FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SILVER SHORES ELEMENTARY SCHOOL

District Name: Broward

Principal: Angela Iudica

SAC Chair: Dawn Lopez

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Angela Iudica	Masters of Science, Educational Leadership Doctor of Philosophy, Educational Leadership Chemistry 6-12 Physics 6-12 School Principal	8	19	Grade High Standards Learning Gains Lowest 25% AYP Rdg Math Writ Sci Rdg Math Rdg Math 2011-2012 A 69 69 95 61 70.8 76.7 71.1 69.8 2010-2011 A 89 89 87 74 72 67 66 64 No 2009-2010 A 89 92 94 65 78 67 70 75 No 2008-2009 A 86 88 97 63 79 83 68 75 Yes 2007-2008 A 81 81 94 58 65 69 57 67 No 2006-2007 A 82 83 95 39 77 72 81 69 No 2005-2006 A 85 81 93 ** 69 74 56 ** Yes 2004-2005 A 79 78 85 ** 67 66 60 ** Yes
					2011-2012 AYP not met, School grade A 82% meeting high standards in reading, 84% meeting high standards in math, 93% meeting high standards in writing, 70% meeting high standards in science 699 Total FCAT Points 2010-2011 AYP not met, School grade A 90% meeting high standards in reading, 92% meeting high standards in math, 95% meeting high standards in writing, 72%

					meeting high standards in science 645 Total FCAT Points
Assis Principal	Jonathan Leff	Master of Science, Educational Leadership	9		2009-2010 AYP not met, School grade A 92% meeting high standards in reading, 93% meeting high standards in math, 97% meeting high standards in writing, 71% meeting high standards in science 660 Total FCAT Points 2008-2009 AYP not met, School grade A 91% meeting high standards in reading, 94% meeting high standards in math, 100% meeting high standards in writing, 76% meeting high standards in science 670 Total FCAT Points 2007-2008 AYP met, School grade A 89% meeting high standards in reading, 91% meeting high standards in math, 100% meeting high standards in writing, 67% meeting high standards in science 649 Total FCAT Points 2006-2007 AYP met, School grade A 88% meeting high standards in reading, 90% meeting high standards in math, 100% meeting high standards in writing, 62% meeting high standards in science 647 Total FCAT Points 2005-2006 AYP met, School grade A 84% meeting high standards in reading, 88% meeting high standards in math, 100% meeting high standards in writing 510 Total FCAT Points th Rdg Math 2004-2005 B 62 64 72 ** 60 64 59 ** No 2003-2004 B 59 56 91 ** 60 69 56 ** Yes

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Julie Martin	Bachelors in Elementary Education Grades k-6 Reading Endorsement	10	1	Grade High Standards Learning Gains Lowest 25% Rdg Math Writ Sci Rdg Math Rdg Math 2011-2012 A 69 68 95 61 70.8 76.7 71.1 69.8

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	Professional Development based on needs assessment to improve the knowledge base and capacity of the faculty and staff.	In-service Facilitator, Julie Martin Principal, Angela Iudica	June 2013	
2	Data Chats	Principal, Angela Iudica Assistant Principal, Jonathan Leff	Administrator – Teacher Data Chats: Week of 10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13.	

| 3 | PLCs | Reading Coach, Julie Martin | June 2013 | |

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out-of-field: 6 teachers without ESOL Certification	All are enrolled in either CAT 1 or CAT 3 ESOL classes.

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
43	0.0%(0)	14.0%(6)	79.1%(34)	7.0%(3)	32.6%(14)	86.0%(37)	4.7%(2)	4.7%(2)	86.0%(37)

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
Dr. Angela Iudica	Latara Best	Mentee has completed LEAD program and is preparing for Assistant Principalship	1. Work on Leadership skills. 2. Operational management of school procedures. 3. Building on school-home relationships.
Dr. Angela Iudica	Michelle Mordis	Mentee is completing LEAD program and preparing for Assistant Principalship	1. Work on Leadership skills 2. Operational management of school procedures. 3. Building on school-home relationships.
Dr. Angela Iudica	Suzett Ledesma	Mentee is applying for LEAD program and preparing for Assistant Principalship	1. Work on Leadership skills. 2. Operational management of school procedures. 3. Building on school-home relationships.

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

na

Title I, Part C- Migrant

na

Title I, Part D

na

Title II

na

Title III

na

Title X- Homeless

na

Supplemental Academic Instruction (SAI)

na

Violence Prevention Programs

na

Nutrition Programs

na

Housing Programs

na

Head Start

na

Adult Education

na

Career and Technical Education

na

Job Training

na

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team includes: Michelle Mordis, Guidance Counselor (Team Coordinator) of RTI team (discusses therapy services for students with personal or behavior concerns); Mary Verrastro, ESE Specialist (ensures availability of student services, interventions, and proper documentation, discusses goals and objectives, modifications and accommodations, and possible interventions to put in place); Jennilee Abolafia, School Psychologist (Perform necessary assessments, determine eligibility for specific programs based on data); Kimberly Long, Speech and Language Pathologist (determines speech or language issues that may pertain to student); Julie Martin, Reading Specialist (discusses type of content/material for each student); Victor Mora, School Social Worker (discusses possible attendance concerns, death in the family, divorce, etc.), General Education Teacher (manages execution of lessons to accommodate each child, discusses

interventions and modifications in place); Angela Iudica, Principal (familiar with services to obtain); Suzett Ledesma, VE Teacher (discusses type of content/material for each student)

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 RtI Team will meet twice a month on every other Thursday. The Team Coordinator (Michelle Mordis) will schedule meetings and develop an agenda for each meeting. Teachers bring Data Binder to meeting to review student academic concerns. Team will review data and interventions of students referred to CPST. Team will determine whether interventions are working and come up with and/or recommend further interventions when necessary. Additionally, all student's data will be reviewed to bring to attention any students who need to be referred to CPST. All cases that move to Tier 2 and Tier 3 will be charted and monitored on Intervention Records and progress monitoring graphs will be generated for each of the them. Each teacher has been provided with an RTI binder and computerized progress monitoring graph. Each student referred to Tier 2 and Tier 3 will be assigned a Case Manager. The Case Managers are the members of the CPS/RTI team and each has been assigned a grade level to manage. The Case Manager will meet with the grade level teachers and the principal monthly to review progress of the students, ensure interventions are being implemented and provide support to the teacher.

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?

Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and student behavior. The data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. The data is also used for at-risk students who may be in need of Tier 2 and Tier 3 interventions. All students in need of these interventions are referred to the CPS Team for consideration of how to best proceed.

MTSS Implementation

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

The data management system used to summarize tiered data is an organized collaborative data sheet and folder. For Tier 1, there are individual record forms organized by content area: reading, math, writing and science. For Tier 2 and 3, the data sources are the Intervention Records and the progress monitoring graphs. Each tier is labeled and is submitted with a colored folder. The name of the teacher along with the date is written on a data list. The list is monitored and guarantees attention of the RtI Team. Teachers also administer
assessments through programs such as Easy CBM and with the information that is collected, graphs and charts are created to display the student data. These charts enable the team to easily identify and monitor the students that are not making progress, as well as determine the students that are. Additional data is gathered with data binders and at quarterly data chats with the reading coach and principal. Students that are not making the necessary gains are recognized and their progress is measured and managed through the RtI process.

Describe the plan to train staff on MTSS.

At the beginning of each year, the School Psychologist and Guidance Counselor train the team leaders and all staff members in the CPS/RTI process. They review interventions and explain the Tiers and how to implement interventions for each tier. They also review how to keep the data binder and how to manage the Intervention Record and progress monitoring graph. RtI procedures are reviewed at each team leader meeting and the guidance counselor and ESE specialist are always available throughout the year for further assistance with the RtI process.

Describe the plan to support MTSS.

RtI procedures are reviewed at each team leader meeting and the guidance counselor and ESE specialist are always available throughout the year for further assistance with the RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT consists of Angela Iudica, Principal; Julie Martin, Reading Coach; Dawn Lopez, Media Specialist/Specials Team Leader; Suzett Ledesma, ESE Team Leader; Deborah Alexander, Kindergarten Team Leader; Elaine Heyman, 1st Grade Team Leader; Mayte Charlot, 2nd Grade Team Leader; Melanie Piedra, 3rd Grade Team Leader; Grizelle Burgos, 4th Grade Team Leader; Christina Angel, 5th Grade Team Leader; and Julie Martin, Support Team Leader.

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

The LLT will meet two hours each month. The sessions will include dialogue, training, study groups and sharing of literacy plans.

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

This year the LLT team will focus on overseeing clear and measurable goals that improve student achievement, as well as incorporating CCSS into our school literacy endeavors. The LLT team will support innovative programs for students at risk and ensure professional development for faculty and staff with a focus on incorporating CCSS into literacy instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June, 2013, 78% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (234)	78%(224)

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	Follow through on reading long passages.	Use graphic organizers to focus attention on key elements, concepts and ideas. Utilize Reading series to practice reading long passages and checking for understanding. Use Riverdeep through BEEP to provide practice reading long passages. Incorporate reading novels to increase reading stamina.	Julie Martin, Reading Coach	Weekly team meetings to review data from class room assessments. Weekly Classroom walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	District Benchmark Assessment
2	Difficulty reading through nonfiction passages	Students in grades 3-5 will utilize FCAT Explorer and FOCUS to provide practice and assessment for students. Teachers will provide nonfiction stories and books for students to practice reading and assessing comprehension.	Angela Iudica, Principal Jonathan Leff, Assistant Principal	Monthly meetings to review data from FCAT Focus. Weekly Classroom walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	Mini-BATS District Benchmark Assessment
3	Lack of reading outside of classroom setting	Students in grades K-5 will be encouraged to participate in Reading Across Broward. Students in grades 2-5 will be required to participate in Accelerated Reader program. Introducing high interest books/novels to low achieving students.	Dawn Lopez, Media Specialist	Media Specialist will monitor Reading Across Broward Forms. Teachers will give points to students for participating in Accelerated Reader which will be reflected in their reading grade.	Completed Reading Across Broward Forms by students Monthly Accelerated Reader 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	By June, 2013, 31% of students in grades 3-5 meeting the criteria of the DOE rule will score at Levels 4, 5 and 6 in

			reading on the Florida Alternative Assessment.
Reading Goal #1b:			

2012 Current Level of Performance:	2013 Expected Level of Performance:
28.6%(6)	31%(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 require multiple reads of a selection prior to responding to comprehension questions.	Use of read alouds, auditory tapes, and text readers that provide print with visuals and symbols.	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meeting to review data from pre and post tests. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	- Monthly Pre- and Post- Assessments. - Scores on Practice FAA Assessments.
2	Often language skills are impacted by disability, affecting students understanding of spoken and/or written words and making higher-order thinking (predicting/ inferencing) difficult.	-Use of visual choices similar to format on FAA assessment (field of 3 pictures) paired with spoken and/or written word. -Use of picture walks to assist students in making predictions about a reading selection. -Model inferencing through "think alouds"	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Bi-weekly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Monthly Pre- and Post- Assessments.
3	Lack of reading outside of the classroom setting.	- Students working on access points will be encouraged to participate in Reading Across Broward. - Students will be required to read nightly and keep reading log.	Dawn Lopez, Media Specialist and InD Cluster Classroom Teachers	-Media Specialist will monitor Reading Across Broward forms. - Teachers will give points to students for completing reading log which will be reflected in their reading grade.	- Completed Reading Across Broward Forms. - Completed Reading logs (Monthly).

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, 41% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 4 or above as measured by the reading portion of the FCAT assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (132)	41% (118)

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
	Difficulty reading nonfiction passages.	Students in grades 3-5 will utilize FCAT Explorer and FOCUS website to	Angela Iudica, Principal	Monthly meetings to review results of FCAT Focus assessments.	Mini-BATS District Benchmark Assessment

		practice reading nonfiction passages. Teachers will utilize nonfiction material (newspapers, magazines, Scholastic News Magazine, Time for Kids) to instruct students.		Weekly Classroom walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	
1					
2	Students do not read enough outside of the school setting	Students in grades K-5 will be encouraged to participate in Reading Across Broward Teachers will use novels to instruct reading. Teachers will use Beyond level materials from Treasures Reading series to enrich curriculum. Students will be required to participate in Accelerated Reader program.	Dawn Lopez, Media Specialist; Julie Martin, Reading Coach	Media Specialist will monitor Reading Across Broward Forms. Teacher made assessments and activities. Treasures Beyond level assessments. Teacher & Media Specialist will monitor AR reports.	Completed Reading Across Broward Forms by students. FCAT scores, Monthly Accelerated Reader 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June, 2013, 17% of students in grades 3-5 meeting the criteria of the DOE rule will score at Level 7 in reading on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14.3%(3)	17%(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	Difficulty with reading comprehension especially higher order comprehension skills (predicting/inferencing).	- Reading selections should be taught at a level that does not frustrate the student (high interest low readability). - Continuously review/ practice/model reading concepts. --Use of picture walks to assist students in making predictions about a reading selection. -Model inferencing through "think alouds"	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meeting to review data from pre and post tests. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feeback	- Monthly Pre- and Post- Assessments. - Scores on Practice FAA Assessments
2	- Limited vocabulary and language skills.	- Introduce vocabulary to students using pictures and print. Pictures should be faded for long-term comprehension and retention. - Provide students with visual choices as presented on the FAA (field of 3 choices)	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Bi-weekly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Monthly Pre- and Post- Assessments
	Limited reading outside of the classroom setting.	- Students working on access points will be	Dawn Lopez, Media Specialist and InD	-Media Specialist will monitor Reading Across	- Completed Reading Across

			Cluster Classroom Teachers	Broward forms. - Teachers will give points to students for completing reading log which will be reflected in their reading grade.	Broward Forms. - Completed Reading logs (Monthly).
3		encouraged to participate in Reading Across Broward. - Students will be required to read nightly and keep reading log.			

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June, 2013, 73% of students in grades 3-5 will make Learning Gains as measured by the reading portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70.8%(145)	73% (210)

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 time during the school day to provide additional skill-based instruction in reading.	Extra time and resources will be allotted for Extended Learning Opportunities for struggling readers	Julie Martin, Reading Coach	Monthly meetings to review data.	Mini-BATS Formative and summative skill-based assessments.
2	Limited time during the school day for reinforcement of comprehension skills	Students will utilize wireless carts to work on FCAT Explorer/Focus and Riverdeep for skill practice.	Angela Iudica, Principal	Monthly meetings to review data. Weekly Classroom walkthroughs targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	District Benchmark Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June, 2013, 73% of students in grades 3-5 will make Learning Gains as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53.8%(7)	56%(12)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited time during the school day to provide additional skill-based instruction in reading and reinforce comprehension	- Incorporate reading and comprehension activities across all curriculum areas. -Use of technology programs for	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Bi-weekly team meetings to review data from classroom assessments. - Weekly Classroom	-Monthly Pre- and Post- Assessments - Scores on Practice FAA Assessments

		skill practice. - Plan supplemental instruction and interventions for students not responding to instruction. Use various curriculums tied to access points (SMILE, MeVille to WeVille, and Unique Learning Systems, etc		Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	
1					
2	Frequent absences, tardiness, and early dismissals due to medical concerns	- Build strong family-school connections. Home Packets given to parents/students to reinforce skills/instruction missed in class. - Contact parents to discuss concerns regarding attendance.	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	Monthly meetings to discuss attendance concerns. Consider and discuss programming options to meet students needs (options range from home-packets to hospital homebound)	-Attendance records -Monthly Pre- and Post- 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June, 2013, 73% of students in grades 3-5 will make Learning Gains as measured by the reading portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.1%(39.8)	73%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers struggled to differentiate instruction to meet the needs of students.	90 minutes uninterrupted reading block with ESE Teacher (inclusion) to improve direct instruction for students.	Julie Martin, Reading Coach Suzett Ledesma, ESE teacher	Teachers will examine student progress on a weekly basis and realign instructional focus according to student progress. Weekly Classroom walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	Mini Benchmark Assessments
2	There is limited time during the school day to provide additional skill based instruction in reading.	Students will participate in after school camps to provide additional time on instruction of reading skills.	Julie Martin, Reading Coach	Monthly meetings to review student data	Formative and summative skill 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%.	Reading Goal # By June, 2017, 86.5% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the reading portion of the FCAT 2.0 assessment. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69% (234)	78%	80%	82%	84.5%	

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, 89% of white students, 69% of black students, 76% of Hispanic students, and 92% of Asian students in grades 3-5 will score at a level 3 or above as measured by the reading portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% Black: 65% Hispanic: 70 Asian: 81% American Indian: NA	White: 89% Black: 69% Hispanic: 76% Asian: 92% American Indian: NA

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	.Limited time during the school day to provide additional skill-based instruction in reading.	.Plan supplemental instruction and intervention for students not responding to core instruction. Utilize Triumphs, Soar to Success and other interventions. Assess students on a weekly basis to monitor	Julie Martin, Reading Coach	Weekly team meetings to review student data	Formative and summative skill based assessments.
2	Students may not be motivated to read.	Students will begin the process to implement Accelerated Reader in the classroom and/or Media Center on a regular basis to increase reading comprehension skills.	Julie Martin, Reading Coach Dawn Lopez, Media Specialist	Monthly/Quarterly Accelerated Reader reports and tests.	Accelerated Reader reports to compare baseline
3	Students have specific individualized needs.	The Computer Curriculum Corporation (CCC)/SuccessMaker program will provide students with individual practice modules on grade-related skills in reading and math. Teachers can generate reports to determine students' progress in the program. Additionally, teachers can assign a remediation or enrichment track to target specific skills. Students will be pulled to receive small group instruction targeted for their specific needs as described according to RtI tier 2	Julie Martin, Reading Coach	Ongoing CCC assessments	CCC test 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 73% of ELL students in grades 3-5 will score at a level 3 or above as measured by the reading portion of the FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	73%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	.	.	.	.	.
2	Students do not fully understand information or directions provided in the classroom.	Classroom teachers will use strategies from the ESOL matrix.	Classroom teacher and ESOL Contact	Classroom participation, observation, content assessments and alternative assessments.	IPT & CELLA
3	Students do not fully understand information that is read in the classroom.	Classroom teachers will use strategies from the ESOL matrix to help make reading passages more comprehensible to students.	Classroom teacher and ESOL Contact	Classroom content assessments and alternative assessments.	IPT & CELLA

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, 56% of Students with Disabilities in grades 3-5 will score at a level 3 or above as measured by the reading portion of the FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	56%

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	Struggle to differentiate instruction to meet the needs of ESE students	90 minute uninterrupted reading block with ESE teacher (inclusion) and additional 30 minute reading as indicated on IEP.	Mary Verrastro, ESE Specialist Suzett Ledesma, ESE Teacher	Weekly meetings with Case manager, Bimonthly meetings with CPST.	Mini benchmarks

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 69% of Economically Disadvantaged students in grades 3-5 will score at a level 3 or above as measured by the reading portion of the FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

54%		69%		

	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 resources to promote reading at home.	Provide students with take-home leveled readers and activities for families to implement at home.	Julie Martin, Reading Coach	Teachers will collect and assess assignments.	Administrator-Teacher Data Chats: Week of 10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13.
2	Inability to access a computer at home.	Provide students with regular access to computers in the classroom, computer lab and Media Center. All students will have daily access to FCAT Explorer, FOCUS, AR, CCC and other educational websites.	Angela Iudica, Principal; Homer Jackson, Assistant Principal; Lumony Leconte, Computer Tech	Monitor usage of computers through CWT. Weekly Classroom walkthroughs will target teacher classroom strategies and behaviors and post walkthrough conferences will provide feedback.	CWT and software usage reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Reader	All Reading Teachers	Dawn Lopez, Media Specialist	Grades 1-5	10/3 PLC	1st – 5th grade Teachers will incorporate AR lesson plans into their daily classroom lesson plans. Administration will follow up through classroom walkthroughs, monitoring lesson plans and submission of AR reports.	Dawn Lopez, Media Specialist
FCAT Reading Specifications	3-5	Julie Martin	Teachers in Grades 3-5	8/14/12, 9/5/12, 9/19/12, 10/3/12, 10/26/12, 11/7/12, 11/21/12, 12/5/12, 12/19/12, 1/9/12, 1/18/12, 2/6/12, 2/20/12, 3/6/12, 3/21/12, 4/3/12, 5/1/12, 5/15/12	Teachers will incorporate FCAT strands into lesson plans. Lesson plans will be reviewed. FCAT Explorer and Focus reports will be monitored by principal.	Angela Iudica, Principal
Department PLC will focus on incorporating CCSS into reading strategies and lesson plans.	All grades	Julie Martin	School wide	8/14/12, 9/5/12, 9/19/12, 10/3/12, 10/26/12, 11/7/12, 11/21/12, 12/5/12, 12/19/12, 1/9/12, 1/18/12, 2/6/12, 2/20/12, 3/6/12, 3/21/12, 4/3/12, 5/1/12, 5/15/12	PLC Meeting Report	Julie Martin, PLC Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Odyssey	BEEP	No funding needed	$0.00
Riverdeep	BEEP	No funding needed	$0.00
FOCUS FCAT Explorer	BEEP	No funding needed	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Sharing of best practices	In-house training on centers, reading strategies	Staff Development	$1,678.00
			Subtotal: $1,678.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
small group reinforcement/double dose	Academic Camp	A+ Money (if voted on)	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $3,178.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June, 2013, 49% of ELL students in grades K-5 will score at a proficient level in Listening/Speaking as measured by the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:
46.2% (49)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not fully understand information or directions provided in the classroom.	Classroom teachers will use strategies from the ESOL matrix.	Classroom teacher and ESOL Contact	Classroom participation, observation, content assessments and alternative assessments.	IPT & CELLA

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, 40% of ELL students in grades K-5 will score at a proficient level in Reading as measured by the CELLA.	
2012 Current Percent of Students Proficient in reading:		
37.7%(40)		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not fully understand information that is read in the classroom.	Classroom teachers will use strategies from the ESOL matrix to help make reading passages more comprehensible to students.	Classroom teacher and ESOL Contact	Classroom content assessments and alternative assessments.	IPT & CELLA

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, 37% of ELL students in grades K-5 will score at a proficient level in Writing as measured by the CELLA.	
2012 Current Percent of Students Proficient in writing:		
34.9% (37)		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty expressing their meaning in writing.	Classroom teachers will use strategies from the ESOL matrix and allow for alternative assessments that allow students to convey their meaning.	Classroom teacher and ESOL Contact	Classroom content assessments and writing prompts.	IPT & CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 77% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above on the Mathematics portion of the FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(233)	77%(221)

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 prior knowledge in geometry and measurement.	Teachers will utilize pre-assessment in Go Math to assess students needs and align instruction. Students will utilize Riverdeep and FCAT Explorer and Focus for skill practice.	Angela Iudica, Principal	Weekly Classroom walkthroughs(CWTs) targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback. Administrator- Teacher Data Chats: Week of 10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13.	Mini Benchmark, NGSSS Question Banks, Riverdeep, Countdown and FCAT Focus Assessments.
2	Teachers are having difficulty incorporating Go Math 3 Big Ideas & their supporting ideas in allotted calendar year.	Teachers will meet by departments to review Instructional Focus Calendar(IFC) and make adjustments to length of time spent on objectives in order to be able to cover all required material.	Angela Iudica, Principal	Weekly Department meetings and Professional Learning Communities (PLCs)	Weekly department review of Big Ideas taught compared with IFC.

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, 49.6% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 4, 5 or 6 on the Florida Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47.6%(10)	49.6%(11)

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

			Monitoring	Strategy	
1	Limited language skills especially of mathematical vocabulary terms	-Provide students with opportunities to learn concepts using visuals, manipulatives, number lines, and assistive technology. -Provide visual choices as presented in the FAA (field of 3 choices)	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Bi-Weekly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	- Monthly Pre- and Post Assessments
2	Students require direct instruction and frequent repetition for long term learning math concepts.	Provide continuous review/practice when learning math concepts such as rote counting, fact fluency and tools for measurement	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Monthly Pre- and Post- 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 40% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 4 or above as measured by the math portion of the FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(130)	40%(115)

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	Problem Solving and ability to use high order thinking skills needed to adjust to new adopted math series.	Students will create math journals and will engage in "Math Talk", as explained in "Go Math" math series.	Angela Iudica, Principal	Weekly Department meetings. Weekly Classroom walkthroughs targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	Pre and Post tests
2	Teachers need to be able to incorporate PEP IFC for high achieving students into curriculum.	Teachers of high achievers math classes will utilize Project Enrichment Program (PEP) IFC and supplemental resources along with GO Math to instruct students in the advanced curriculum.	Angela Iudica, Principal	Weekly Classroom walkthroughs targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	GO Math Assessments Benchmark Assessments FCAT
3	Students are not being challenged enough in regular math curriculum.	Teachers in grades 1-5 will utilize CHAMP curriculum expand and challenge students' mathematical thinking.	Angela Iudica, Principal	Weekly Classroom walkthroughs targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	GO Math Assessments Benchmark Assessments FCAT

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, 5% of students in grades 3-5 meeting the criteria of the DOE rule will score at or above a level 7 on the Florida Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	5%(1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of problem solving and higher-order thinking skills due to limited language skills	-Use guided discussion to engage students in real life math problems. - Teachers will model problem solving by using "think alouds" - Direct-instruction in strategies to solve word problems (underline key-word, make pictures, etc) -Provide visual choices as presented in the FAA (field of 3 choices)	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly Pre- and Post Assessments	-Scores on Practice FAA Assessments
2	Students require direct instruction and repetition for long term learning math concepts.	Review long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Bi-Weekly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Monthly Pre- and Post 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 78.7% of students in grades 3-5 meeting the criteria of the DOE rule will make learning gains as measured by the math portion of the FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.7% (157.2)	78.7%

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
	Time needed to address		Angela Iudica,	Weekly Classroom	Pre, Mid and Post

		students' specific needs.	Students will double dose students needing extra time in math during center time. Students will also have the opportunity to attend academic camp for extra instruction.	Principal Grizelle Burgos, Math Contact Department Chairperson	walkthroughs targeting teacher classroom strategies and center instruction post walkthrough conferences to provide feedback.	chapter tests. Mini Benchmark Assessments
1						
2	Lack of teacher knowledge in identifying and targeting specific student needs.	Teachers will be trained to use share and show section along with the intense and strategic intervention resources of the Go Math program to specifically identify and target areas of need for each student.	Angela Iudica, Principal	Weekly Classroom walkthroughs targeting teacher classroom strategies and intervention strategies and resources along with post walkthrough conferences to provide feedback.	Pre, Mid and Post chapter tests. Mini Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June 2013, 41.2% of students in grades 3-5 meeting the criteria of the DOE rule will make learning gains as measured by the math portion of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.2%(5.1)	41.2%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time needed to address student's specific needs and specific levels	-Increase time for small group and one-on-one instruction - Increase use of math centers and independent activities to reinforce and allow time for practice of skills	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	-Monthly Pre- and Post Assessments - Scores of FAA Practice 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 72% of students in the lowest 25% in grades 3-5 meeting the criteria of the DOE rule will make learning gains as measured by the math portion of the FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.8%(39.8)	72%

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time during the school day to provide additional skill-based instruction in math.	Extra time and resources will be allotted for Extended Learning Opportunities for struggling math students	Angela Iudica, Principal	Monthly meetings to review data. Administrator – Teacher Data Chats: Week of 10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13.	Mini-BATS Formative and summative skill-based assessments.
2	Students struggle with understanding the content upon initial delivery of instruction	Students will utilize wireless carts during center time to reinforce content they are having difficulty with. They will use the FCAT Explorer/Focus and Riverdeep websites for skill practice and the Go Math online MegaMath learning modules.	Angela Iudica, Principal	Monthly meetings to review data. Administrator – Teacher Data Chats: Week of 10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13. Weekly Classroom walkthroughs targeting teacher classroom strategies for centers and use of technology and post walkthrough conferences to provide feedback.	District Benchmark Assessment

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, 2017, 86% of students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the math portion of the FCAT 2.0 assessment. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%(233)	77%	79%	81%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, 89% of white students, 68% of black students, 78% of Hispanic students, and 90% of Asian students in grades 3-5 will score at a level 3 or above as measured by the math portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 78% Black: 59% Hispanic: 72% Asian: 85% American Indian: NA	White:89% Black:68% Hispanic:78% Asian:90% American Indian:NA

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
	Limited time during the school day for reinforcement of mathematics skills	Extra time and resources will be allotted for Extended Learning Opportunities for	Angela Iudica, Principal	Monthly meetings to review data. Administrator – Teacher Data Chats: Week of	District Benchmark Assessment

		struggling math students.		10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13. Weekly Classroom walkthroughs targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback.	
1					

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, 66% of ELL students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the math portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	66%

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	Students do not fully understand information or directions provided in the classroom	Classroom teachers will use strategies from the ESOL matrix.	Classroom teacher and ESOL Contact.	Classroom participation, observation, content assessments and alternative assessments.	IPT & CELLA

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, 54% of SWD students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the math portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	54%

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	Struggle to differentiate instruction to meet the needs of ESE students.	90 minute uninterrupted reading block with ESE Teacher (inclusion) and additional 30 minute	Mary Verrastro, ESE Specialist; Suzett Ledesma, ESE Teacher	Weekly meetings with Case Manager, Bi-monthly meetings with CPST	Mini Benchmarks

		reading block as indicated on IEP.			

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, 70% of Economically Disadvantaged students in grades 3-5 meeting the criteria of the DOE rule will score at a level 3 or above as measured by the math portion of the FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	70%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Need additional practice outside of the math block.</td><td>Provide students with take home practice math activities from GO Math Home/School Connection for families to implement at home.</td><td>Angela Iudica, Principal</td><td>Informal and formal observations.</td><td>Classroom participation Informal/Formal observations CWT Go Math Assessments</td></tr>
<tr><td>2</td><td>Students are weak in basic skills of mathematics including math facts and multiplication.</td><td>All K-5 students will be assessed in math and grouped for instruction using mini benchmark assessments in the GO Math series. Areas of weaknesses will be addressed and necessary remediation will be given through interventions utilizing manipulatives. If students don't respond to interventions, teachers will start RtI process. RtI Leadership team will monitor progress of students.</td><td>Angela Iudica, Principal Julie Martin, PLC Chair</td><td>Weekly Classroom walkthroughs targeting teacher classroom strategies and use of manipulatives and post walkthrough conferences to provide feedback.</td><td>Administrator – Teacher Data Chats: Week of 10/1, 10/8, 12/3, 1/7, 2/19, 3/4, 4/8, 4/22, 6/3 Teacher – Student Data Chats: Week of 11/5, 1/22, 3/18, 5/13. CWTs</td></tr>
</table>

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
FCAT & CCSS Math Specifications	Math	Angela Iudica, Principal	School wide	Early Release 9/27/2012,10/25/2012, 1/17/2013, 2/7/2013, 3/21/2013	Teachers will incorporate FCAT benchmarks & CCSS into lesson plans. CWT's	Principal Angela Iudica Assistant Principal Jonathan Leff
Department						

| PLC will focus on mathematics strategies, lesson planning and incorporating CCSS. | Math | Grizelle Burgos, Natalie Leon | School wide | 8/14/12, 9/5/12, 9/19/12, 10/3/12, 10/26/12, 11/7/12, 11/21/12, 12/5/12, 12/19/12, 1/9/12, 1/18/12, 2/6/12, 2/20/12, 3/6/12, 3/21/12, 4/3/12, 5/1/12, 5/15/12 | PLC Report | Principal, Angela Iudica Julie Martin, PLC Chair |

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
Odyssey	BEEP	No funding needed	$0.00
Riverdeep	BEEP	No funding needed	$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
Double Dose	Academic Camp	A+ Money(if voted on)	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June, 2013, 48.2% of students in grade 5 meeting the criteria of the DOE rule will score at a level 3 as measured by the Science portion of the FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46.2%(54)	48.2%(47)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack prior knowledge regarding the scientific process	Use of student science notebooks to demonstrate and	Angela Iudica, Principal	Teacher will review science notebooks on a weekly basis.	Science Notebook Rubric; Science Fusion

1	skills for simple and complex experiments.	articulate simple and complex experiments to all students, showing each step of the scientific method providing students the opportunity to recognize it. Hands on activities through use of Broward County Hands-on science kits which will be documented in science notebooks.		Weekly Classroom walkthroughs targeting use of science notebooks and Hands on activities and post walkthrough conferences to provide feedback. Teachers will utilize county IFC's and integrate Florida Science Fusion resources in the classroom.	Chapter 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 science. Science Goal #1b:	By June, 2013, 52% of students in grade 5 meeting the criteria of the DOE rule will score at a level 4, 5 or 6 as measured by the Science portion of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(4)	52%(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	Limited language skills.	-Pair spoken and written language with objects and pictures. -Provide opportunities for hands-on exploration - Provide visual choices as presented on the FAA (field of 3 choices).	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Monthly pre- and post-assessments; Scores on Practice FAA Assessments.
2	Students require direct instruction and frequent repetition to learn science concepts.	-Provide opportunities for continuous review/practice when learning science concepts. - Teach concepts in units/themes to allow for additional time and exploration of topics. - Use visuals and real objects to teach key concepts/vocabulary.	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Monthly pre- and post-assessments; Scores on Practice FAA 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June, 2013, 19.1% of students in grade 5 meeting the criteria of the DOE rule will core at a level 4 or above as measured by the Science portion of the FCAT assessment.

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	17.1%(20)		19.1%(19)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge to apply a scientific concept to an experiment.	Use of science notebooks and Broward County Hands-On Science kits to focus students on scientific concepts and the scientific process. Also additional classroom strategies include small group computer based instruction, project-based learning and science fair projects.	Angela Iudica, Principal	Weekly review of Science Notebooks. Weekly Classroom walkthroughs targeting teacher classroom strategies focusing on small group instruction and project-based learning and post walkthrough conferences to provide feedback.	Science Fair Projects Science Notebooks
2	Students lack exposure to challenging, hands-on problem based learning situations.	Teachers will schedule field trips that focus on hands-on learning relating to scientific thinking and problem-based learning. School will sponsor and encourage participation in Rocket Club and Environmental Club after school activities.	Angela Iudica, Principal Jonathan Leff, Assistant Principal	Teacher and student feedback on field trips; Observation of club participation and activities.	Field Trip attendance/participation Club Participation

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, 27% of students in grade 5 meeting the criteria of the DOE rule will score at a level 4, 5 or 6 as measured by the Science portion of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(2)	27%(2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty understanding spoken and written language.	-Pair spoken and written language with visuals and provide visual choices as presented on the FAA (field of 3 choices).	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by	-Monthly Pre- and Post Assessments - Scores on FAA Practice Assessments

1		- Provide direct instruction of key scientific vocabulary.		administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	
2	Students have difficulty making predications/ hypothesis and generalizing information.	-Provide opportunities for students to observe and participate in hands-on activities to determine outcomes. - Provide opportunities for repetition and practice.	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	-Monthly Pre- and Post Assessments - Scores on FAA Practice 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
How to organize and use science notebooks in the classroom	Science grades 3 -5	Joyce Dowlatram & Latara Best, Science Teachers	Science teachers, grades 3-5	2nd Wednesday of every month	Weekly review of science notebooks. Classroom walkthroughs	Angela Iudica, Principal
Department PLC will focus on science strategies, lesson planning and incorporating CCSS.	Science	Joyce Dowlatram	School Wide	8/14/12, 9/5/12, 9/19/12, 10/3/12, 10/26/12, 11/7/12, 11/21/12, 12/5/12, 12/19/12, 1/9/12, 1/18/12, 2/6/12, 2/20/12, 3/6/12, 3/21/12, 4/3/12, 5/1/12, 5/15/12	PLC Meeting Report	Angela Iudica, Principal; Julie Martin, PLC Chair

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
Double Dose	Academic Camp	A+ Money(if voted on)	$250.00
			Subtotal: $250.00
			Grand Total: $250.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013 97% of students enrolled in 4th grade will score at a 3.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94.9%(93)	97%(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	Lack of background knowledge. Lack of enrichment resources	Teachers will utilize strategies of the 6 traits of writing and incorporate journal writing and writing in all content areas.	Angela Iudica, Principal; Classroom teachers	FCAT writing rubric. Monthly evaluation of student portfolios to review student understanding of the 6 traits of writing.	pre., mid., and post test on narrative and expository prompts. Teachers will score prompts and review with students providing feedback for improvement.

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 52% of students enrolled in 4th grade meeting the criteria of the DOE rule will score at a level 4 or higher as measured by the Writing portion of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(3)	52%(4)

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

			Monitoring	Strategy	
1	-Inability to write due to limited language skills (written and oral expression) and lack of physical ability to write - Difficulty identifying students best mode of completing written expression tasks (AT, pictures, orally, etc)	-Practice using picture cards to create sentences and paragraphs on topic (using format used on FAA). - Practice using assistive technology with students that are unable to physically write. - Practice having students dictate written responses. - Provide visual choices as presented on FAA (field of 3 choices).	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	-Monthly team meetings to review data from classroom assessments. - Meetings with IEP team to brainstorm and discuss students best mode of written expression. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Practice FAA Assessments
2	-Students require continuous repetition/practice when learning writing concepts.	Provide time for repetition and practice of writing concepts. Present lessons in small segments.	Mary Verrastro, ESE Specialist and InD Cluster Classroom Teachers	- Monthly team meetings to review data from classroom assessments. - Weekly Classroom Walkthroughs by administration targeting teacher classroom strategies and behaviors and post walkthrough conferences to provide feedback	Practice FAA 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
Department PLC will focus on writing strategies, lesson planning and incorporating CCSS.	Writing	Grizelle Burgos	School-wide	8/14/12, 9/5/12, 9/19/12, 10/3/12, 10/26/12, 11/7/12, 11/21/12, 12/5/12, 12/19/12, 1/9/12, 1/18/12, 2/6/12, 2/20/12, 3/6/12, 3/21/12, 4/3/12, 5/1/12, 5/15/12	PLC Meeting Report	Angela Iudica, Principal Julie Martin, PLC Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Narrative and Expository Writing	BEEP lessons, District Writing Training	No funding needed	$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
Following the 6 Traits of writing & CCSS	District Training	No funding needed	$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 Attendance Goal #1:	By June of 2012 96.6% of students will be in attendance
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.6%	96.6%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
42	40
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
152	142

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The importance of parental knowledge on Broward County attendance policy.	Assistant Principal and Social Worker will meet with students and contact parents when patterns of nonattendance arise.	Jonathan Leff, Assistant Principal Victor Mora, Social Worker	Analyze attendance data and establish patterns.	Student attendance cards, school reports menu and TERMS.
2	Excessive student tardies hinder academic progress.	Incentives will be provided to students who arrive to school on time (i.e. time to check out books in the Media Center, prizes from Reading Rangers, club participation, etc..)	Jonathan Leff, Assistant Principal	Analyze tardy data.	TERMS reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance and tardy patterns	PK-5, ESE	Julie Martin, Inservice Facilitator	School-wide	Early Release days	Review attendance and tardy data on a quarterly basis	Jonathan Leff, Assistant Principal

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:	By June of 2013 in school student suspensions will decrease from 31 to 15 as measured by DMS.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
14	12
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

12	10
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	1

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent and complete behavior management in class.	CHAMPS refresher training Utilize Passport to Peace behavior management system.	Jonathan Leff, Assistant principal	Track number if referrals on virtual counselor. Classroom observations.	Teacher referral reports Virtual Counselor reports CHAMPs rubric

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
CHAMPs refresher	All	Michelle Mordis/Beth Leeper, Guidance Counselor	School-Wide	Early Release Day	Classroom observation	Jonathan Leff, Assistant Principal
Passport To Peace	All	Michelle Mordis/Beth Leeper, Guidance Counselor	School-Wide	Week of 8/27/12	Classroom observation	Jonathan Leff, Assistant Principal; Michelle Moridis/Beth Leeper, Guidance Counselor

Suspension Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, parent involvement will increase 5% as measured by volunteer logs.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
3393 volunteer hours	3563 volunteer hours

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	Communication (how information is attained by parents).	Use of parent link phone messages. Monthly "Eagle Express" newsletters. Use of school marquee. School Website. Emails sent by PTA. Use of Facebook and Twitter social media.	Angela Iudica, Principal Jonathan Leff, Assistant Principal	Attendance of school functions. Amount of parent questions and concerns expressed at monthly SAC and/or PTA meetings.	Sign-in rosters. Minutes taken at monthly meetings.
2	Lack of commitment to the daily revision of home-learning activities.	Holding a curriculum night for all grade levels, intended to inform parents of how to maximize the school-home connection.	Michelle Mordis/Beth Leeper, Guidance Counselor	Minimization of curriculum questions during meetings	Completed Parent conference forms

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
Parent conferencing skills	All teachers	Michelle Mordis/Beth Leeper, Guidance Counselor	School-wide	Early Release, 9/27/2012	Parent Conference forms	Angela Iudica, Principal

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 STEM Goal #1:	By June 2013, 85% of students in grades K-5 will score a B or higher on each Unit Benchmark Test in Science.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack hands-on and problem-based learning skills in math	Teachers will use the CHAMP curriculum to incorporate problem-	Angela Iudica, Principal	Classroom walkthroughs, Rocket Club and Environmental	Science Fusion Lesson Quiz scores and Unit

1	and science.	based learning using technology. Students will be encouraged to join math/science-related after-school clubs, like Rocket Club and Environmental Club. Teachers will plan field trips that focus on hands-on learning in the areas of science and math.		Club participation.	Benchmark Test scores.
2	Students have difficulty relating scientific thinking and critical analysis.	Teachers will use the CHAMP curriculum to incorporate scientific thinking and critical analysis.	Angela Iudica, Principal	Classroom walkthroughs targeting teacher classroom strategies focusing on scientific thinking and critical analysis.	Science Fusion Lesson Quiz scores and Unit Benchmark Test scores.
3	Lack of supplemental science materials.	Teachers will utilize United Streaming, Discovery Education and Leveled Science Readers to supplement science curriculum.	Angela Iudica, Principal	Classroom walkthroughs targeting teacher classroom strategies focusing on utilizing supplemental science materials.	Science Fusion Lesson Quiz scores and Unit Benchmark Test scores.

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
Writing	Narrative and Expository Writing	BEEP lessons, District Writing Training	No funding needed	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Odyssey	BEEP	No funding needed	$0.00
Reading	Riverdeep	BEEP	No funding needed	$0.00
Reading	FOCUS FCAT Explorer	BEEP	No funding needed	$0.00
Mathematics	Odyssey	BEEP	No funding needed	$0.00
Mathematics	Riverdeep	BEEP	No funding needed	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Sharing of best practices	In-house training on centers, reading strategies	Staff Development	$1,678.00
Writing	Following the 6 Traits of writing & CCSS	District Training	No funding needed	$0.00
				Subtotal: $1,678.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	small group reinforcement/double dose	Academic Camp	A+ Money (if voted on)	$1,500.00
Mathematics	Double Dose	Academic Camp	A+ Money(if voted on)	$1,500.00
Science	Double Dose	Academic Camp	A+ Money(if voted on)	$250.00
				Subtotal: $3,250.00
				Grand Total: $4,928.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Substitutes for SAC meetings, training, targeted instructional material.	$3,268.00

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

The SAC Committee will meet monthly at various times throughout the day to accommodate all stakeholders. Meetings will address developing the SIP for the 2012-2013 school year and monitoring its progress, school-wide academic issues, as well as input from parents and others. The SAC committee will also take part in training activities as well as school activities such as PJ Party/reading night, science fair night, fundraiser nights, etc.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
SILVER SHORES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	89%	87%	74%	339	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	72%	67%			139	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?	66% (YES)	64% (YES)			130	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					608	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
SILVER SHORES ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	92%	94%	65%	340	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	78%	67%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	75% (YES)			145	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					630	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested