

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PARK LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Donald Gardner

SAC Chair: Matthew Quintana

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/30/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					11/12 School Year, Current Schools Grade D; Reading Mastery: 21.7% Math Mastery: 23% Science Master: 14.4% Writing Mastery: 75.3% Learning Gains Reading: 60.3% Learning Gains Math: 56.5% Lowest 25% In Reading: 73.8% Lowest 25% in Math 64.9% Did not meet AYP  10/11 School Year, Current School Grade: C Reading Mastery: 52% Math Mastery: 57% Science Mastery: 33% Writing Mastery: 86% Learning Gains Reading: 57% Learning Gains Math: 59% Lowest 25% in Reading: 58% Lowest 25% in Math: 74% did not meet AYP

Principal	Donald Gardner	<p>*Bachelor Of Liberal Arts</p> <p>*Master Of Arts in Counselor Education School Guidance and Mental Health Counseling</p> <p>*Certification in Education Leadership Grades K to 12.</p>	1	8	<p>09/10 School Year, Current School, Grade: C  Reading Mastery: 58%  Math Mastery: 53%  Science Mastery: 20%  Writing Mastery: 87%  Learning Gains Reading: 63%  Learning Gains Math: 51%  Lowest 25% in Reading: 65%  Lowest 25% in Math: 63%  did not meet AYP</p> <p>08/07, Prior School, Grade: A  Reading Mastery: 82%  Math Mastery: 83%  Science Mastery: 56%  Writing Mastery: 95%  Learning Gains Reading: 73%  Learning Gains Math: 73%  Lowest 25% in Reading: 58%  Lowest 25% in Math: 74%  AYP met</p> <p>07/08, Prior School Grade: B  Reading Mastery: 73%  Math Mastery: 75%  Science Mastery: 45%  Writing Mastery: 89%  Learning Gains Reading: 63%  Learning Gains Math: 62%  Lowest 25% in Reading: 56%  Lowest 25% in Math: 56%  AYP met</p> <p>06/07-A, School Grade: A  Reading Mastery: 78%  Math Mastery: 82%  Science Mastery: 45%  Writing Mastery: 92%  Learning Gains Reading: 63%  Learning Gains Math: 58%  Lowest 25% in Reading: 53%  Lowest 25% in Math: 66%  AYP met</p> <p>05/06-A, School Grade: A  Reading Mastery: 81%  Math Mastery: 78%  Writing Mastery: 93%  Learning Gains Reading: 70%  Learning Gains Math: 71%  Lowest 25% in Reading: 61%  AYP met</p> <p>04/05-A, School Grade: A  Reading Mastery: 76%  Math Mastery: 74%  Writing Mastery: 96%  Learning Gains Reading: 69%  Learning Gains Math: 78%  Lowest 25% in Reading: 64%  AYP met</p>
		*Bachelor of			<p>11/12 School Year, Current School  Grade D:  Reading Mastery: 21.7%  Math Mastery: 14.4%  Writing Gains Math: 56.5%  Learning Gains Reading: 60.3%  Learning Gains Math: 56.5%  Lowest 25% in Reading: 73.8%  Lowest 25% in Math 64.9%  Did not meet AYP</p> <p>10/11 School Year, Current School Grade: C  Reading Mastery: 52%  Math Mastery: 57%  Science Mastery: 33%  Writing Mastery: 86%  Learning Gains Reading: 57%  Learning Gains Math: 59%  Lowest 25% in Reading: 58%  Lowest 25% in Math: 74%  did not meet AYP</p> <p>09/10 School Year, Reading Resource Specialist - Dania  Elementary: 2009-2010  School Grade: A  Reading Mastery: 67%  Math Mastery: 80%  Science Mastery: 48%  Writing Mastery: 88%  Learning Gains Reading: 60%  Learning Gains Math: 67%</p>

Assis Principal	Janet Phelps	Science Elementary Education(1-6) *Master of Science in Curriculum & Instruction *Reading K-12 *Certification in Educational Leadership K-12 *ESOL	3	3	Lowest 25% in Reading:66% Lowest 25% in Math:52% AYP: Blacks, Hispanic, Economically  08/09 School Year Disadvantaged and SWD did not make AYP Reading Resource Specialist Dania Elementary 2008-2009 School Grade A Reading Mastery: 76% Math Mastery: 80% Science Mastery: 47% Writing Mastery:92% Learning Gains Reading: 68% Learning Gains Math: 71% Lowest 25% in Reading:66% Lowest 25% in Math: 77% AYP: ELL did not make AYP in Math and Blacks in Reading  Reading Teacher - Sawgrass Springs Middle 2007-2008 : School Grade:A Reading Mastery:77% Math Mastery: 76% Science Mastery: 46% Writing Mastery:91% Learning Gains Reading: 70% Learning Gains Math :73% Lowest 25% Reading: 66% Lowest 25% Math: 64% AYP: Students with disability did not make AYP in Math and Reading Curriculum Specialist - Broward Estates Elementary  2006-2007 : School Grade:C Reading Mastery:61% Math Mastery:61% Science Mastery: 25% Writing Mastery:87% AYP: All subgroups met AYP Learning Gains Reading: 52% Learning Gains Math: 58% Lowest 25% Reading:56% Lowest 25% Math:67%
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sarah DeCotis	Bachelors Degree Elementary Education Masters Degree Reading Education	.5	.5	

## 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	Park Lakes Elementary will provide needs-based staff development to improve the knowledge base and capacity of the faculty and staff.	Reading Coach	June 2013	
2	Teachers will be an integral part of the decision-making process through their involvement in Professional Learning Communities (PLC) formed around the core academic areas.	Administration	June 2013	
3	Any new teacher will be required to attend a New Teacher Academy and will be assigned a coach/mentor.	Administration	June 2013	

4	New faculty will meet monthly to discuss the transition process to Park Lakes and discuss any barriers or challenges they face with the NESS Facilitator and/or their mentors.	NESS Coach/Facilitator	June 2013	
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### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No Data Submitted	

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
80	6.3%(5)	15.0%(12)	60.0%(48)	16.3%(13)	51.3%(41)	78.8%(63)	1.3%(1)	3.8%(3)	88.8%(71)

### 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
Reading Coach, ELL Support staff, and Curriculum Support staff will be assigned to provide mentoring and coaching to any teachers identified as needing individual assistance.	Mentees will be assigned as identified.	Mentees will be paired with support staff with curriculum expertise and coaching experience that best meet their needs.	Weekly observations, consultation, and modeling as needed.
Vernon Smith	Jermaine Coleman	Mentee is a new teacher (less than 2 years teaching experience) and they are paired with an experienced teacher for support/coaching.	Mentor and mentee will meet bi-weekly or as often as needed to assist in the transition to the classroom.
Sheila Valies-Joseph	Amber Boles	Mentee is a new teacher (less than 2 years teaching experience) and they are paired with an experienced teacher for support/coaching.	Mentor and mentee will meet bi-weekly or as often as needed to assist in the transition to the classroom.
		Mentee is a new teacher (less than 2	

Erika Clerveaux	Y-Thomar Vives	years teaching experience) and they are paired with an experienced teacher for support/coaching.	Mentor and mentee will meet bi-weekly or as often as needed to assist in the transition to the classroom.
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Title I funds are used in a variety of ways to improve student achievement:

- Supplement teacher salaries
- Provide classroom materials and supplies
- Technology
- Teacher assistants

Funds are also used for staff development activities

- Parent training and involvement

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

Title II funds are used to offer supplemental academic instruction. This has included the hiring of resource teachers to provide push-in and pullout services in reading for struggling students in grades 3-5 in reading and math.

#### Title III

Title III funds are used to provide services to our English Language Learners (ELL) students. The items include:

- Teacher salaries
- Paraprofessional/Teacher assistant
- Classroom materials and supplies
- District support personnel
- Curriculum materials

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

SAI funds are used to provide remedial academic camps for struggling students in the areas of math, reading, science, and writing. The funds are also used to supplement teacher salaries.

#### Violence Prevention Programs

N/A

#### Nutrition Programs

N/A

#### Housing Programs

N/A

## Head Start

### Head Start

Head Start funds are used to provide services to our pre-Kindergarten students. The items include:

- Teacher salaries
  - Paraprofessional/Teacher assistant
  - Classroom materials and supplies
  - District support personnel
- Curriculum materials

## 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.

Members of the RtI Leadership Team include the school's curriculum specialists, guidance counselors, principal, assistant principal, ESE specialist, classroom teachers, ESE teachers, district-assigned social worker, and district-assigned psychologist.

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 Curriculum Specialist for grades 3-5, will facilitate the RTI Leadership Team for students in the intermediate grades. Likewise, The Guidance Counselor for grades k-2, will facilitate the RTI Leadership Team for students in the primary grades.

The RTI Leadership Team will meet at least biweekly to analyze student data and to monitor the progress of students in the RTI process. A spreadsheet has been developed to identify the tier level of each targeted student and to track the progress of students within the RTI process. Individual student folders have also been created to maintain academic and behavioral progress notes, anecdotal entries, graphs, etc. These folders are maintained in a secure area in each of the case manager's office.

At each biweekly meeting, data regarding individual student's performance in reading, math, science, writing, and behavior, will be aggregated, analyzed, and discussed. Based on the information revealed in the data and subsequent to each meeting, teaching strategies, instructional resources, and behavior interventions will be modified as needed; all modifications will be recorded and updated in each student's file. The parent(s)/guardian(s) of each affected student will be solicited for their cooperation and input in every aspect of the RTI process. Classroom teachers will keep parent(s)/guardian(s) timely notified of their child's response to instruction/intervention.

The RTI Leadership Team will guide and support classroom teachers in generating behavioral graphs. Graphs generated from the following computer-based academic programs will be used to document students' academic progress and to identify students who may need to be entered into the RTI process: STAR Reading, STAR Math, iStation Reading Program, Compass Odyssey Learning Reading, Compass Odyssey Learning Math. Graphs maintained from FAIR reports will also be referenced throughout the RTI process.

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?

SIP development, implementation and monitoring is facilitated by Administration. The teachers on the SIP committee spearhead the development of the SIP, with input from the team leaders who gather information from their teams. Information gathered from the teams is then brought to the SAC meeting for suggestions and revisions. Each classroom teacher monitors student progress and analyze data from assessments to determine SIP revisions. All information is shared and discussed with the RTI Leadership Team at each biweekly meeting.

## MTSS Implementation

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

The RTI team will access academic data from multiple resources including individual student's FCAT scores, Treasures Reading Assessments, STAR Reports, FAIR reports, DAR assessments, oral reading fluency assessments. Data collected from student response to interventions from the Struggling Reader Chart (such as Wilson and Wilson Foundations) and from the Struggling Math Chart (such as Go-Math Intervention Program, FCAT Explorer, Compass Odyssey Learning) will be documented and reviewed and used to drive further interventions. The RTI team will access discipline and attendance data using the TERMS database and Virtual Counselor to identify school-wide trends and to identify students who may be at risk of not meeting target goals.

Describe the plan to train staff on MTSS.

The RTI Leadership Team has identified the need for staff training in the RTI process. Teachers in need of training will be required to attend an initial RTI training to be conducted by the district-assigned social worker and district-assigned psychologist. This initial training will be conducted during the first semester of the 2011-2012 school year. During the initial training, classroom teachers will be reminded of the three student tiers (i.e. Tier 1, Tier 2, and Tier 3) and how to identify students at each tier. Classroom teachers will also be reminded of the importance of sharing best practices in order to target each student's identified academic and/or behavioral need. Finally, classroom teachers will be reminded of the importance of documenting student progress and monitoring students' response to academic and behavioral interventions. Emphasis will be placed on the importance of keeping parents timely informed of any early signs of academic and behavioral concerns. Classroom teachers will receive resources delineating various successful research-based interventions targeted to meet specific academic and behavioral concerns. Refresher trainings on the RTI process, student monitoring, data aggregation and analysis, Tier interventions, core curriculum modifications, effective teaching strategies, etc. will be conducted, as needed, for individual teachers or groups of teachers, throughout the 2011-2012 school year.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Donald Gardner, Janet Phelps, Sarah DeCotis, Kizzy dailey, Kelly Dougherty, and Barri Kluff.

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

Instructional coaches will provide teacher mentoring and push-in student support daily. The literacy team will also analyze test data and share with the results with the teachers in order to facilitate individualized instruction. It will also participate in monthly data chats with teachers and facilitate professional development using team PLCs, reading strategies, and differentiated instruction. Will facilitate monthly support staff meetings to discuss strategies for assisting teachers.

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

Restructuring the daily reading schedule to include at least 120 minutes of reading in all classes, grades K-4, and for struggling readers in grade 5. Intensive support in reading for all grades. Focus on explicit vocabulary building of all the high-frequency words in each grade level. Daily schedule of support for struggling readers by providing supplemental instruction and reading support or double/triple dosing. Classroom teachers and support staff will collaborate and analyze data to determine the effectiveness. The team will support the core reading program by providing a program of supplemental reading activities and incentives to all students through the Accelerated Reader Program, Reading Across Broward, Book Fairs, a Reading Rally, and Read-O-Meter contest for each grade level.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

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

### \*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.

### \*High Schools Only

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

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

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?

### Postsecondary Transition

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

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



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, the percentage of students scoring Level 3 on the FCAT 2.0 Reading assessment will increase by at least 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at achievement Level 3 in Reading =120/552 or 21.7%	Students scoring at achievement Level 3 in Reading >24.7%

#### 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 to demonstrate critical/higher order thinking skills.	Teachers will be provided opportunities (PLC's, sharing of best practices) to plan and present lessons that challenge students' critical thinking skills. Teachers will incorporate the "think aloud" strategy during daily reading instruction. Teachers will integrate higher order thinking questions during whole and small instruction daily.	Administrators, Curriculum Support	Classroom observations, analysis of formal and informal assessments. Data chats will be held to discuss the academic progress of every student.	Classroom observation and benchmark assessments.
2	Students lack oral reading fluency, which negatively impacts their reading comprehension skills.	Fluency centers will be used in all reading classes. Oral reading fluency will be traced weekly for targeted students, including student progress monitoring. Teachers will implement daily fluency instruction during small group.	Administration Curriculum Support	ORF Data	ORF tests
3	Students need to develop the skills necessary to determine the meaning of unfamiliar words.	Teachers will deliver explicit instruction on the use of context clues, affixes/roots, multiple meaning words, and antonyms and synonyms and reinforce in small group. Teachers will provide opportunities to students to reinforce these skills within centers.	Administrators, Curriculum Support		Classroom observations, benchmark assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	By June 2013, the percent of students scoring Level 4, 5, or 6 on the FAA Reading will increase by at least 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5/18 students scored BELOW level 4 on the FAA (14%) 5/18 students scored level 4-6 (27.8%)	By 6/2013, the percentage of students scoring levels 4, 5, and 6 will increase by at least 4%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A variety of learning styles and student ability levels are more than 2 years below grade level.	Train teachers to implement the Access Points, present instruction using multi-sensory modalities, use manipulatives, and give students multiple opportunities for continuous repetition and practice.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA practice
2	Limited background knowledge of subject matter	Train teachers to implement Access Points.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA practice
3	Significant cognitive impairment and limited ability to remain focused.	Give students multiple opportunities for continuous repetition and practice.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	By June 2013, the percent of students scoring Level 4 and 5 on the FCAT 2.0 Reading assessment will increase by at least 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at or above achievement Level 4 in Reading=80/552 (14.5%)	Students scoring at or above achievement Level 4 in Reading =18.5%.

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	Teaching students strategies for deconstructing and comprehending a variety of complex text at increasingly higher levels is lacking.	Staff development will be provided to teachers on strategies for deconstructing and comprehending complex text and selection of resources. Teachers will receive training and targeted groups will	Administrators, Curriculum Support	Tracking data of targeted students for upward trends. Data chats will be held to discuss the placement and progress of every student.	Classroom observations and benchmark assessments

		incorporate Junior Great Books.			
2	High achieving students are not receiving challenging and engaging lessons.	Staff development opportunities will be provided on how to develop challenging and engaging lessons for high achieving students. Teachers of high achieving classes will visit schools with successful programs for high achievers.	Administrators, Curriculum Support	Classroom observations focused on incorporation of engaging lessons of high rigor. Tracing data of targeted students for upward trends. Data chats will be held to discuss the academic progress of every student.	Classroom observations and benchmark assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	By June 2013, the percent of students scoring at or above level 7 on the FAA Reading will increase by at least 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8/18 students scored on or above level 7 in reading on FAA (38.9%)	The percentage of students scoring level 7 and above will be at least 45.9%.

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	Variety of learning styles and student ability levels are more than 2 years below grade level.	Train teachers to implement the Access Points, present instruction using multi-sensory modalities, use manipulatives, and give student multiple opportunities for continuous repetition and practice.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA practice
2	Limited background knowledge of subject matter	Train teachers to implement Access Points.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By June 2013, students making learning gains will show a 10% point increase on the FCAT 2.0 Reading assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making learning gains in reading = 60.3%	Percentage of students making learning gains in reading = 70.3%

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	Limited availability of high interest, multi-leveled books for independent reading. Lack of structure in independent reading program.	Increase high interest book selection in Media Center. Expand classroom libraries. Increase teacher tracking of book selection and reading accountability, such as reading response activities and AR.	Administrators, Curriculum Support	Student conference, review, of logs, and other data, analysis of book inventories.	Student reading and conferencing logs. AR report and book inventories.
2	Ineffective and inconsistent delivery of rigorous small group instruction at the high end of students' instructional reading levels and with increasingly difficulty.	Staff development will be provided on how to use core and supplementary materials to deliver challenging, rigorous instruction to students at all levels.	Administrators, Curriculum Support	Tracking of students' reading levels. Classroom observations of small group instruction. Data chats will be held to discuss the academic progress and levels of every student.	FAIR, IRI, Running Record, Weekly Assessments, Benchmark Assessments, etc...

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	By June 2013, students making learning gains will show at least 2 percentage points increase on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FAA percentage of students making learning gains in reading = 46.9%.	The percentage of students making learning gains will be 48.6%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A variety of learning styles and student ability levels are more than 2 years below grade level.	Train teachers to implement the Access Points, present instruction using multi-sensory modalities, use manipulatives, and give students multiple opportunities for continuous repetition and practice.	Administration, ESE Specialist, Curriculum Support	Classroom Walkthroughs, IEP Progress Reports	Classroom observation, weekly assessments, continuous FAA practice
2	Limited background knowledge of subject matter	Train teachers to implement Access Points, present instruction using multi-sensory modalities, use manipulatives.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA practice
3	Significant cognitive impairment and limited ability to remain focus	Give students multiple opportunities for continuous repetition and practice.	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports	Classroom observations, weekly assessments, continuous FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By June 2013, students in the lowest 25th percentile showing learning gains on the FCAT 2.0 Reading Assessment will increase by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT # percentage of students in lowest 25% making learning gains in reading = 73.8%.	FCAT # percentage of students in lowest 25% making learning gains in reading = 83.8%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic reading skills such as phonics, phonemic awareness, vocabulary, and comprehension.	Implement effective daily and comprehensive use of Triumphs Intervention program within small group instruction.	Administrators, Curriculum Support	Classroom observation focusing on explicit, effective use of intervention components in small group, analysis of formal and informal assessments. Data chats will be held to discuss the academic progress of every student.	Triumph assessments, weekly assessments, FAIR Assessments
2	Instructional time on task needs to be improved.	Review proper adherence to a reading block. Provide teachers with a timeline of instruction. If needed, modeling and coaching of smooth transitions and effective pacing will be provided.	Administrators, Curriculum Support	Classroom observations. Data chats will be held to discuss academic progress of every student.	Observations, coaching logs
3	Teachers have difficulty finding instructional time to provide all students with reading deficits double doses or triple doses, especially in grade 5.	Targeted students will be provided push-in support.	Administrators, Curriculum Support	Classroom observations. Review of schedules, intervention plans, and groups. Data chats will be held to discuss the academic progress of every student.	Observations, coaching logs, schedules, reading group records, lesson plans.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By June 2013 the students will achieve an annual measurable objective (AMO) of 45 percent proficient in reading. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Reading Target	AMO Target for				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	By June 2013, students who qualify as White, Black, Hispanic, Asian, American Indian NOT MAKING satisfactory progress in reading will DECREASE by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 20%  
 Black: 64.3%  
 Hispanic: 66.2%  
 Asian: 40%  
 American Indian: 100%

White: <14%  
 Black: <58%  
 Hispanic: <60%  
 Asian: <34%  
 American Indian: <94%

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	White: Black: Students are not provided the opportunity to create short and long term individual learning goals and monitor their progress. Hispanic: Asian: American Indian:	Teachers will facilitate bi-monthly student/teacher data chats to review student progress and identify steps toward increasing learning achievement. Students will chart/graph their own progress, and adjust learning goals accordingly.	Administration, Curriculum Support	Review of student goal/data sheets and ongoing progress monitoring data.	Student data sheets, Treasures assessments, school- and district-based assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	By June 2013, number of students in ELL subgroup NOT MAKING adequate yearly progress will DECREASE 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL students NOT MAKING progress in reading = 85%	ELL students NOT MAKING satisfactory progress in reading <78%.

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 English proficiency effects basic skills including phonics, phonemic awareness, vocabulary, and comprehension	Identify student needs and provide targeted interventions as needed to increase reading performance. Provide small group intervention in reading using Wilson Reading, Triumphs, ELL Practice, and Assessment materials, etc. Students will be grouped based on needs to maximize ELL specific resources and provide push-in support. Provided targeted academic support through Extended Learning Opportunities such as FCAT Camp.	Administrators, Curriculum Support, ELL Coordinator	Daily classroom observations will focus on explicit & guided instruction.	ELL Assessment Monitoring
2	Access to ESOL Resources	Students will use iStation daily as specified. Teachers will implement use of ELL Supplementary materials with fidelity to increase content area knowledge.	Administrators, Curriculum Support, ESOL Contact	Classroom teachers rotate students to the computer on a regular schedule. Use intervention piece in small group to remediate students grouped by Tier	iStation Reports

				I, II, and III.	
3	Lack of exposure to higher order thinking in low-level readers.	Staff development on best practices to assist with meeting the needs of English Language Learners.	Administrators, Curriculum Support, ESOL Contact	Sharing and modeling of best practices at team meetings & formal professional learning communities	Classroom walkthroughs and formal observations

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, the number of students with disabilities NOT MAKING adequate yearly progress will DECREASE by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD NOT making satisfactory progress in reading = 75%	BY 6/2013, the percentage of SWD who are NOT MAKING satisfactory progress in reading <70.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers include: a variety of learning styles, student ability levels are more than 1-2 years below grade level, accommodations identified not being implemented across all settings, limited ability to stay focused, specific reading deficiencies not being addressed.	Differentiated curriculum implemented, include supplemental materials in addition to core curriculum, small group, skill specific groups, use of Tier 3 interventions programs on Struggling Readers Chart, ongoing communication, and collaboration between ESE providers and general ed. teachers.	Administrators, ESE Specialist, ESE Staff, Curriculum Support	classroom walkthroughs, IEP progress reports, and collaboration logs.	IEP Progress reports, observations, collaboration logs.
2	Accommodations identified not being implemented across all settings, limited ability to stay focused, specific reading deficits not being addressed	Ensure that all teachers have IEP at a Glance for SWD and are using accommodations. Provide access to DOE Accommodations Book.	Administrators, ESE Specialist, ESE Staff, Curriculum Support	Classroom walkthroughs, IEP Progress Reports and collaboration logs	IEP Progress reports, observations, weekly collaboration logs
3	Limited ability to stay focused, specific reading deficits not being addressed.	Differentiated curriculum implemented, include supplemental materials in addition to core curriculum, small group, skill specific groups. Use of Tier 3 intervention programs on Struggling Readers Chart.	Administrators, ESE Specialist, ESE Staff, Curriculum Support	Classroom walkthroughs, IEP Progress reports and collaboration logs	IEP Progress reports, Observations, weekly collaboration logs.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2012, 53% of students in the Economically Disadvantaged subgroup will meet AYP in FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (249) of students in the Economically Disadvantaged	53% of students in the Economically Disadvantaged subgroup

subgroup met AYP in FCAT Reading.			will meet AYP in FCAT 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 need extended learning opportunities to achieve greater levels of success and overcome deficit	Provide students with opportunities to attend after- school academic camps.	Administrators, Curriculum support	Tracking data of targeted students, review of camp attendance	Treasures assessments, school- and district-based assessments
2	Students are not provided the opportunity to create short and long term individual learning goals and monitor their progress	Teachers will facilitate bi monthly student/teacher data chats to review student progress and identify steps toward increasing learning achievement. Students will chart/graph their own progress, and adjust learning goals accordingly.	Administrators, Curriculum Support	Review of student goal/data sheets and ongoing progress monitoring data.	Student data sheets, Treasures assessments, school- and district-based assessments
3	Lack of parent involvement and parent content knowledge to support learners at home.	Provide learning opportunities for parents to learn the curriculum and assist student learning as needed.	Administrators, Curriculum support	Monitor parent night attendance and progress of attendees	Parent attendance records, Treasures assessments, school- and district-based assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Reading Strategies PLC	3-5 Reading	Curriculum Support	PLC	9/12-12/12	Member projects and enhanced lesson plans	Administrators, Curriculum Support
JR. Great Books	3-5 Reading	Web-based	3-5 Reading	9-10/12	Pilot Groups	Administrators, Curriculum Support
Small Group Reading Instruction	K-5/Targeted teachers based on data	District Trainers	Targeted teachers based on data	9-10-/12	Training follow up activities	Administrators, Curriculum Support
Text Complexity/Rigor	3-5 Reading	District Trainers	3-5 Reading	10/12	Training follow-up activities, lesson plans and observations	Administrators, Curriculum Support
Challenging and Engaging High Achievers	3-5 Reading	District Trainers	Teacher of high achievers	TBD	Training follow up activities	Administrators, Curriculum Support
Treasures/Triumphs	New Reading teachers/untrained	District Trainers	New reading teachers/untrained	9-10/12	Training follow up activities	Administrators, Curriculum Support
RIGBY	K-2/New Teachers/untrained	Curriculum Support	New Teachers/untrained	8/16/12	Submit RIGBY scores	Administrators, Curriculum Support



Effective Practices in Whole Group Instruction	K-2/New Teachers/untrained	Curriculum Support	New Teachers/untrained	9/27/12	Complete reflection sheet	Administrators, Curriculum Support
Literacy Centers	K-5/New Teachers/untrained	Curriculum Support	New Teachers/Untrained	9/27/12		Administrators, Curriculum Support

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader- Independent Reading Program	Classroom Libraries	SAC	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Leadership Resources	Reading benchmark review and practice	SAC	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$12,000.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		By June 2013, the percentage of students scoring proficient on the CELLA Listening/Speaking assessment will increase by at least 5 percentage points in each grade level.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
The number of students storing proficient in Listening/Speaking are as follows: KG=4% 1st Grade=53% 2nd Grade= 72% 3rd Grade= 11% 4th Grade= 28% 5th Grade= 46%					
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	1.1 Students may not have adequate time to interact verbally during instructional time.	1.1 Increase use of oral language development strategies in the classroom	1.1 ESOL Coordinator	1.1 Students will be assessed using the CELLA Listening/Speaking assessment	1.1 CELLA Listening/Speaking assessment.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, the percentage of students scoring proficient on the CELLA Reading assessment will increase by at least 5 percentage points in each grade level.
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2012 Current Percent of Students Proficient in reading:

The numbers of students scoring proficient in Reading are as follows:

KF= 1%  
1st Grade= 32%  
2nd Grade= 57%  
3rd Grade= 8%  
4th Grade= 25%  
5th Grade= 51%

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	2.1 Language proficiency interferes with students' acquisition of content area vocabulary.	2.1 Increase student vocabulary knowledge by implementing a variety of ELL strategies and content materials (i.e. Content Area Vocabulary Systems) to supplement.	2.1 ESOL Coordinator	2.1 Students will be assessed using the CELLA Reading assessment	2.1 CELLA Reading Assessment
2	2.2 students do not spend adequate time reading grade & age appropriate text.	2.2 Increase student exposure to non-fiction and authentic texts.	2.2 ESOL Coordinator	2.2 Students will be assessed using the CELLA Reading assessment.	2.2 CELLA Reading Assessment
3	2.3 ELL Students have limited background knowledge, which impacts reading comprehension skills.	2.3 Provide ample opportunities to front-load and build background knowledge to increase reading comprehension skills.	2.3 ESOL Coordinator	2.3 Students will be assessed using the CELLE Reading assessment.	2.3 CELLA Reading Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, the percentage of students scoring proficient on the CELLA Writing assessment will increase by at least 5 percentage points for each grade level.
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2012 Current Percent of Students Proficient in writing:

The numbers of students scoring proficient in Writing are as follows:

KG- 1%  
1st Grade=35%  
2nd Grade-39%  
3rd Grade-5%  
4th Grade- 21%  
5th Grade- 27%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	3.1 English Language proficiency impacts students' ability to write at a level commensurate with peer and grade level expectations.	3.1 Implement targeted ELL strategies within the writing block that will increase students ability to produce written work.	3.1 ESOL Coordinator	3.1 Students will be assessed using the CELLA Writing assessment	3.1 CELLA Writing Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement use of ELL Targeted instructional materials such as CAVS, Science Content Essentials, instep Readers, Treasures Chest for ELL's, Bilingual Dictionaries, Newcomer Kits, Radius Machines, etc.	Resources will be used to supplement instruction in the areas of reading, writing, science, math and oral language development.		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Imagination Station	Imagination Station will be used to provide targeted reading instruction in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension.		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development to focus on meeting the needs of English Language Learners.			\$0.00
Provide monthly ELL teacher collaboration opportunities for sharing of best practices.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	By June 2013, the percentage of students scoring a level 3 or above on FCAT 2.0 Math will increase by at least 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at Achievement Level 3 in Mathematics= 23%	Students scoring at achievement level 3 in Mathematics > 28%

## 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	Instruction is not consistently targeted to grade level specific benchmarks. at an appropriate pace through the scope and sequence, and learning monitored.	Provide grade level pacing calendars and training on the grade level specific benchmarks (i.e Test item Specifications) and tie into learning goals with monitoring of student learning.	Administration, Curriculum Support	Classroom observations will be conducted bi-weekly with a focus on adherence to maintaining an appropriate pace through the scope and sequence, grade level specific benchmarks, content limits, and use of learning goals/monitoring; administrators will check teachers' lesson plans at least quarterly for adherence to grade level specific benchmarks, content limits, and learning goals/monitoring; regular data chats focusing on proficiency and upward trends will be held among teachers, team leaders, curriculum support, and administrators.	Observation logs, lesson plans, Go Math assessments, school- and district
2	Teachers have limited comprehensive training on the mathematics NGSSS and effective teaching strategies.	Teachers will attend district and school-based training sessions on the Mathematics NGSSS. Teachers will share best practices with their grade level teachers. Teachers will utilize the Go Math Professional development Podcasts.	Administration, Curriculum support	Classroom observations will be conducted bi-weekly with a focus on incorporating effective teaching strategies; administrators will check teachers' lesson plans at least quarterly for incorporation of effective teaching strategies; regular data chats will be held among teachers, team leaders, curriculum support, and administrators.	Coaching logs, lesson plans, Go Math assessments, school- and district-based assessments
	Teachers inconsistently incorporate Go math and other technology resources for teachers and students.	Teachers and students will access the Go Math on-line resources. Students will also utilize Odyssey, Soar to Success, Destination, and FCAT Explorer.	Curriculum Support, administration.	Classroom observations will be conducted bi-weekly with a focus on effective incorporation of technology; administrators will check teachers' lesson plans at	Coaching logs, lesson plans, Go Math assessments, technology program reports, school- and district-based

3	Students will learn to access online resources while at home and at school in order to supplement in-class instruction. Parents will be provided an opportunity to learn how to use the technology available in the classrooms and at home.	least quarterly for effective incorporation of technology; regular data chats will be held among teachers, team leaders, curriculum support, and administrators.	assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	By June 2013, the percent of students scoring level 4, 5 or 6 on the FAA Math will increase by at least 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3/19 students scoring on levels 4,5,6 in FAA Mathematics= 15.8%	Students scoring at level 4,5,6 in FAA mathematics >19.8%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2 years below grade level and lack prerequisite math skills.	Train teachers to implement the Access Points for Math.  Give students opportunities for continuous repetition and practice.	Administration, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	lesson plans, Access Points progress monitoring, IEP Progress Reports
2	Teachers inconsistently incorporating manipulatives and technology into math instruction.	Provide and use manipulatives, visuals, and assistive technology to teach math concepts.	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	lesson plans, Access Points progress monitoring, IEP Progress Reports
	Students have limited ability to remain focus and have cognitive disabilities	Give students opportunities for continuous repetition and practice.  Centers training to provide short, hands on	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.	lesson plans, Access Points progress monitoring, IEP Progress Reports

3		activities		Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By June 2013, the percentage of students scoring Levels 4 and 5 on FCAT 2.0 Mathematics will increase by at least 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at or above Achievement level 4 or 5 in mathematics =12.3%	Students scoring at level 4 or above on FCAT 2.0 > 17.3%

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 frequent exposure and practice with high complexity math problems.	Teachers will differentiate instruction by using Go Math enrichment components on a daily basis.	Administrators, Curriculum Support	Classroom observations will be conducted bi-weekly with a focus on effective use of enrichment components; administrators will check teachers' lesson plans at least quarterly for inclusion of enrichment components; review progress monitoring data monthly to determine upward trends of level 3 and 4 students; regular data chats will be held among teachers, team leaders, curriculum support, and administrators to review that data.	Observations, lesson plans, Go Math assessments, school- and district-based assessments
2	Advanced math students are not sufficiently challenged.  Advanced math students lack the opportunity to participate in STEM-based instructional learning activities and competitions.	Advanced class will implement District PEP instructional calendar. Curriculum support will meet with teachers of advanced classes to review and discuss implementation of the PEP instructional calendar during preplanning. Teachers will be provided training on STEM-based instructional projects and facilitate the participation in STEM-based student competitions.	Administrators, Curriculum Support	Classroom observations will be conducted monthly to monitor implementation of the PEP calendar; administrators will check teachers' lesson plans at least quarterly for adherence to PEP calendar; review progress monitoring data monthly to determine upward trends of level 3 and 4 students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results. Classroom walkthroughs Informal observations	Observations, lesson plans, Go Math assessments, school- and district-based assessments

				Review teacher lesson plans Review of staff development records. Review of team / subject based meetings records / minutes. Monitor student attendance in competitions.	
3	Teachers lack knowledge of content at a sophisticated level to challenge the high achieving students.	A math PLC will be started. Teachers of high achievers will be targeted to attend. Those who are not part of the cadre will receive bi monthly updates from members on the best teaching strategies for high achievers	Administrators, Curriculum Support	Classroom observations will be conducted monthly with a focus on increasingly higher level of sophistication of math delivery; review progress monitoring data monthly to determine upward trends of level 3 and 4 students; regular data chats will be held among teachers, team leaders, curriculum support, and administrators to review that data and self-analysis of math delivery.	Coaching logs, lesson plans, Go Math assessments, school- and district-based assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	By June 2013, the percent of students scoring at or above achievement level 7 on the FAA Mathematics will increase at least 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5/19 students scored at or above Level 7 on the FAA Math= 26.3%	Students scoring a level 7 on the FAA Math > 30.3%

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	Student ability levels are more than 2 years below grade level and lack prerequisite math skills	Train teachers to implement the Access Points for Math  Give students opportunities for continuous repetition and practice	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Lesson plans, Access Points progress monitoring, IEP Progress Reports
2	Teachers inconsistently incorporating manipulatives and technology into math instruction	Provide and use manipulatives, visuals, and assistive technology to teach math concepts.	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at	Lesson plans, Access Points progress monitoring, IEP Progress Reports

				least quarterly for adherence to learning goals/monitoring; classroom walkthroughs, IEP Progress Reports	
3	Students have limited ability to remain focus and have cognitive disabilities	Give students opportunities for continuous repetition and practice.  Centers training to provide short, hands on activities	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Lesson plans, Access Points progress monitoring, IEP Progress Reports

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	By June 2013, the percentage of students making learning gains on FCAT 2.0 Mathematics will increase by at least 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making learning gains in mathematics- 56.6%	Percentage of students making learning gains in mathematics >61.5%

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	Math centers are not utilized on a regular basis to provide repeated practice to learned skills.	Provide teachers with school-based staff development will be provided on incorporating the Go Math Center Activities Kit.	Administrators, Curriculum Support	Classroom observations will be conducted bi-weekly with a focus on the incorporation and effective use of math centers; administrators will check teachers' lesson plans at least quarterly for inclusion of math centers; weekly data chats will be held among teachers during their team meetings; monthly progress monitoring data will be reviewed to determine if targeted students are making gains; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	Observation/coaching logs, lesson plans, Go Math assessments, school- and district-based assessments
	Technology-based programs are not used school-wide on a regular basis to support classroom instruction and provide students	A technology workshop will be provided to review all of the available math technology programs. Teachers will be provided	Administration and Curriculum Support	Classroom observations will be conducted bi-weekly with a focus on the incorporation and effective use of technology;	Observation/coaching logs, software-generated reports, lesson plans, Go Math assessments, school- and district-



2	with additional practice.	the opportunity to set up their classes and select assignments. A system for regular review of software data will be developed.		administrators will check teachers' lesson plans at least quarterly for inclusion of technology; weekly data chats will be held among teachers during their team meetings; monthly progress monitoring data will be reviewed to determine if targeted students are making gains; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results	based assessments
3	Students will be taking the computer-based version of Grade 5 FCAT for the first time.	Grade 5 students will begin taking assessments through Think Central on a regular basis.	Administrators, Curriculum Support	Monitor computer-based assessment data, compare to student paper-based assessment data for consistency.	Think Central and Go Math assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	By June 2013, the percentage of students making learning gains on FAA Mathematics will increase by at least 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making learning gains in math=15.7%.	Percentage of students making increasing learning gains in math > 20.7%

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	Student ability levels are more than 2 years below grade level	Train teachers to implement the Access Points for Math  Give students opportunities for continuous repetition and practice	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Lesson plans, Access Points progress monitoring, IEP Progress Reports
2	Teachers inconsistently incorporating manipulatives and technology into math instruction	Provide and use manipulatives, visuals, and assistive technology to teach math concepts.	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;	Lesson plans, Access Points progress monitoring, IEP Progress Reports

				classroom walkthroughs, IEP Progress Reports	
3	Students have limited ability to remain focus and have cognitive disabilities	Give students opportunities for continuous repetition and practice.  Centers training to provide short, hands on activities	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Lesson plans, Access Points progress monitoring, IEP Progress Reports

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By June 2013, the percentage of students in the lowest 25th percentile making learning gains on FCAT 2.0 Mathematics will increase by at least 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students in lowest 25% making learning gains in math=64.9%.	Percentage of students in lowest 25% making learning gains in math>69.9%.

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 prerequisite skills.	Teachers will determine students' deficits in prerequisite skills by the prerequisite test and Show What You Know activities. Based on results, teachers will differentiate instruction by using Go Math strategic and intensive intervention components in small group with targeted students including the online intervention program, on a weekly basis. The District's Intervention workshop will be provided.	Administrators, Curriculum Support	Classroom observations will be conducted bi-weekly with a focus on the incorporation and effective use of the intervention components of Go Math in small group; administrators will check teachers' lesson plans at least quarterly for inclusion of intervention components; review progress monitoring data monthly to determine upward trends of targeted students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	Observation/coaching logs, lesson plans, Go Math assessments, school- and district-based assessments
	New concepts are not being introduced concretely and supported with the use of manipulatives in both whole and small group for struggling students.	Teachers will be provided with training opportunities in effective use of manipulatives during instruction to increase the use of hands on tools to introduce new concepts and to differentiate instruction in small	Administration, Curriculum Support	Classroom observations will be conducted bi-weekly, and when new concepts are being introduced, with a focus on the incorporation and effective use of the manipulatives; administrators will check teachers' lesson plans at	Observation/coaching logs, lesson plans, Go Math assessments, school- and district-based assessments

2		groups.		least quarterly for inclusion of manipulatives; review progress monitoring data monthly to determine upward trends of targeted students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	
3	Teachers have limited time to provide necessary level of intervention and remediation needed.	Grades 3-5 will have extended math blocks. Support staff will provide push-in assistance to targeted struggling students.	Administrators, Curriculum Support	Targeted remedial student groups will be identified and groups formed; review progress monitoring data monthly to determine upward trends of targeted students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	Observation/coaching logs, lesson plans, Go Math assessments, school- and district-based assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By June 2013 the students will achieve an annual measurable objective (AMO) of 48 percent proficient in math. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Percent Proficie	Target AMO= 4				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	By June 2013, the percentage of students in the ethnicity subgroup (black) not meeting proficiency on FCAT 2.0 Mathematics will decrease by at least 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups not making satisfactory progress in math White: 40% Black: 65.2% Hispanic: 66.2% Asian: 40% American Indian: 100%	Student subgroups not making satisfactory progress in math White: <30% Black: <55% Hispanic: <56% Asian: <30% American Indian: <90%

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	White: Black: Students are not provided the opportunity to create short and long term individual learning goals and monitor their progress.	Teachers will facilitate bi monthly student/teacher data chats to review student progress and identify steps toward increasing learning achievement. Students	Administrators, Curriculum support	Review of student goal/data sheets and ongoing progress monitoring data.	Student data sheets, Go Math assessments, school- and district-based assessments

Hispanic: Asian: American Indian:	will chart/graph their own progress, and adjust learning goals accordingly.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	By June 2013, the students in the ELL subgroup not meeting proficiency on FCAT 2.0 Mathematics will decrease by at least 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL students not making satisfactory progress in math= 87.1%	ELL students not making satisfactory progress in math < 77%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack necessary math vocabulary.	Use CAVS materials to enrich math content-area vocabulary.	Administrators, Curriculum Support	Targeted student group will be identified and data tracked. Classroom observations will be conducted monthly with a focus on the incorporation of CAVS; administrators will check teachers' lesson plans at least quarterly for inclusion of CAVS; review progress monitoring data monthly to determine upward trends of targeted students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	Observation/coaching logs, lesson plans, Go Math assessments, school- and district-based assessments
2	ELL students need regular pictorial representations to reinforce math academic language and concepts.	Use technology (i.e. Soar to Success, Destination Math, Online Intervention, etc.) and utilize math picture dictionaries to reinforce Go Math lessons.	Administrators, Curriculum Support	Targeted student group will be identified and data tracked. Classroom observations will be conducted monthly with a focus on the incorporation of technology; administrators will check teachers' lesson plans at least quarterly for inclusion of technology; review progress monitoring data monthly to determine upward trends of targeted students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	Observation/coaching logs, lesson plans, technology reports, Go Math assessments, school- and district-based assessments
	Students need to use manipulatives to develop their understanding of math concepts.	Increased student use of Go Math! manipulative  Teachers will model	Administration Curriculum support	CWTs Data Chats	CWT logs Data Chats Chapter tests mini-BATs

3		<p>lessons using manipulative</p> <p>Increased use of student collaboration</p> <p>Increased used of authentic center activities</p> <p>Increased use of interactive word walls</p>			
4	ELL students need differentiated instruction based on varying levels of English proficiency.	Increase use of ELL strategies provided in the Go Math series in small groups, and effective use of manipulatives.	Administrators, Curriculum Support	Targeted student group will be identified and data tracked. Classroom observations will be conducted monthly with a focus on the incorporation of ELL strategies; administrators will check teachers' lesson plans at least quarterly for inclusion of ELL strategies; review progress monitoring data monthly to determine upward trends of targeted students; monthly data chats will be held among teachers, team leaders, curriculum support and administrators to review the results.	Observation/coaching logs, lesson plans, technology reports, Go Math assessments, school- and district-based assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	By June 2013, the number of students with disabilities making adequate yearly progress will increase by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15/44 SWD scored at least a level 3 on the Math FCAT= 64.9%	SWD scored at least a level 3 on the Math FCAT= 68.9%

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	Barriers include: a variety of learning styles, student ability levels are more than 1-2 years below grade level, accommodations identified not being implemented across all settings, limited ability to stay focused, specific deficits not being addressed	Differentiated curriculum implemented, include supplemental materials in addition to core curriculum, small group, skill specific groups, Use of Tier 3 interventions programs on Struggling Math Chart, ongoing communication, and collaboration between ESE providers and general ed. Teachers.	Administrators, ESE Specialist, Curriculum Support	classroom walkthroughs, IEP Progress Reports and collaboration logs	Classroom walkthroughs, IEP Progress Reports and collaboration logs
	Accommodations identified not being implemented across all	Ensure that all teachers have IEP at a Glance for SWD and are using	Administrators, ESE Specialist,	Classroom walkthroughs, IEP Progress Reports and collaboration logs	Classroom walkthroughs, IEP Progress Reports

2	settings, limited ability to stay focused, specific reading deficits not being addressed	accommodations, Provide access to DOE Accommodations Book			and collaboration logs
3	Limited ability to stay focused, specific reading deficits not being addressed	Differentiated curriculum implemented, include supplemental materials in addition to core curriculum,	Administrators, ESE Specialist, Curriculum Support	Classroom walkthroughs, IEP Progress Reports and collaboration logs	Classroom walkthroughs, IEP Progress Reports and collaboration logs

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, the percentage of students in the Economically Disadvantaged subgroup not meeting proficiency on FCAT 2.0 Mathematics will decrease by at least 10 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED students not making proficiency on FCAT 2.0=64.9%	57% of student in the subgroup Economically Disadvantaged will meet AYP in FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's need extended learning opportunities to achieve greater levels of success and overcome deficits.	Provide students with opportunities to attend after- school academic camps.	Administrators, Curriculum support	Tracking data of targeted students, review of camp attendance	Go Math assessments, school- and district-based assessments
2	Students are not provided the opportunity to create short and long term individual learning goals and monitor their progress	Teachers will facilitate bi monthly student/teacher data chats to review student progress and identify steps toward increasing learning achievement. Students will chart/graph their own progress, and adjust learning goals accordingly.	Administrators, Curriculum support	Review of student goal/data sheets and ongoing progress monitoring data.	Student data sheets, Go Math assessments, school- and district-based assessments
3	Lack of parent involvement and parent content knowledge to support learners at home.	Provide learning opportunities for parents to learn the curriculum and assist student learning as needed.	Administrators, Curriculum support	Monitor parent night attendance and progress of attendees	Parent attendance records, Go Math assessments, school- and district-based assessments

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 Technology	K-5/Math	Curriculum Support	K-5 Math Teachers	08-09/2012	Track technology reports and observations	Administrators and curriculum support.

Math Centers	K-5 Math	Curriculum Support	K-5 Math teachers	09/2012	Observations	Administrators and curriculum support.
Math Differentiated Instruction	K-5 Math	Curriculum Support	K-5 Math Teachers	09/2012	Lesson planning and observations	Administrators and curriculum support.
Math PLC/NGSSS and Effective Teaching Practices	K-5 Math	Curriculum Support	K-5 Math Teachers	09-12/2012	Member's prepare, deliver team presentations. Observations.	Administrators and curriculum support.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Incorporating Calendar Math in all primary classes	Calendar Math kits	SAC	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$2,000.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		By June 2013, number of students scoring level 3 or above on FCAT Science will increase by 16 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
FCAT Students scoring at Achievement Level 3 in Science=14.4%		FCAT Students scoring at Achievement Level 3 in Science > 30.4%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Science is not taught	Teachers will adhere to	Administrators,	Classroom	BAT 1 and 2

1	with fidelity in grades K-4.	the district's IFC for science instruction at all grade levels including hands-on science activities at least bi-weekly. Implement daily science block of instruction in the master schedule at each grade level.	Curriculum support	walkthroughs Progress monitoring of student data Monitoring lesson planning	results, unit tests, program assessments, student work, etc.
2	Teachers lack content knowledge in grade 5 science. Students have deficiencies in science knowledge from grades 3 and 4.	Make strategic personnel changes to ensure content level expertise in grade 5. Create a secondary IFC that incorporates the assessed benchmarks that students have not been exposed to in grades 3 and 4.	Administration Classroom teacher, Curriculum, Support	Classroom walkthroughs Progress monitoring of student data Monitoring lesson planning	BAT 1 and 2 results, unit tests, program assessments, student work, etc.
3	Students need increased exposure to science experiments and scientific methods.	Provide real-world science experiments and engaging activities utilizing Science kits and instructional focus calendars at all grade levels. Science teachers will incorporate hands on experiments and scientific method/ critical thinking into weekly lessons.	Administration, Science Teacher, Curriculum support	Review the benchmark science mini tests to determine progress towards benchmark	District Science BAT, Science minibats

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:	By June 2013, number of students scoring level 4,5,and 6 on FAA Science will increase by 3 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of students taking FAA SCIENCE scored level 4, 5 and/or 6	53% of students taking FAA Science will score level 4, 5 and/or 6

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge of material	Train teachers to implement the Access Points	Administrators, ESE Specialist	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;	lesson plans, Access Points progress monitoring, IEP Progress Reports



				classroom walkthroughs, IEP Progress Reports	
2	Science is not taught with fidelity in InD cluster	Provide real objects for tactile exploration and recognition of basic concepts during science activities	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	lesson plans, Access Points progress monitoring, IEP Progress Reports
3	Students have limited ability to maintain focus	Use visuals and assistive technology to help maintain focus during lessons	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Math Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	lesson plans, Access Points progress monitoring, IEP Progress Reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	By June 2013, the number of students scoring level 4 or 5 in FCAT Science will increase 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at or above achievement level 4 and 5 in Science= 3.7%.	Students scoring at or above achievement level 4 and 5 in Science >8.7%.

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	Differentiated instruction strategies are not being implemented to enrich potential level 4/5 students on a regular basis.	Meetings will be conducted to discuss differentiating science instruction in order to enrich potential level 4/5 students. Teachers will visit model schools with successful high achieving programs.	Administrators, Curriculum support	Lesson plans will be reviewed for inclusion of enrichment, observations will be ongoing, meeting records, data of targeted students will be reviewed for upward trends and discussed at data chats	Classroom observations Teacher lesson plans Formal and Informal Science assessments Data chat logs
	Level 4/5 students will participate in STEM-	Teachers will be	Administrators, Curriculum	Classroom	Classroom walkthrough

2	based projects and competitions.	provided training on STEM-based instructional projects. Identify and facilitate the participation in STEM- based student competitions.	support	walkthroughs Informal observations Review teacher lesson plans Review of staff development records. Review of team/subject based meetings records/ minutes. Monitor student attendance in competitions.	data. Teacher lesson plans Staff development records Student work samples Team/subject based meeting minutes or logs. Competition attendance logs.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	By June 2013, number of students scoring at or above level 7 on the FAA Science will increase by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0/8 Students scored at or above level 7 on Science FAA= 0%	3% of the students scored at or above level 7 on the Science FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge of material	Train teachers to implement the Access Points	Administrators, ESE Specialist	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Science Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Lesson plans, Access Points progress monitoring, IEP Progress Reports
2	Science is not taught with fidelity in InD cluster	Provide real objects for tactile exploration and recognition of basic concepts during science activities	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Science Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Lesson plans, Access Points progress monitoring, IEP Progress Reports
	Students have limited	Use visuals and	Administrators,	Classroom observations	Lesson plans,

3	ability to maintain focus	assistive technology to help maintain focus during lessons	ESE Specialist, Curriculum Support	will be conducted weekly with a focus on adherence to maintaining an appropriate pace through ScienceAccess Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring	Access Points progress monitoring, IEP Progress Reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PLC	3-5 Science	Curriculum Support	3-5 Science Teachers	09/12-12/12	High quality lesson plans	Administrators and Curriculum Support
STEM	3-5	District		TBD	Training follow-up activities	Administrators and Curriculum Support
Science Fusion	K-5	District	K-5	TBD	Training follow-up activities	Administrators and Curriculum Support

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Structured review of science benchmarks	Science Coach	SAC	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$2,000.00</b>

# Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	By June, 2013 the # of students scoring level 4 or above in FCAT Writing will increase to at least 80 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring at Achievement Level 3 in Writing= 75.3%	Students scoring at Achievement Level 3 in Writing > 80%

## 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 skills to provide sufficient supportive details and elaboration in written work.	Focus lessons, small group instruction, peer review, and one-on-one instruction will be provided. Most experienced writing teachers will teach multiple writing classes in grade 4.	Administrators, Curriculum support	Writing samples will be scored for support as well as holistically and data tracked for upward trends.	Writing Samples Data tracking sheets
2	High quality writing instruction is not consistently taught on a daily basis in grades K-3.	A school-wide writing plan will be developed. Teachers will be trained on the implementation of the school-wide writing plan. Follow up training will be provided throughout the year. Progress will be monitored through writing samples.	Administrators, Curriculum support	Review of student writing samples, lesson plans, and classroom observations	Writing Samples Lesson Plans Coaching Logs
3	Students' writing lacks rich vocabulary.	Teachers will expose students to rich vocabulary through all content areas and provide students with an opportunity to apply newly acquired vocabulary. Teachers will build lists of rich vocabulary to be used as reference. Teachers will provide students with strategies to incorporate rich vocabulary and replace low-level vocabulary in writing.	Administrators, Curriculum support	Classroom observations will focus on integration of vocabulary exposure and student use of vocabulary lists and strategies. Teachers and students will monitor progress of increased use of higher vocabulary in writing samples.	Writing samples Data tracking sheets
4	Students do not use proper grammar and conventions in their writing.	Teacher will provide direct instruction of targeted skills on the proper use of conventions, and the application of these conventions throughout all content areas. In addition, teachers will	Administrators, Curriculum Support	Classroom observations will focus on direct instruction of proper use of conventions. Teachers and students will monitor progress of improved use of conventions in writing samples. Students will	Writing samples Lesson plans Data Tracking sheets

	create a conventions center to provide students with additional practice.		be held accountable for using proper conventions across the content areas.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	By June 2013, the # of students scoring level 4 or above on the FAA Writing will increase to at least 80%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of the students taking the FAA Writing scored level 4 or higher.	80% of the students take the FAA Writing will score level 4 or higher.

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	Student ability levels are more than 2 years below grade level	Train teachers in Access Points  Allow students to dictate written responses  Use picture cards and word cards to make and manipulate sentences	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Writing Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Writing samples, Access Points progress monitoring, IEP Progress Reports
2	High quality writing instruction is not consistently taught on a daily basis	Train teachers in Access Points  Allow students to dictate written responses  Use picture cards and word cards to make and manipulate sentences.	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Writing Access Points.  Lesson plans checked at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	Writing samples, Access Points progress monitoring, IEP Progress Reports
3	Limited background knowledge	Teacher will provide direct instruction of targeted skills and provide opportunity for practice through repetition	Administrators, ESE Specialist, Curriculum Support	Classroom observations will be conducted weekly with a focus on adherence to maintaining an appropriate pace through Writing Access Points.  Lesson plans checked	Writing samples, Access Points progress monitoring, IEP Progress Reports

				at least quarterly for adherence to learning goals/monitoring;  classroom walkthroughs, IEP Progress Reports	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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
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 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	By June 2013, School's attendance rate will increase by 2

Attendance Goal # 1:	percentage points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current Attendance Rate= 95.1%	Attendance Rate= 97.1%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
n/a	n/a
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	Many absences are due to student, parent, or sibling illness	Assist parents with training and accessing community based health care information.	School Social Worker, Guidance Counselors, and Title-1 Parent Involvement Coordinator.	Monitor student attendance and response to BTIP and social worker interventions.	Review of intervention and attendance data.
2	Some parents seem unaware that school attendance is legally mandated.	Parent education through the BTIP program.	School Social Worker, Guidance Counselors, and Title-1 Parent Involvement Coordinator, BTIP Coordinator.	Monitor student attendance and response to BTIP and social worker interventions.	Review of intervention and attendance data
3	Many families are in transition and changing residence because of economic and other conditions.	Assist parents with training and accessing community-based relocation, adjustment, and economic assistance resources.	School Social Worker, Guidance Counselors, and Title-1 Parent Involvement Coordinator.	Monitor student attendance and response to BTIP and social worker interventions.	Review of intervention and attendance data

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce internal and external suspensions by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
185	166
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
102	91
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
93	83
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
52	44



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students have social and behavioral skill deficits or have not been adequately acculturated to acceptable school behavioral norms and expectations.	Instruction in character education, anti-bullying strategies, and conflict resolution. Consistently implement the school-wide discipline plan. All faculty and staff will be trained on the plan and will be required to implement the plan throughout each school day.	Administrators, Guidance Counselors, classroom teachers, behavior support staff.	Observations of student behavior in classrooms and in common areas during transitions.	Evaluate data on the number and types of behavior referrals and suspensions.
2	Some teachers and staff need more effective behavior management skills in order to deal with the needs of the student population.	Identify and train teachers who need support in implementing an effective classroom behavior management system.	Administrators	Observations of student behaviors in classrooms.	Evaluate the type and number of referrals from each teacher to determine frequency of specific infractions.
3	More effective supervision and monitoring of student behavior is needed in common areas, cafeteria, and in transitions.	Allocate more staff to monitor and supervise student especially during arrival, dismissal, cafeteria time, and transitions.	Administrators	Observations of student behavior in classrooms, cafeteria, and in common areas during transitions.	Evaluate the type and number of referrals from incidents in common area, cafeteria, and transitions.

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2012, the number of parents participating in school activities will increase by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1548 parent sign-ins.	1624 parent sign-ins.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many low SES working parents have little available time for participation in school activities.	Provide flexible schedule for parent meetings or schedule at times that are most convenient for most parents.  Combine meeting dates as much as is practicable.  Identify topics that are relevant and of interest to parents as the focus of parent training activities.  Involve students in presentations as much as possible since parents attend more when their students are performing	Administration, Title-1 Parent Involvement Coordinator, Guidance Counselors, Teachers.	Survey parents for most convenient dates and times for meetings and activities. Review all meeting dates and times for convenience to parents based on parent feedback. Monitor parent attendance.	Review of parent sign-in sheets for school activities and conference attendance.
2	Many parents are non-English speakers.	Provide language translation at parent meetings and school events.	Administration, Title-1 Parent Involvement Coordinator, Guidance	Monitor attendance of non-English speaking parents.	Review of parent sign-in sheets for school activities and conference attendance.

			Counselors, Teachers.		
3	Many parents have inadequate child care resources which prevent them from attending meetings.	Provide child care for minors during parent trainings and parent meetings.	Administration, Title-1 Parent Involvement Coordinator, Guidance Counselors,	Monitor attendance of parents needing child care.	Review of parent sign-in sheets for school activities and conference attendance.

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	Increase the implementation of STEM based learning in

STEM Goal # 1: the classrooms by implementing projects at least three times this year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack knowledge of STEM-based instruction. Teachers' lack of understanding of the correlations between NGSSS and STEM-based instruction.	Increase teachers' exposure to the correlation between NGSSS and STEM-based instruction by providing staff development opportunities. Provide teachers with professional development to increase their knowledge of STEM-based instruction. Facilitate collaboration between science and math teachers to implement STEM-based projects.	Administration and curriculum support staff	Classroom walkthroughs Informal observations Review teacher lesson plans Review of staff development records Review of team/subject-based meetings records/minutes	Classroom walkthrough data, Teacher lesson plans, Staff development records, Student work samples, Team/subject-based meeting minutes or logs.

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

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

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

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader-Independent Reading Program	Classroom Libraries	SAC	\$10,000.00
CELLA	Implement use of ELL Targeted instructional materials such as CAVS, Science Content Essentials, instep Readers, Treasures Chest for ELL's, Bilingual Dictionaries, Newcomer Kits, Radius Machines, etc.	Resources will be used to supplement instruction in the areas of reading, writing, science, math and oral language development.		\$0.00
				Subtotal: \$10,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Imagination Station	Imagination Station will be used to provide targeted reading instruction in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension.		\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Provide professional development to focus on meeting the needs of English Language Learners.			\$0.00
CELLA	Provide monthly ELL teacher collaboration opportunities for sharing of best practices.			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Leadership Resources	Reading benchmark review and practice	SAC	\$2,000.00
Mathematics	Incorporating Calendar Math in all primary classes	Calendar Math kits	SAC	\$2,000.00
Science	Structured review of science benchmarks	Science Coach	SAC	\$2,000.00
				Subtotal: \$6,000.00
				Grand Total: \$16,000.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will discuss the accountability of available funds and how purchases can assist in the academic improvement of the school and it's students. It will also be an avenue for parents to share ideas with the SAC to improve the schools culture and create a more unified school environment.



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District PARK LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	57%	86%	33%	228	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	57%	59%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	74% (YES)			132	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					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PARK LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	53%	87%	20%	218	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	63%	51%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	63% (YES)			128	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					460	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested