# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COOPER CITY ELEMENTARY SCHOOL

District Name: Broward

Principal: Dennis F. Sciullo

SAC Chair: Karen Senarens

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

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

## ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Dennis F. Sciullo | Health/Physical Education, Masters in Educational Leadership | 7 | 17 | 2008-2009 638 points (A), 100% of AYP criteria met<br><br>2009-2010 624 points (A), 97% of AYP criteria met-Criteria not met in Math, Students with Disabilities Subgroup<br><br>2010-2011 614 points (A), 90% of AYP criteria met - Criteria not met in Math and Reading for Economically Disadvantaged and Math and Reading for Students with Disabilities Subgroups<br><br>2011-2012 556 points (A) |
| Assis Principal | Marsha Wagner | Elementary K-6, Masters in Educational Leadership | 2 | 2 | 2009-2010 548 points (A), 90% of AYP criteria met - Criteria not met in Reading and Math for Black and Economically Disadvantaged Subgroups (Coconut Palm Elementary)<br><br>2010-2011 568 points (A), 87% of AYP criteria met - Criteria not met in Reading for Hispanic and Economically |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | Disadvantaged Subgroups and Math for Black Subgroup (Coconut Palm Elementary) 2011-2012 556 points (A), |

## INSTRUCTIONAL COACHES

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

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading Coach | Catherine Georgianna | Certification in Early Childhood, Elementary Education, Reading. Master's in Elementary Education | 6 | 4 | 2008-2009 638 points (A), 100% of AYP criteria met<br><br>2009-2010 624 points (A), 97% of AYP criteria met-Criteria not met in Math, Students with Disabilities Subgroup<br><br>2010-2011 614 points (A), 90% of AYP criteria met - Criteria not met in Math and Reading for Economically Disadvantaged and<br><br>2011-2012 556 points (A) Math and Reading for Students with Disabilities Subgroups |

## 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 | Culture Building Activities | Administration | 06/06/2013 | |
| 2 | Peer Mentors | Leadership Team | 06/06/2013 | |
| 3 | Morale Boosters | Leadership Team | 06/06/2013 | |

## Non-Highly Effective Instructors

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| N/A | N/A |

## Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 51 | 3.9%(2) | 2.0%(1) | 47.1%(24) | 47.1%(24) | 33.3%(17) | 100.0%(51) | 13.7%(7) | 13.7%(7) | 94.1%(48) |

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Marsha Wagner, Assistant Principal | Karen Senarens, Aspiring Administrator | Administrative Mentoring | Administrative Shadowing, Leadership Responsibilities |
| Dennis F. Sciullo, Principal; Marsha Wagner, Interim Assistant Principal; Cathy Georgianna, Reading Coach; Team Leaders | Donna Benjamin, Jane Abramczyk, Melinda Fernandes, Karen Gallagher, Connie Gwaltney, Cheryl Haviland, Elana Levine, Marlene Lucas, Amy Rodgers, Lindsey Sum, Paula Wijngaard, Samantha Hayworth | New Teachers to Cooper City Elementary School | CCE Induction and Assimilation |
| Elana Levine, 2nd Grade Teacher | Catherine Georgianna, NESS Coordinator | 1st Year Teacher | NESS Program Protocol |
| Samantha Hayworth, Kindergarten Teacher | Tracie delaVega, Kindergarten Teacher, NESS Coach | 1st Year Teacher | NESS Program Protocol |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

<span style="color:red">Note: For Title I schools only</span>

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Adrienne Cabrera (Guidance Counselor/Case Manager), Jinnette Garcia (ESE), Cathy Georgianna (Reading Coach), Marsha Wagner (Assistant Principal), Dennis Sciullo (Principal), Carolyn Petterson (School Psychologist), Yolanda Thrower (School Social Worker).

The principal provides a common vision for the use of data-based decision-making to ensure:

• a sound, effective academic program is in place
• a process to address and monitor subsequent needs is created
• the School Based Team (SBT) is implementing RtI processes
• assessment of RtI skills of school staff is conducted
• fidelity of implementation of intervention support is documented
• adequate professional development to support RtI implementation is provided
• effective communication with parents regarding school-based RtI plans and
activities occurs.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team meets regularly to discuss screening measures, diagnostic data, and progress monitoring. The Guidance Counselor (Adrienne Cabrera), is responsible for the agenda and minutes of these meetings. Opportunities for professional development are based upon current diagnostic information and curriculum alignment needs having been met. The Leadership Team will evaluate the effectiveness of the core curriculum (Tier 1). Students not meeting proficiency standards detailed in Tier 1 will be referred for further discussion with the RtI Leadership Team by the classroom

teacher.

The classroom teacher compiles an Intervention Record Form. The Collaborative Problem Solving model will be employed to meet the supplemental or intensive needs of the struggling students. There are four vital components required in the CPS process. These are:

1. Problem Identification: Identify the problem and desired behavior for the student.
2. Problem Analysis: Collecting data in order to determine cause of the identified problem.
3. Intervention: Developing or selecting appropriate and research-based intervention or intervention program.
4. Evaluate: Measure and evaluate the effectiveness of the prescribed intervention.

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

The RtI Leadership Team meets with the School Advisory Council to help develop the 2011-2012 School Improvement Plan. By evaluating prior year's testing data, the team provides data on Tier 1, 2, and 3 student targets. Information and data to be discussed includes FCAT data, AYP and specific targeted subgroups, intervention programs, resources and supplemental materials.

Tier 1-In consultation with one or two colleagues, teacher implements core curriculum.
Tier 2-In consultation with several CPS team members, teacher implements targeted, research-based interventions.
Tier 3-Using full CPS team support, teacher and other implement intensive, research-based interventions.
Clear expectations are set for instruction, processes and procedures.
The team will assist, support, and monitor struggling students.

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## 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.

Baseline Data:
• Diagnostic Assessment for Reading (DAR)
• Cool Tools Screenings
• Rigby Running Records
• Florida Comprehensive Assessment Test (FCAT)
• QBAT
• Florida Assessment for Instruction in Reading (FAIR)
• Benchmark Assessment Tests (BAT)
• Publisher Provided Inventory Assessments
• Data Warehouse Reports
• Comprehensive English Language Learning Assessment (CELLA)
Progress monitoring:
• QBAT
• Rigby Running Records
• School Data Points
• Curriculum-Based Measurements
• Data Warehouse Reports
• Benchmark Assessment Test (BAT I & II)
Midyear:
• Cool Tools Screenings
• Rigby Running Records
• Florida Comprehensive Assessment Test (FCAT)
• QBAT
• Florida Assessment for Instruction in Reading (FAIR)
• Benchmark Assessment Tests
• Diagnostic Assessment for Reading (DAR)
• Mini Benchmark Assessment Tests (Mini-BAT)
• Data Warehouse Reports
End of the Year:
• Diagnostic Assessment for Reading (DAR)
• Cool Tools screenings
• Florida Assessment for Instruction in Reading (FAIR)
• District-Provided End of the Year Assessments
• Florida Comprehensive Assessment Test (FCAT)
• Publisher Provided End of the Year Assessments
• Data Warehouse Reports

Tier 1- In consultation with one or two colleagues, teacher tries universal, evidence-based interventions.
Tier 2- In consultation with several CPS team members, teacher tries targeted, evidence-based interventions.
Tier 3- Using full CPS team support, teacher and others try intensive, evidence-based interventions.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and will include training opportunities regarding:


- The Collaborative Problem Solving Model(CPS)
- Behavior Management (CHAMPS)
- Data-Driven Instruction
- Evidence-Based Interventions
- Deficiency Specific Skill Builders


Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The School-Based Literacy Leadership Team consists of Dennis F. Sciullo (Principal), Marsha Wagner (Assistant Principal), Cathy Georgianna (Reading Coach and Reading PLC/SIP Committee Chair), Reading PLC/SIP Committee Members (TBD), Maria Ibanez (ELL Student Coordinator), Jinnette Garcia (ESE Specialist/ PLC/SIP Reading Committee Chair)

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

Monthly meetings will focus on literacy initiatives, programs, data, and concerns. Continuous collaboration with the RtI team, the SAC, PLC/SIP Committee Members and Team Leaders will support student proficiency on initiatives and programs.

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

The Literacy Leadership Team will implement core reading program, research based intervention programs, diagnostics, ongoing assessments to monitor progress through data analysis. The work of LLT will be a continuous process throughout the year in order to increase student achievement and proficiency across the curriculum.

Reading PLC/SIP Committee targets will include: CCSS, Assessments, Marzano Domain 1 Instructional Practices, Rigor, Vocabulary, Curriculum Integration.

## Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

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

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

N/A

## *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

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

N/A

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

N/A

## Postsecondary Transition

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

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | Based on 2012 FCAT Reading results, Reading Application and Informational Text were the weakest strands in grades 3-5. Vocabulary was the strongest strand overall in grades 3-5. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (95) of students in Grades 3-5 scored an achievement Level 3 on the 2012 Reading FCAT. | 29% (98) of students in Grades 3-5 will score an achievement Level 3 on the 2013 Reading FCAT. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/AdministratorData Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| 2 | Students possess limited exposure to a variety of genres. | Expand student knowledge-base through varied reading experiences (such as trade books), informational text and technology integration (such as United Streaming). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Accelerated Reader, CCC/Destination Success, Focus Florida,iObservation |
| 3 | Students have difficulty comprehending complex text. | Increased exposure to qualitative and quantitative complex texts. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Accelerated Reader, Destination Success, Focus Florida,iObservation |
| 4 | Students lack exposure to test question complexity. | Employ higher order questioning techniques (Educator Accomplished Practice). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Destination Success, Focus Florida, iObservation |
| 5 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Fluency, Destination Success,Focus Florida, QAR, Quick Reads, DAR, Wilson/Fundations, iObservation |
| | Students need exposure to the | Question stems and distractors will be | Administrative Team and | Teacher/Administrator Data Chats, Marzano Art | Program Assessments, Benchmark |

| | | | | | |
|---|---|---|---|---|---|
| 6 | question stems and distractors used on the FCAT Reading Assessment. | incorporated into daily lessons and explicitly taught to students. | Support Staff | and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Assessments, QAR, Destination Success, Focus Florida, iObservation |
| 7 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Logs/Agendas/Minutes, iObservation |
| 8 | Students lack exposure to high level vocabulary. | School-Wide vocabulary parade (students nonlinguistically embody a chosen vocabulary word to share with schoolmates); Elements of Vocabulary (K-4) | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments,Destination Success, Focus Florida, iObservation |
| 9 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom environment which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 10 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

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: | 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 group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Based on 2012 FCAT Reading results, Reading Application and Informational Text were the weakest strands in grades 3-5. Vocabulary was the overall strongest strand in grades 3-5. |
|---|---|

| | 2012 Current Level of Performance: | | 2013 Expected Level of Performance: |
|---|---|---|---|
| | On the 2012 FCAT Reading Assessment, 46% (164/355) of students in grades 3-5 scored Level 4 or Level 5 on the 2012 Reading FCAT Assessment. | | 51% (172/355) of students in grades 3-5 will score a Level 4 or Level 5 in 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 | Students need exposure to the question stems and distractors used on the FCAT Reading Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Destination , Focus Florida, iObservation |
| 2 | In order to increase student achievement, students need to be given standards driven instruction. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Logs/Agenda/Minutes, iObservation |
| 3 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Enrichment opportunities will be provided before school such as Early Bird Reader and within the regular classroom (such as novels, technology and trade books). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Fluency, Destination, Focus Florida, iObservation |
| 4 | Students lack exposure to high level vocabulary. | School-Wide vocabulary parade (students nonlinguistically embody a chosen vocabulary word to share with schoolmates); Elements of Vocabulary (K-4) | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Destination, Focus Florida, iObservation |
| 5 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Destination, Focus Florida, iObservation |
| 6 | Students lack academic goal-setting skills. | Teacher/Student conferencing to review individual assessment data and establish goals and expectations. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Student Goal-Setting Documentation, iObservation |
| 7 | Students have more access to literature than informational text. | Teachers will build classroom libraries with informational text. | Administrative Team | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and | Benchmark Assessments, iObservation |

| | | | | Lesson Plans (Educator Accomplished Practice) | |
|---|---|---|---|---|---|
| 8 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom environment which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 9 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

| 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: | 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 group: | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | In order to ensure students continue to make learning gains, extended learning opportunities will be provided for enrichment and remediation. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Reading Assessment, 75% (167/222) of students made learning gains. | By the 2013 FCAT Reading Assessment, 78% (172/222) of students will make learning gains. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | Students have difficulty | Increased exposure to | Administrative | Teacher/Administrator | Program Assessments, |

| | | | | |
|---|---|---|---|---|
| 1 | comprehending complex text. | qualitative and quantitative complex texts. | Team and Support Staff | Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Mini Assessments, Benchmark Assessments, CCC/Destination Success, QAR, Focus Florida, FCAT Test Maker Pro, iObservation |
| 2 | Students possess limited exposure to a variety of genres. | Expand student knowledge-base through varied reading experiences (such as trade books), informational text and technology integration (such as United Streaming). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Accelerated Reader, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to question stems, and distractors used on the FCAT Reading Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 5 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom environment which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 6 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| 8 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

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.<br><br>Reading 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 |
| 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 group:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | In order to reduce the number of students performing in the lowest 25%, prescribed interventions, such as pull-out small groups and double-dosing will be implemented in alignment with student-specific needs. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Reading Assessment, 73% (41/56) of students in the Lowest 25% made learning gains. | On the 2013 FCAT Reading Assessment, 78% (43/56) of students in the Lowest 25% will make learning gains. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students struggle with on-grade-level reading material. | Small group, skill specific intervention support. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 2 | Students experience difficulties in the 6 areas of reading. | Teachers will utilize the Struggling Readers Chart to determine the appropriate program to meet the need(s) of the student. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, |

| | | | | |
|---|---|---|---|---|
| | | | | Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 3 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions in addition to Computer Lab time every morning using technology specifically focusing on deficiencies. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 4 | Students need exposure to question stems and distractors used on the reading test item specifications. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will be perform comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 6 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 7 | Students lack exposure to test question complexity. | Employ higher order questioning techniques (Educator Accomplished Practice). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 8 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| 9 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

| 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 # 5A : |
|---|---|

Reading Goal # 5A : 73% of students scored a level 3 or above on the 2012 FCAT Reading Assessment. By May 2013, 75% of students will score a Level 3 or above on the Reading FCAT.

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
|  | 73% | 75% | 78% | 80% | 83% |  |

| 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.<br><br>Reading Goal #5B: | Based on 2012 FCAT Reading results, Reading Application and Informational Text were the weakest strands in grades 3-5. Vocabulary was the strongest strand overall in grades 3-5. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Reading Assessment: 24% (44/188) White Students; 36% (5/14) Black Students; 30% (35/116) Hispanic Students; and 15% (6/20) Asian Students did not demonstrate satisfactory progress. | On the 2012 Reading FCAT Assessment: 27% of White Students; 39% of Black Students; 33% of Hispanic Students and 18% of Asian Students will demonstrate satisfactory progress. |

| 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 comprehending complex text. | Increased exposure to qualitative and quantitative complex texts. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, QAR, Focus Florida, FCAT Test Maker Pro, iObservation |
| 2 | Students possess limited exposure to a variety of genres. | Expand student knowledge-base through varied reading experiences (such as trade books), informational text and technology integration (such as United Streaming). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Accelerated Reader, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to question stems, and distractors used on the FCAT Reading Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |

| | | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
|---|---|---|---|---|---|---|
| 5 | | | | | | |
| 6 | | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) |
| 7 | | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| 8 | | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

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.<br><br>Reading Goal #5C: | Based on 2012 FCAT Reading results, Reading Application and Informational Text were the weakest strands in grades 3-5. Vocabulary was the strongest strand overall in grades 3-5. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 Reading FCAT Assessment, 50% (3/6) ELL Students did not show satisfactory progress in reading. | On the 2013 Reading FCAT Assessment, 53% of ELL Students will show satisfactory progress 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 | Students struggle with on-grade-level reading material. | Small group, skill specific intervention support based upon the RtI process. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| | Students experience | Teachers will utilize the | Administrative | Teacher/Administrator | Program Assessments, |

| | | | | | |
|---|---|---|---|---|---|
| 2 | difficulties in the 6 areas of reading. | Struggling Readers Chart to determine the appropriate program to meet the need(s) of the student. | Team and Support Staff | Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 3 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions in addition to Computer Lab time every morning using technology specifically focusing on deficiencies. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 4 | Students need exposure to question stems and distractors used on the reading test item specifications. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will be perform comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 6 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 7 | Students lack exposure to test question complexity. | Employ higher order questioning techniques (Educator Accomplished Practice). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 8 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator | Program Assessments, Destination Success, Focus Florida, iObservation |

| | | | Accomplished Practice) | |
|---|---|---|---|---|
| 9 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

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.<br><br>Reading Goal #5D: | In order to improve the progress of Students with Disabilities, prescribed, research-based interventions, such as pull-out small groups and double-dosing will be implemented in keeping with specific student needs and the RtI process. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Reading Assessment, 49% (33/68) of Students with Disabilities made progress. | On the 2013 FCAT Reading Assessment, 52% of Students with Disabilities will make progress. |

| 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 struggle with on-grade-level reading material. | Teachers will provide small group, skill specific intervention that are aligned with the RtI process. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 2 | Students experience difficulties in the 6 areas of reading. | Teachers will utilize the Struggling Readers Chart to determine the appropriate program to meet the need(s) of the student. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation |
| 3 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | | | | | FCAT Test Maker Pro, iObservation |
| 4 | Students need exposure to question stems and distractors used on the reading test item specifications. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will be perform a more comprehensive understanding of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 6 | Students' decoding/phonics and word recognition skills are 2 or more levels below grade | ERI (K), Fundations (1-2) and Wilson (intermediate) interventions in word recognition. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, DAR, Rigby, Cool Tools, Wilson/ Fundations/ERI, iObservation |
| 7 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 8 | Students lack exposure to test question complexity. | Employ higher order questioning techniques (Educator Accomplished Practice). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 9 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| 10 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

| | |
|---|---|
| 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. <br><br> Reading Goal #5E: | To improve the progress of Economically Disadvantaged students, students will be provided with an authentic and rigorous, standards-based instruction that focuses on exposure to a variety of genres and integration of technology. |

| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | |
|---|---|---|---|
| On the 2012 Reading FCAT assessment, 40% (49/123) of Economically Disadvantaged Students made progress. | | On the 2013 Reading FCAT assessment,43% of Economically Disadvantaged Students will make progress. | |

| 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 possess limited exposure to a variety of genres. | Expand student knowledge-base through varied reading experiences (such as trade books), informational text and technology integration (such as United Streaming). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, FCAT Test Maker Pro, iObservation |
| 2 | Delivering engaging and challenging instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success,STAR, Focus Florida, FCAT Test Maker Pro, QAR, Quick Reads, DAR, Wilson, iObservation |
| 3 | Students need exposure to the question stems and distractors used on the reading test item specifications. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, QAR, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 5 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 6 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal | Program Assessments, Benchmark Assessments, Focus |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | | question stems. | | Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Florida, iObservation | |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Reading Topics Encompassing: CCSS, Assessments, Marzano Domain 1 Instructional Practices, Rigor, Vocabulary, Curriculum Integration | K-5 | Cathy Georgianna, Reading Coach Jinnette Garcia, ESE Specialist | Adrienne Culotta, Janine Zelonka, Gini Mejias, Jennifer Avchen, Linda McHugh, Connie Gwaltney, Jane Abramczyk, Meredeth Legg, Juliana Cardona, Melinda Fernandes, Linda Signorelli, Donna Pakula, Elana Levine, Paula Wijngaarde, Karen Gallagher | Monthly | Meeting Minutes, Implementation Logs, Data Analysis | Administrative Team |
| Reading Critical Content | K-5 | Barbara Kruger, Core Curriculum | K-5 Teachers | August 9-10, 2012 | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Administrative Team |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Pull-out intervention material to increase student achievement in comprehension. | QAR | ESE Funding | $371.25 |
| Students will used evidence-based resources to reinforce and apply reading strategies. | Treasures FCAT Test Preparation Workbook | Instructional Materials | $1,846.00 |
| Students will use supplemental reading to development strategies in reading informational text. | Weekly Reader | PTO | $4,800.00 |
| Pull-out intervention material to increase student achievement in comprehension | Triumphs Intervention | Instructional Materials | $40.00 |
| Students will read literature and informational text passages to develop stamina in comprehension of longer works of writing. | Accelerated Reader/STAR | Broward Sheriffs' Office Donation | $5,200.00 |
| Use of additional time to reinforce reading and math skills in our struggling student population. | Afterschool FCAT Camp (Reading & Math) | Accountability Funds | $1,500.00 |
| | | | Subtotal: $13,757.25 |
| 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 |
|---|---|---|---|
| Reading Strategies | Reading Critical Content | Staff Development | $5,660.00 |
| | | | Subtotal: $5,660.00 |

**Other**

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | **Grand Total: $19,417.25** |

*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.<br><br>CELLA Goal #1: | In 2012-2013, 54% of ELL students will be proficient in listening and speaking. |

**2012 Current Percent of Students Proficient in listening/speaking:**

50% (13/26) of ELL students were evaluated to be proficient in 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 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities | Differentiated classroom instruction will be implemented based upon an evaluation of student needs. Targeted students will receive small group instruction in accordance with RtI interventions in addition to Computer Lab time every morning using technology specifically focusing on deficiencies. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |
| 2 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, | Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 3 | | | | Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |
| 4 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning." | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |

| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading. <br><br> CELLA Goal #2: | In 2012-2013, 31% of ELL students will be proficient in Reading. |

2012 Current Percent of Students Proficient in reading:

27% (7/26) of ELL students were evaluated to be 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 | Students struggle with on-grade-level reading material. | Small group, skill specific intervention support based upon the RtI process. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |
| 2 | Students experience difficulties in the 6 areas of reading. | Teachers will utilize the Struggling Readers Chart to determine the appropriate program to meet the need(s) of the student. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |
| | Delivering engaging and challenging | Differentiated classroom instruction | Administrative Team and Support | Teacher/Administrator Data Chats, Marzano | Program Assessments, Mini Assessments, |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 3 | (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | will be implemented based on an assessment of student needs. Targeted students will receive small group instruction in accordance with RtI interventions in order to increase proficiency in listening and speaking. In addition, students will receive morning Computer Lab to specifically focus on areas of individual student need. | Staff | Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will be perform comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 5 | Students lack word building skills. | Explicit teaching of Greek and Latin prefix, base and suffix in each grade level. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Destination Success, Focus Florida, iObservation |
| 6 | Students lack knowledge of vocabulary word connotation. | Teacher provides explicit instruction of vocabulary "shades of meaning" question stems. | Administrative Team and Support Staff | Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Benchmark Assessments, Focus Florida, iObservation |

| Students write in English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | In 2012-2013, 35% of ELL students will be proficient in writing. |
| 2012 Current Percent of Students Proficient in writing: | |
| 31% (8/26) of ELL students were evaluated to be 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 |
| | Students experience difficulties in the 6 areas of reading. | Teachers will utilize the Struggling Readers Chart to determine the appropriate program to meet the need(s) of | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, | Program Assessments, Mini Assessments, Benchmark Assessments, |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | the student. | | Instructional Design and Lesson Plans (Educator Accomplished Practice) | Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro, iObservation, CELLA |
| 2 | Students have difficulties generating ideas. | Students will receive daily writing instruction and will participate in free journal writing. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| 3 | Students' writings lack proper use of conventions and expression of clear ideas. | Revision and editing process will be explicitly taught and include focus on sentence structure, mechanics, usage, punctuation and spelling. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| 4 | Students lack reflective insight into their writing. | Students will write and be provided feedback pertaining to individual needs. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| | Students are deficient in varying components of the writing process. | Students will receive differentiated instruction in writing to focus on individual areas of enrichment or remediation. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |

| | | | |
|---|---|---|---|
| 5 | | | administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | |

CELLA Budget:

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | Through the use of math manipulatives, technology, learning centers, hands-on activities, and regular practice of grade level material, students will reinforce and retain concepts taught in order to meet grade level proficiency standards. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment, 29% (105/355) of third through fifth grade students scored a Level 3. | By the 2013 FCAT Math Assessment, 34% of third through fifth grade students will achieve a Level 3. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 2 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to the question stems and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 5 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test |

| | | | | |
|---|---|---|---|---|
| | | | Accomplished Practice) | Maker Pro, iObservation |
| 6 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |

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.<br><br>Mathematics Goal #1b: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 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 group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | Through the use of curriculum enrichment, curriculum acceleration, math manipulatives, technology, learning centers, hands-on activities, and regular practice of grade level material, students will reinforce and retain concepts taught in order to meet and exceed grade level proficiency standards. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment, 42% (152/355) of third through fifth grade students scored a Level 4 and Level 5. | By the 2013 FCAT Math Assessment, 45% of third through fifth grade students will achieve a Level 4 or Level 5. |

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

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

| | | | | | |
|---|---|---|---|---|---|
| 1 | Students working above level need the opportunity to work at an accelerated rate. | Students in 4th and 5th grade needing acceleration will follow the Go Math PEP accelerated Instructional Focus Calendar. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 2 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to question stems and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Agenda/Logs, Unwrapping Standards follow up documentation, iObservation |
| 5 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 6 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |

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 |
| 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 group: | | |
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | | To ensure students maintain or improve their current level or performance, students must be provided opportunities to reinforce lessons taught, enrichment, and teacher provided and pull-out intervention for specific deficiencies. |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment, 71% (157/222) of third through fifth grade students made learning gains. | | On the 2013 FCAT Math Assessment, 75% of third through fifth grade students will make learning gains. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of time to reinforce previously learned skills and concepts. | Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT Explorer,Focus Florida, Destination Success to reinforce skills and concepts learned in the classroom. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 2 | Struggling students at Tier II Interventions lack specific skills. | RtI interventions will be implemented to meet specific assessed student needs via small group instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to the question stems and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus |

| | | | | | |
|---|---|---|---|---|---|
| | | | | Practice) | Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSS/CCS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into the instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes, Agendas/Logs, Unwrapping Standards follow up documentation, iObservation |
| 5 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 6 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 8 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 9 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |

| | |
|---|---|
| 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 |
| 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 group:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. <br><br> Mathematics Goal #4: | In order to increase the number of students making learning gains in math, teachers provide intensive interventions, pull-out groups for direct instruction and intervention, and continual monitoring through the RtI Leadership Team. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment, 54% (26/49) of students in Lowest 25% made learning gains. | By the 2013 FCAT Math Assessment, 60% of students in the Lowest 25% will make learning gains. |

| | | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 2 | Lack of time to reinforce previously learned skills and concepts. | Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT Explorer,Focus Florida, Destination Success and homework previewing to reinforce skills and concepts learned in the classroom. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Struggling students at Tier II Interventions lack specific skills. | RtI interventions will be implemented to meet specific assessed student needs via small group instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| | Students need exposure | Question stems and | AdministrativeTeam | Teacher/Administrator | Program Assessments, |

| | | | | | |
|---|---|---|---|---|---|
| 4 | to the question stems, and distractors used on the FCAT Math Assessment. | distractors will be incorporated into daily lessons and explicitly taught to students. | and Support Staff | Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students require standards based instruction. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed activities into instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 6 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 8 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 9 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |

| 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 # <br><br> 72% of Students Scored a Level 3 or above on the 2012 FCAT Math Assessment.  By May 2013, 83% of students will score a Level 3 or above on the Math FCAT. <br><br> 5A : | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 72% | 83% | 85% | 87% | 88% | |

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.<br><br>Mathematics Goal #5B: | Based on 2012 FCAT Math Results, Fractions and Geometry were the weakest tested strands in grades 3-5. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment: 24% (45/188) White Students; 64% (9/14) Black Students; 31% (36/116) Hispanic Students; and 15% (3/20) Asian Students did not demonstrate satisfactory progress. | On the 2013 FCAT Math Assessment: 27% of White Students; 67% of Black Students; 34% of Hispanic Students; and 18% of Asian Students will demonstrate satisfactory progress. |

| 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 exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |
| 2 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 4 | Students need exposure to the question stems and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of | Program Assessments, Mini Assessments, Benchmark |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 6 | | will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | | Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |

| 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.<br><br>Mathematics Goal #5C: | Based on 2012 FCAT Math Results, Fractions and Geometry were the weakest tested strands in grades 3-5. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment, 50% (3/6) students did not make satisfactory progress in Mathematics. | On the 2013 FCAT Math Assessment, 53% of students will make satisfactory progress in Mathematics. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |
| 2 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Lack of time to reinforce previously learned skills and concepts. | Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT Explorer,Focus Florida, Destination Success and homework previewing to reinforce skills and concepts learned in the classroom. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |

| | Problem/Barrier | Strategy | Responsible | Evaluation/Monitoring | Evaluation Tool |
|---|---|---|---|---|---|
| 4 | Struggling students at Tier II Interventions lack specific skills. | RtI interventions will be implemented to meet specific assessed student needs via small group instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students need exposure to the question stems, and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 6 | Students require standards based instruction. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed activities into instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agendas, Unwrapping Standards follow up documentation, iObservation |
| 7 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 8 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 9 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |

| 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.<br><br>Mathematics Goal #5D: | This subgroup will receive additional support through their classroom teacher and the ESE team, as well as technology and manipulative resources which are designed to meet specific needs. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Math Assessment 49% (33/68) of Students with Disabilities did not make progress in mathematics. | By the 2013 FCAT Math Assessment, 52% of Students with Disabilities will make progress in mathematics. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students struggle with on-grade level mathematics skills | Small group, skill specific intervention support based upon the RtI model to meet specific, assessed student needs. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3, iObservation |
| 2 | Lack of time to reinforce previously learned skills and concepts. | Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT Explorer,Focus Florida, Destination Success and homework previewing to reinforce skills and concepts learned in the classroom. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3, iObservation |
| 3 | Struggling students at Tier II Interventions lack specific skills. | RtI interventions will be implemented to meet specific assessed student needs via small group instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3, iObservation |
| 4 | Students need exposure to question stem and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3, iObservation |
| 5 | Students require standards based instruction. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications and embed into instruction. | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agenda, Unwrapping Standards follow up documentation, iObservation |
| 6 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3, iObservation |
| 7 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | | Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | | | Maker Pro, Key Math 3, iObservation |
| 8 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3, iObservation |
| 9 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 10 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |

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. <br><br> Mathematics Goal #5E: | Through the use of math manipulatives, technology, learning centers, hands-on activities, and regular practice of grade level material, students will reinforce and retain concepts taught in order to meet and exceed grade level proficiency standards. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| On the 2012 FCAT Mathematics Assessment, 40% (49/123) of Economically Disadvantaged students made progress. | On the 2013 FCAT Mathematics assessment, 40% of Economically Disadvantaged students will make progress. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Delivering engaging and challenging (Education Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated Classroom instruction (including but not limited to small group instruction) with enrichment will be based upon an assessment of student needs using manipulatives, First in Math, FCAT Explorer,math incentive programs (such as Sunshine Math). | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| | Students need exposure to question stems and distractors used on the FCAT Math Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal | Program Assessments, Mini Assessments, Benchmark |

| | | | | | |
|---|---|---|---|---|---|
| 2 | | taught to students. | | Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 3 | Students require standards based instruction. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications and embed into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC minutes, Unwrapping Standards follow up documentation, iObservation |
| 4 | Students lack mastery of foundation level skills. | Differentiated Instruction based upon an assessment of student needs with focused remediation on specific area of deficiency (including multiplication facts and mastery of "doubles" addition). | AdministrativeTeam and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 5 | Students lack mastery of mathematics vocabulary. | Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 6 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, iObservation |
| 7 | Students lack exposure to online assessments and may fail to approach the experience with fidelity. | Think Central Mathematics Assessments for Chapter Tests, Big Ideas and Benchmark Assessments. Teachers and students will conference to discuss online assessment results. | Administrative Team and Support Staff | Teacher/Administrator Data Chats | Think Central |

*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 |
|---|---|---|---|---|---|---|
| Math Topics Encompassing: | | | | | | |

| CCSS, Assessments, Marzano Domain 1 Instructional Practices, Rigor, Vocabulary, Curriculum Integration) | K-5 | Karen Senarens, 5th Grade Teacher | Michael Engram, Cheryl Haviland, Dianne Maurer, Sarah Parsons, Scott Avras, Pompilia Cretu, Ligia Gonzalez | Monthly | Meeting Minutes, Implementation Logs, Data Analysis | Administrative Team |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Use of additional time to reinforce reading and math skills in our struggling student population. | Afterschool FCAT Camp (Reading & Math) | Accountability Funds | $1,500.00 |
| Supplemental materials to support our core curriculum. | Go Math! Assessment Book | Instructional Materials | $1,658.00 |
| | | | Subtotal: $3,158.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $3,158.00 |

*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.<br><br>Science Goal #1a: | On the 2012 FCAT Science Assessment, our weakest area was Earth and Space. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 42% (48/112) of fifth grade students scored a Level 3 on the 2012 FCAT Science Assessment. | 44% of fifth grade students will score a Level 3 on the 2013 FCAT Science Assessment. |
| Problem-Solving Process to Increase Student Achievement | |

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

| | | | for Monitoring | Strategy | |
|---|---|---|---|---|---|
| 1 | Students need hands-on experiences to better comprehend science concepts. | Use of Broward County Hands-on Science Kits and Florida Science Fusion activities to reinforce concepts. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, iObservation |
| 2 | Students need repeated exposure to new science vocabulary to promote retention and understanding. | Classrooms will be print-rich with science vocabulary. Word walls will include science terms. Daily instruction will repeatedly expose students to conversational use of science vocabulary. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Journals, FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to the question stems and distractors used the FCAT Science Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, FCAT Test Maker Pro, iObservation |
| 4 | Students lack knowledge of the scientific method. | Students will be instructed on the scientific method using adopted curriculum materials (Broward County Hands-On-Science Kits and Florida Science Fusion). A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades). | Administrative Team and Support Staff, Science Fair Coordinator | Annual Science Project, FTeacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments,Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, Science Fair Rubric, iObservation |
| 5 | Students lack exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specificationsin order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Agendas/Logs, Unwrapping Standards follow up documentation, iObservation |
| 6 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based upon an assessment of student needs. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Student Work Products and Student Journals, FCAT Test Maker Pro, iObservation |
| 7 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator | iObservation |

| | | | | |
|---|---|---|---|---|
| | Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | | Accomplished Practice) | |
| 8 | Students lack foundation skills as they enter 5th grade. | Standards based instruction with fidelity in grades K-4. | Administrative Team and Support Staff | Monitoring Progress between Pre and Post Assessments in Science from the beginning of each school year to the end of each school year. | Science Fusion Pre and Post Assessments by Grade Level. |

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: | 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 group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | On the 2012 FCAT Science Assessment, our weakest area was Earth and Space. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 24% (27/112) of fifth grade students scored Level 4 and 5 on the 2012 FCAT Science Assessment. | 27% of fifth grade students will score Level 4 and 5 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 | Students need hands-on experiences to better comprehend science concepts. | Use of Broward County Hands-On Science Kits and Florida Science Fusion activities to reinforce concepts. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, iObservation |
| | Students need repeated exposure to | Classrooms will be print-rich with | Administrative Team and | Teacher/Administrator Data Chats, Marzano | Program Assessments (Science Fusion), Mini |

| | | | | |
|---|---|---|---|---|
| 2 | science vocabulary to promote retention and understanding. | science vocabulary. Word walls will include science terms. Daily instruction will repeatedly expose students to conversational use of science vocabulary. | Support Staff | Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, iObservation |
| 3 | Students need exposure to the question stems and distractors used on the FCAT Science Assessment. | Question stems and distractors will be incorporated into daily lessons and explicitly taught to students. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, iObservation |
| 4 | Students lack knowledge of the scientific method. | Students will be instructed on the scientific method using adopted curriculum materials (Broward County Hands-On-Science Kits and Florida Science Fusion). A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades). | Administrative Team and Support Staff, Science Fair Coordinator | Annual Science Project, Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker, Pro, Science Fair Rubric, Benchmark Assessments, iObservation |
| 5 | In order to increase student achievement, students need to be given standards driven instruction. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS in order to embed standards, within grade level content limits, into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats (Specifically,Pre/ Post Assessments in Science by grade level each year), Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Agendas/Logs, Unwrapping Standards follow up documentation, iObservation, Science Fusion Assessments |
| 6 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction will be implemented based upon an assessment of student needs. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, iObservation |
| 7 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |

| | 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: | | 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 |

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 Topics Encompassing: CCSS, Assessments, Marzano Domain 1 Instructional Practices, Rigor, Vocabulary, Curriculum Integration | K-5 | John Hurst, 5th Grade Teacher | Belham Chacon, Tracie delaVega, Marlene Lucas, Kathleen Fitch, Suzanne Bushing, Adrienne Cabrera, Donna Benjamin | Monthly | Meeting Minutes, Implementation Logs and Data Analysis | Administrative Team |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Students will utilize hands-on materials. | Delta Science Kits replenishment | Science | $600.00 |
| Science Fair Project Completion | Science Fair boards for 3-5 Students and K-2 Teachers | Science | $950.00 |
| | | | Subtotal: $1,550.00 |
| 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: $1,550.00 |

*End of Science Goals*

# Writing Goals

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

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

| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | Our weakest area in the writing process has been determined to be conventions. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 79% (91/115) of fourth grade students scored Level 4 or above on the 2012 FCAT Writing Assessment. | 82% of fourth grade students will score a Level 4 or above on the 2013 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 | Students have difficulties generating ideas. | Students will receive daily writing instruction and will participate in free journal writing. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| 2 | Students' writings lack proper use of conventions and expression of clear ideas. | Revision and editing process will be explicitly taught and include focus on sentence structure, mechanics, usage, punctuation and spelling. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator- | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |

| | | | | | |
|---|---|---|---|---|---|
| | | | | data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | |
| 3 | Students lack reflective insight into their writing. | Students will write and be provided feedback pertaining to individual needs. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| 4 | Students are deficient in varying components of the writing process. | Students will receive differentiated instruction in writing to focus on individual areas of enrichment or remediation. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| 5 | Teachers require professional development to master the nuances of writing instruction. | Teachers will attend writing professional learning communities (PLC) to refine their writing instruction skills. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Logs/Agenda |
| 6 | Students lack exposure to high level vocabulary. | School-Wide vocabulary parade (students nonlinguistically embody a chosen vocabulary word to share with schoolmates); Elements of Vocabulary (K-4) | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| | Students lack word | Explicit teaching of | Administrative | A school-wide plan to | Scored Six-Trait |

| | | | | | |
|---|---|---|---|---|---|
| 7 | building skills. | prefix, base and suffix in each grade level | Team and Support Staff | monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | writing samples, writing portfolio, Writing FCAT, iObservation |
| 8 | Teachers require training in new PARCC assessments to prepare students for the 2014-2015 implementation. | Teachers will explore and understand components of "writing to a source" and engage students in writing analysis learning opportunities. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Professional Development Follow Up |
| 9 | Students lack ownership of their learning. | Teacher provides students with clearly stated learning goals accompanied by a scale or rubric and provide a student centered classroom which will include: Cooperative learning groups/"shoulder buddies" and use of effective written and oral communication. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | iObservation |
| 10 | Students need to prove ideas in written form that are based upon valid and reliable evidence. | Teach students to write opinion pieces that support a point of view that are based upon fact. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |
| 11 | Students lack the opportunity to write informational passages. | Teachers will integrate informational writing into the content areas. | Administrative Team and Support Staff | A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly by administrative, team and vertical planning groups with feedback provided. Teacher/Administrator-data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans | Scored Six-Trait writing samples, writing portfolio, Writing FCAT, iObservation |

| | | | (Educator Accomplished Practice) | |
|---|---|---|---|---|

| 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.<br><br>Writing 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 |
| 1 | N/A | N/A | N/A | N/A | N/A |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Writing Topics Encompassing: PARCC Assessments, Marzano Domain 1 Instructional Practices, Rigor, Vocabulary, Curriculum Integration) | K-5 | Robin Kelley, 4th Grade Teacher, Lori Jacobs, 4th Grade Teacher | Karen Josack, Susy Sevilla, Jenny Arguinzoni, Sheila Rainford, Amy Rodgers, Victoria Webster, Judith Ellsley, Anne Drake, Kim Perdue, Jamie Smith, Mona Earney, Samantha Starnes, Susan Weinstock | Monthly | Meeting Minutes, Implementation Logs, Data Analysis | Administrative Team |

Writing Budget:

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

|  |  |  | Subtotal: $0.00 |
|---|---|---|---|
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Teachers require professional development to master the nuances of writing instruction. | Observation of writing within school in our Instructional Cadre, Writing PLC | School Funds | $500.00 |
|  |  |  | Subtotal: $500.00 |
| **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 Writing Goals*

# Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | The goal for the 2012-2013 school year is to increase the attendance rate by 1 percent. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| The 2011-2012 attendance rate was 96%. | The targeted attendance rate for the 2012-2013 school year is 97 percent. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 18 students had excessive absences during the 2011-2012 school year. | The number of students with excessive absences will decrease by 5%. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 106 students had excessive tardies during the 2011-2012 school year. | The number of students with excessive tardies will decrease by 5%. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
|  | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students taking extended weekends, holidays and early release days. | Track patterns of student absences. School Social/Administrationcontact parents and inform them of policies and guidelines such as the Broward Truancy Intervention Program (BTIP). Individual incentives for attendance are created through RtI. | Guidance Counselor, Administration | Track patterns of non-attendance by teacher and by grade level. | Computerized Attendance Reports, compared to prior year. |

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

# Suspension Goal(s)

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

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension<br><br>Suspension Goal #1: | The goal for the 2012-2013 school year is to reduce the number of suspensions. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| The total number of in-school suspensions for 2011-2012 was 0. | We expect to continue this rate of in-school suspensions for the 2012-2013 school year. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |

| | |
|---|---|
| The total number of students with in-school suspensions during the 2011-2012 school year was 2. | We expect to decrease the number of students receiving in-school suspensions by 50%. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| The total number of out-of-school suspensions during the 2011-2012 school year was 1. | We expect to decrease the number of out-of-school suspensions by 100%. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| The total number of students with out-of-school suspensions during the 2011-2012 school year was 1. | We expect to decrease the number of students receiving out-of-school suspensions by 100%. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students lacking social skills and established boundaries | School Guidance Counselor, Social Worker and psychologist conduct regularly scheduled groups to improve students' social skills and behavior management | Guidance Counselor, ESE Specialist, Administration | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Virtual Counselor, Informal Documentation, iObservation |
| 2 | Disruptive classroom behavior | CHAMPS, RtI Interventions, PBIP, School-Wide infusion of character education program using Life Skills, School-Wide positive behavior plan | Administration, RtI Team | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Virtual Counselor, Informal Documentation, iObservation |

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 | | | | | | |

Suspension Budget:

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

| | | | | |
|---|---|---|---|---|
| | | | | Subtotal: $0.00 |

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

| Professional Development | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

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

*End of Suspension Goal(s)*

# Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | Parental involvement plays a large role in our school's success. A cooperative partnership with our parent population will be encouraged with involvement from our PTO and partners. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| In the 2011-2012 school year, there were 252 approved volunteers. | In the 2012-2013 school year, we will increase the number of approved volunteers by 5%. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | Students need a stronger home-school connection to support educational goals and to meet the standards at grade level or above. | Through a partnership with Barnes & Noble, primary and intermediate students and their parents will be provided with academic reading night.<br><br>Through a partnership with Publix, parents and students are provided grade specific, academic math night.<br><br>Families are invited to attend academic science night to learn about the scientific method and assist their | Administration, SIP Committee Chairs | Annual participation logs | Participation trends, informal feedback |

| 1 | | child in completing a science fair project.<br><br>Parents are invited to attend an informational seminar on the writing process in order to assist their child.<br><br>Parents will be invited to attend an informational session on preparing for the FCAT and the NGSSS/CCSS.<br><br>Parents will be invited to attend evening events related student and family guidance topics. | | | |
|---|---|---|---|---|---|
| 2 | Consistent parent attendance at SAC meetings is minimal. | Invite students to present work samples at SAC meetings. | Administration, SAC Chair, SIP Committee Chairs | Monthly sign-in sheets. | SAC Attendance Report |
| 3 | Teachers and school staff need volunteer support in the school and in the classroom. | Build relationships with parent volunteers through the PTO. | Administration, Volunteer Coordinator | Monthly sign-in sheets. | STAR 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 |
|---|---|---|---|---|---|---|
| No Data Submitted | | | | | | |

Parent Involvement Budget:

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

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

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | |
|---|---|---|
| 1. STEM<br><br>STEM Goal #1: | | Students will be prepared for careers in Science, Technology, Engineering and Mathematics by providing learning opportunities founded in research-based modalities to engage students in problem solving and higher order, critical thinking. |

| 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 exposure to authentic, rigorous learning tasks. | Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specificationsin order to embed Quadrant D activities into instruction. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | PLC Minutes/Agendas/Logs Unwrapping Standards follow up documentation, iObservatin |
| 2 | Delivering engaging and challenging (Educator Accomplished Practice) instruction to meet the needs of various learning styles and abilities. | Differentiated classroom instruction with enrichment will be implemented based upon an assessment of student needs using manipulatives, hands on labs, technology incentive programs (Sunshine Math) and academic games (First in Math) | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Student Work Products and Student Journals, FCAT Test Maker Pro and iObservation |
| 3 | Students lack knowledge of the scientific method | Students will be instructed on the scientific method using adopted curriculum materials. A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades) | Administrative Team and Support Staff | Annual Science Project, Teacher/AdministratorData Chats, Marzano Art and Science of Teaching-Formal,Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, Science Fair Rubric, iObservation |
| 4 | Students need hands-on experiences to better comprehend science concepts. | Use of Broward County Hands-on Science Kits and Florida Science Fusion activities to reinforce concepts. | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Program Assessments, Mini Assessments, Benchmark Assessments, Student Work Products and Student Journals, FCAT Test Maker Pro and iObservation |
| 5 | Students need opportunities to excel in areas of interest and/or aptitude. | Students will be provided with opportunities to participate in Math Team Competition, Before/After School Technology, | Administrative Team and Support Staff | Instructional Design and Lesson Plans | Program Assessments, attendance logs, competition results |

| | | | | |
|---|---|---|---|---|
| | Academic Family Nights (Math/Science), and Science Club | | | |
| 6 | Students lack experience with using technology to solve real-world problems and using applications for professional efficiency. | School-based computers will be used to perform valid and reliable research to solve problems and to communicate results through presentation (Word/PowerPoint/Excel). | Administrative Team and Support Staff | Teacher/Administrator Data Chats, Marzano Art and Science of Teaching- Formal, Informal Snapshot, Instructional Design and Lesson Plans (Educator Accomplished Practice) | Rubrics, Student Portfolios and Performance Tasks |

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

# Additional Goal(s)

## N/A Goal:

| 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: | |
|---|---|
| 1. N/A Goal<br><br>N/A Goal #1: | N/A |
| 2012 Current level: | 2013 Expected level: |
| 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 | | | | |

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

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

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

Budget:

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

## Professional Development

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

## Other

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

*End of N/A Goal(s)*

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Pull-out intervention material to increase student achievement in comprehension. | QAR | ESE Funding | $371.25 |
| Reading | Students will used evidence-based resources to reinforce and apply reading strategies. | Treasures FCAT Test Preparation Workbook | Instructional Materials | $1,846.00 |
| Reading | Students will use supplemental reading to development strategies in reading informational text. | Weekly Reader | PTO | $4,800.00 |
| Reading | Pull-out intervention material to increase student achievement in comprehension | Triumphs Intervention | Instructional Materials | $40.00 |
| Reading | Students will read literature and informational text passages to develop stamina in comprehension of longer works of writing. | Accelerated Reader/STAR | Broward Sheriffs' Office Donation | $5,200.00 |
| Reading | Use of additional time to reinforce reading and math skills in our struggling student population. | Afterschool FCAT Camp (Reading & Math) | Accountability Funds | $1,500.00 |
| Mathematics | Use of additional time to reinforce reading and math skills in our struggling student population. | Afterschool FCAT Camp (Reading & Math) | Accountability Funds | $1,500.00 |
| Mathematics | Supplemental materials to support our core curriculum. | Go Math! Assessment Book | Instructional Materials | $1,658.00 |
| Science | Students will utilize hands-on materials. | Delta Science Kits replenishment | Science | $600.00 |
| Science | Science Fair Project Completion | Science Fair boards for 3-5 Students and K-2 Teachers | Science | $950.00 |
| | | | | Subtotal: $18,465.25 |

## Technology

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

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Reading Strategies | Reading Critical Content | Staff Development | $5,660.00 |
| Writing | Teachers require professional development to master the nuances of writing instruction. | Observation of writing within school in our Instructional Cadre, Writing PLC | School Funds | $500.00 |
| | | | | Subtotal: $6,160.00 |

## 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: $24,625.25 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|---|---|---|---|
| ◌ Priority | ◌ Focus | ◌ Prevent | ◌ NA |

Are you a reward school:  ◌ Yes  ◌ No

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

No Attachment (Uploaded on 9/3/2012)

# School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|---|
| Funds will be used fund additional instructional time for struggling students in reading and mathematics. | $3,000.00 |

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

Our SAC Committee will serve to approve our School Improvement Plan and oversee the use of budgetary funds to continuously improve the performance of our students.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

Broward School District
COOPER CITY ELEMENTARY SCHOOL
2010-2011

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 89% | 94% | 90% | 61% | 334 | 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 | 69% | 72% |  |  | 141 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 62% (YES) | 77% (YES) |  |  | 139 | 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 |  |  |  |  | 614 |  |
| Percent Tested = 100% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |

Broward School District
COOPER CITY ELEMENTARY SCHOOL
2009-2010

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 89% | 93% | 93% | 65% | 340 | 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 | 67% | 76% |  |  | 143 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 64% (YES) | 77% (YES) |  |  | 141 | 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 |  |  |  |  | 624 |  |
| Percent Tested = 100% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |