillard's SWD subgroup does not meet the criteria for this goal in the previous year (2012).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 16% (7) in the SWD subgroup scored at or above a Level 3 on the 2012 FCAT Math assessment.	By June 2013, 84% (21) in the SWD subgroup will achieve a Level 3 on the 2013 FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers assisting students that may be unable to perform grade level mathematical functions	The ESE teacher will provide intensive small group and one-on-one instruction using ESE materials (i.e. Touch Math); the general education teacher will provide intensive small group instruction using the ESE materials from the Go Math series in accordance with the Individual Education Plans (IEPs) for ESE students.	ESE Specialist, Math Coach and Administration	The ESE teacher will conduct progress monitoring.	Effectiveness will be determined by the ESE Series assessments, Go Math Assessments, BAT 1 and 2 and FCAT Test Maker Pro Assessments in accordance with Individual Education Plans (IEPs) and include appropriate collaboration and accommodations for flexible setting, time, etc.
	Teachers assisting	The ESE teacher will	ESE Specialist,	The ESE teacher will	Effectiveness will



2	students that may be deficient in knowledge of basic number facts.	provide intensive small group and one-on-one instruction using ESE materials; the General Education teacher will provide intensive small group instruction using hand-held/virtual manipulatives and ESE materials from the Go Math series in accordance with the IEPs for ESE students.	Math Coach and Administration	conduct progress monitoring.	be determined by the ESE Series assessments, Go Math Assessments, BAT 1 and 2 and FCAT Test Maker Pro Assessments in accordance with Individual Education Plans (IEPs) and include appropriate collaboration and accommodations for flexible setting, time, etc.
---	--	--	-------------------------------	------------------------------	--

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:	Dillard's Economically Disadvantaged subgroup did not achieve the target score for satisfactory progress. Our goal is to continue to make significant improvement in math through differentiated instruction and insuring that our students are assigned to teachers who are able to successfully address their academic needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 69% (184 students) in the Economically Disadvantaged subgroup scored at or above a level 3 on the 2012 FCAT Math assessment.	By June 2013, 72% (193) students in the Economically Disadvantaged subgroup will achieve a Level 3 on the 2013 FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enough time to review data with all students individually	Student data chats will be conducted with bubble students, retainees, and lowest quartile students in Grades 3-5	Principal; Assistant Principal; Math Coach	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs	Checkpoints, Big Idea Assessments, Mock FCAT, Data Chat Form (bi-weekly)
2	Pre-planning and front loading for Go Math Activities	The school will departmentalize in Grades 3-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will be evident.	Principal; Assistant Principal; Math Coach	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers.	Classroom Walk-Throughs

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Math Instruction	Grades K-5	Math Coach	School-wide PLCs by grade level	Early Release	Reflection and strategy sharing through PLC's	Principal, Assistant Principal and Math Coach

Item Test Specs	Grades 3-5	Math Coach	Grades 3-5 Math Teachers	Monthly	Classroom Walkthroughs	Principal, Assistant Principal and Math Coach
Content Area Math	Specials Teachers	Math Coach	Music, PE and Medis Teachers	Monthly	Classroom Walkthroughs	Principal, Assistant Principal and Math Coach
Lesson Delivery	Grades K-5	Math Coach	K-5 Math Teachers	Monthly	Classroom Walkthroughs	Principal, Assistant Principal and Math Coach
Effective use of Manipulative and Hands – On-Activities	Grades K-5	Math Coach	K-5 Math Teachers	Bi-Weekly	Observation of the center use and documentation in lesson plans	Principal, Assistant Principal and Math Coach
Integrating Common Core	Grades K-5	Math Coach	K-5 Math Teachers	Bi-Weekly	Classroom walkthrough observation of the center use and documentation in lesson plans	Principal, Assistant Principal and Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher will expose students real application through the use of the Mountain Math Kits	Mountain Math	SIG Funds	\$3,000.00
Plan and develop targeted intervention and create a pull out tutoring schedule	Paraprofessionals and part time teachers	SIG and School Accountability	\$75,000.00
			Subtotal: \$78,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher's use Reflex computer base program to increase mathematical skills	ReFlex Math Program	SIG Funds	\$2,700.00
			Subtotal: \$2,700.00
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: \$80,700.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	Our goal is to improve science scores next year in all areas Nature of Science, Earth and Space, Physical and Life.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grade 5, 19% (16 students) scored at a level 3 on the 2012 FCAT Science Assessment.	By June 2013, 30%(30) of the students will achieve a level 3 on the 2013 FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers planning and implementing hands on experiments regularly in K-5.	Teachers will meet by grade level at least once a week and plan together. They will include planning and discussing best practices for using the Broward County Hands-On Science Kits.  <ul style="list-style-type: none"> <li>• Implementation of 5 E model</li> <li>• Science Notebooks</li> <li>•Common Science Lab Report</li> <li>*Common planning time</li> </ul>	Principal; Assistant Principal; Science Coach	Classroom walkthroughs will be conducted weekly, and constructive feedback will be given.  Classroom walkthroughs to ensure that lessons are aligned to IFC. Feedback will be given at either grade level meeting and / or teacher/admin. data chats held bi-weekly focusing on instructional practices including hands on experiences and learning centers. Use of science notebooks.	CWT focusing on instructional practices including hands on experiences and learning centers.  Science notebooks common lab reports. BAT1+BAT2 and biweekly mini-assessments.
2	Participation in tutorial programs on a regular basis	The school will implement a before and after school tutorial program to increase student achievement in Science in Grades 1-5. Vocabulary development through interactive word walls and use of science journals.	Principal; Assistant Principal; Science Coach	Authentic Student work Teacher feedback	Authentic Student work Increase of student Mini Assessment scores.
3	Teachers identifying students entering 5th grade with a deficiency in science knowledge and skills	Pre-test exam to identify weak areas in grade 5. •Development of secondary IFC (for grades 3-5). •Use of science notebooks/journals. •Use of Grade 5 FCAT Explorer and Florida Achieves-FOCUS. •Use of 5E model	Principal; Assistant Principal; Science Coach	Common lesson planning and PLC.  Interactive word walls CWT will be conducted weekly	Classroom walkthrough and district mini-assessments.  Fidelity of Word walls Science notebooks Student data reports from FCAT PRO and FOCUS

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

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in science.  
  
Science Goal #1b:

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In order to meet the goal of raising the percent of students in levels 4 and 5, it will be necessary to increase the rigor in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grade 5, 2.38% (2) scored above a level 3 on the 2012 FCAT Science Assessment.	By June 2013, 10 %(10) of students will exceed proficiency on the 2013 FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planning for hands-on experiments.  Differentiated instructional strategies need to be implemented to enrich potential level 4/5 students on a regular basis. • Level 4/5 students need to be given additional opportunities to complete work that challenge their ability on a consistent basis.	Teachers will meet by grade level at least once a week and plan together. They will include planning and discussing best practices for using the Broward County Customized Hands-on Science Kits and other resources.  •Teachers will plan appropriate Science project based learning activities. • Participation in project based showcases such as Broward County Academic Exposition	Principal; Assistant Principal; Science Coach	Classroom walkthroughs will be conducted weekly to ensure that science Delta Hands-on Kits are being used effectively and constructive feedback will be given to teachers bi – weekly or as needed.	Classroom walkthroughs and observations. Authentic Student Work (i.e. projects ) Common lab report Science notebooks BAT1 +BAT2 Mini-assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Centers and Science Flipcharts that target the new common core strands in k-2 and the NGSSS benchmarks in 3-5	K-5/Science	Science Coach/	Science teachers in grade 3-5 and all teachers in grades K-2.	Bi-Weekly Meetings with K-5 teachers	PLC's for each grade level and for different centers being used. Each week a different teacher will lead a PLC to display a center or flip chart being used in the classroom.	Science Coach

Science Budget:

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

## 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:	The FCAT Writing scores increased. The writing scores must be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grade 4, 84% (88) achieved at or above a level 3.0 on the 2012 FCAT Writing Assessment	By June 2013, 84% (88) of students will achieve a level 4.0 on the FCAT Writing Assessment

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers progress monitoring student writing samples/notebooks	Students will use the writing process daily; all writing will be dated, and recorded in writing notebooks.	Writing Coach	Teachers will review and score practice test bi-weekly.	FCAT Writing Rubric; Evidence of application to students' writing.
2	Teachers having enough time to complete conferences with individual students	The revision, conferencing, and editing process will be explicitly applied to students' writings.	Writing Coach	Bi-weekly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instruction changes.	Writing Portfolios
3	Teachers assisting students with understanding of FCAT Writing Rubric	Students will participate in activities that develop skills in focus, organization, support and conventions as well as the six traits.	Writing Coach	Teachers will review and score practice test bi-weekly.	FCAT Writing Rubric; Application of students' writing.
4	Teachers identifying students with limited understanding of the writing process and exposure to various planning sheets	Students will be explicitly taught how to effectively use planning sheets through guided interaction.	Writing Coach	Teacher will use and evaluate planning sheets and its effectiveness in students' writing results.	Students' planning sheets and writing assignments.
5	Teachers having sufficient time to review data with all students individually	Individual, small and peer conferencing will be used to provide differentiated and target instruction to improve students' writing skills.	Writing Coach	Teachers will review and conference with students about bi-weekly practice assessments	Dated students' writing and completed student data/conference logs.

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:	Dillard Elementary fourth graders will increase their score achievement level by 3% as evidenced on 2013 FCAT Writing Assessment.
--	---

2012 Current Level of Performance:		2013 Expected Level of Performance:		
In Grade 4, 81% (68) achieved at or above a level 3.0 on the 2012 FCAT Writing Assessment		By June 2013, 84% (88) students will achieve at or above a level 3.0 on the FCAT Writing Assessment		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Read Aloud incorporating Writing PLC	Grade 2-4	Writing Coach District Coach	Grades 2-4 Teachers	Bi-Weekly	Classroom Walkthroughs	Principal Assistant Principal Writing Coach
Basic Conventions	Grades K-3	Writing Coach	Grade K-3 Teachers	Monthly	Classroom Walkthroughs	Writing Coach
Effective Use of Writers Notebook	Grade 4	Writing Coach District Coach	Grade 4 Teachers	Bi-Weekly	Classroom Walkthroughs	Principal Assistant Principal Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use writing journal as a monitoring tool to increase writing skills	Writing Journals	Instructional Materials	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

## 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:	Our attendance rate was 94%, but we will seek to increase it to 97% during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During the 2012 school year, our attendance rate was 94%(606)	By June 2013, student attendance will increase to 97% (625).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2012 school year, we had 112 students with excessive absences.	By June 2013, the excessive absence rate will decrease to 100 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2012 school year, the number of students with excessive tardies were 136.	By June 2013, the excessive tardy rate will decrease to 125 students.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers communicating with the parents areas of concern.	During the 2012 school year, we will use all levels of communication such as: newsletter, school website, parent link, and meetings (i.e., Parent Conferences, Report Card Nights, PTA) to stress the importance of students being in school and on time. Including the School Social Worker	Principal; Assistant Principal; Reading Coach; Classroom Teachers; IMT, Computer Tech	Quarterly monitoring of attendance.	Attendance records

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
Excessive Tardies	Kindergarten-Grade 5	BTIP Coordinator School Worker	Kindergarten-Grade 5 Teachers	Early Release	Tardy Report	IMT
Excessive Absences	Kindergarten-Grade 5	BTIP Coordinator School Worker	Kindergarten-Grade 5 Teachers	Early Release	Attendance Reports	IMT

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in attendance 90% at the end of each month will be rewarded through the school's Dillard Eagles Reward system.	Dillard dollars is developed school-wide to be spent at the school's incentive program	Dillard School Store	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Dillard Elementary goal is to reduce the number of out of school suspensions, and improve the academic performance of all students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of internal suspensions at Dillard Elementary during the 2011-2012 school year were 15.	By June 2013 student in-school suspensions will reduce to 10.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of internal suspensions at Dillard Elementary during the 2011-2012 school year were 12.	By June 2013, students suspended in school will reduce to 10.

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year 5 students used the Out-of-school suspension program.	By June 2013, student out-of-school suspensions will reduce to 3.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year, 5 students received an Out-of-school suspension.	By June 2013, students suspended out-of-school will reduce to 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	Consistent implementation of Champs.	<p>CHAMPs is designed to assist classroom teachers in developing (or fine tuning) a classroom management plan that overtly teaches student expectations and behaviors. This results in higher rates of student achievement and a reduction in the frequency and/or intensity of misbehavior. In addition, implementing CHAMPs effectively changes a school's climate to safe and welcoming.</p> <p>The students are directly taught to meet expectations by detailing each classroom activity and transition using the CHAMPs acronym:</p>	Principal; Assistant Principal; Behavior Specialist	Classroom Walkthroughs and evaluation of the School's Discipline Management System	Classroom Walkthrough Log and School's Discipline Management System
2	Consistent implementation of PBS (Positive Behavior System)	<p>Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Dillard Elementary uses our PBS to decrease the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.</p> <p>Our PBS color system targets an individual or the entire school. In fact, it does not focus exclusively on the student, but also includes changing</p>	Principal; Assistant Principal; Behavior Specialist	Classroom Walkthroughs and evaluation of the School's Discipline Management System	Classroom Walkthroughs and evaluation of the School's Discipline Management System

		environmental variables such as the physical setting, task demands, curriculum, instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.			
3	Consistent implementation of PAX "Good Behavior Game"	The PAX Game involves student teams "competing against" each other to earn rewards for refraining from disruptive, inattentive, or aggressive behavior.	Principal; Assistant Principal; Behavior Specialist; Office of Prevention Specialist	Bi-weekly monitoring by the Office of Prevention Specialist; Classroom Walkthroughs and evaluation of the School's Discipline Management System	Bi-weekly monitoring by the Office of Prevention Specialist; Classroom Walkthroughs and evaluation of the School's Discipline Management System

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
PAX Training	Kindergarten-Grade 2	District Trainer	Kindergarten-Grade 2 Teachers	Preplanning	Classroom Walkthroughs	District Trainer
CHAMPS Refresher	Grade 3-5	Behavior Support	Grade 3-5 Teachers	Early Release	Behavior Specialist will monitor staff participation, completion for follow-up and implementation of behavior strategies in the classrooms	Principal, Assistant Principal, Behavior Specialist
Positive Behavior System refresher	Grade K-5	Behavior Support	Grade K-5 Teachers	Preplanning	Behavior Specialist will monitor staff participation, completion for follow-up and implementation of behavior strategies in the classrooms	Principal, Assistant Principal, Behavior Specialist
Behavior Strategies	Grade K-5	Behavior Support	Grade K-5 Teachers	Planning Days	Behavior Specialist will monitor staff participation, completion for follow-up and implementation of behavior strategies in the classrooms	Principal, Assistant Principal, Behavior Specialist
Working with Exceptional Students	Grade K-5	ESE Specialist	Grade K-5 Teachers	Planning Days	ESE Specialist will monitor staff participation, completion for follow-up and implementation of behavior strategies in the classrooms	Principal, Assistant Principal, Behavior Specialist

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Dillard offers a number of educational activities and experiences for parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
62% (361 parents) of our students' parents participated in at least one workshop and/or conference every nine weeks in the 2011-2012 school year.	65% (i.e., 403 parents) of our students parents will participate in at least one workshop and/or conference every nine weeks in the 2012-2013 school year.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"

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

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

				Target Dates	
--	--	--	--	--------------	--

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conducting Effective Parent Conferences	Grade K-5 Teachers	Guidance Counselor Behavior Specialist	School-Wide	Weekly Team Meetings	Monitor logs to evaluate an increase in parent communication/involvement	Principal, Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly parent nights to accommodate schedules after work hours	Multiple Themes in reading, math and science including materials for Arts and Crafts	Title I	\$24,000.00
			Subtotal: \$24,000.00
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: \$24,000.00

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:			By June 2013, students STEM literacy will be increased.		
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 STEM projects/activities	Integration of science, math, and technology across all grade levels.	STEM Teacher Science Coach Administration	Student journals	CWT

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	Teachers will use Level Literacy Intervention Program for retained students and students in the lowest 25% in reading	Level reading intervention program	SIG Funds (Instructional Material and Supplies)	\$16,000.00
Reading	Plan and develop targeted intervention and create a pull out tutoring schedule	Hire paraprofessional and reading interventionist teachers	SIG Funds	\$75,000.00
Reading	Teachers will use a reading materials to expose students to a variety of text	Level reading books in science and social studies	SIG Funds (Instructional Material and Supplies) and School Accountability Funds	\$10,000.00
CELLA	Provide push in and pull out support in reading	Reading interventionist and paraprofessionals	SIG Funds	\$75,000.00
CELLA	Students will use dictionaries to translate meaning of vocabulary words	Dictionaries	Instructional Materials	\$400.00
Mathematics	Teacher will expose students real application through the use of the Mountain Math Kits	Mountain Math	SIG Funds	\$3,000.00
Mathematics	Plan and develop targeted intervention and create a pull out tutoring schedule	Paraprofessionals and part time teachers	SIG and School Accountability	\$75,000.00
Writing	Teachers will use writing journal as a monitoring tool to increase writing skills	Writing Journals	Instructional Materials	\$200.00
Attendance	Students in attendance 90% at the end of each month will be rewarded through the school's Dillard Eagles Reward system.	Dillard dollars is developed school-wide to be spent at the school's incentive program	Dillard School Store	\$500.00
Parent Involvement	Monthly parent nights to accommodate schedules after work hours	Multiple Themes in reading, math and science including materials for Arts and Crafts	Title I	\$24,000.00
				Subtotal: \$279,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will use Success Maker for tutorial and remediation in reading	Computer base program that provides tutorials and enrichment in reading, science and math applying reading strategies	SIG Funds	\$18,000.00
Mathematics	Teacher's use Reflex computer base program to increase mathematical skills	ReFlex Math Program	SIG Funds	\$2,700.00
				Subtotal: \$20,700.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will participate in professional development in text complexity	School wide professional development provided by instructional coaches and District trainers	SIG Professional Development Funds and Title One Professional Development Funds	\$3,500.00



Reading	Teachers will participate in on-going Marzano's instructional practice training.	Marzano	SIG Funds	\$2,100.00
Reading	Teachers will participate in professional development on the new common core standards	School wide professional development provided by instructional coaches and District trainers	SIG-Professional Development Funds	\$2,500.00
				Subtotal: \$8,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$307,900.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

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

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District DILLARD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	60%	85%	43%	241	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	65%	70%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	71% (YES)	77% (YES)			148	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					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District DILLARD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	55%	87%	27%	212	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	42%	45%			87	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	41% (NO)	48% (NO)			89	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					388	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested