FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SILVER RIDGE ELEMENTARY SCHOOL

District Name: Broward

Principal: Saemone Hollingsworth

SAC Chair: Mrs. Katya Lopez, co-chair Jacqueline Mejia

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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)
Assis Principal	Nancy Long	Elementary Education, Masters in Reading and Language Arts, Specialists in Ed Leadership, Montessori Certification	1	1	2011-12 School Grade A (Virginia Shuman Young) Reading Mastery 86%, Math Mastery 86%, High standards in writing 90%, High standards in Science 72%, 78% made learning gains in reading, 87% made learning gains in math, 82% of lowest quartile made learning gains in reading, 81% of lowest quartile made learning gains in math.
					2011-2012 School Grade A Reading Mastery 74%, Math Mastery 72%, High standards in writing 85%, High standards in Science 57%, 72% made learning gains in reading, 82% made learning gains in math, 63% of lowest quartile made learning gains in reading, 70% of lowest quartile made learning gains in math.
		Educational			2010-2011 School Grade A

					Reading Mastery 89%, Math Mastery 91% High standards in writing 94% High standards in Science 73%, 74% made learning gains in reading, 77% made learning gains in math, 62% of lowest quartile made learning gains in reading, 77% of lowest quartile made learning gains in math. Met AYP criteria 2011
Principal	Saemone Hollingsworth	Leadership (all levels), ESOL Endorsement, Mentally Handicapped (K-12), and Specific Learning Disabilities (K-12)	15	7	2009-2010 School Grade A Reading Mastery 90%, Math Mastery 92%, High standards in writing 97%, High standards in Science 67%, 76% made learning gains in reading, 78% made learning gains in math, 69% of lowest, quartile made learning gains in reading, 76% of lowest quartile made learning gains in math. Met AYP criteria 2010.

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	Jacqueline Andress	Elementary Education and Masters in Reading K-12	15	1	2011-2012 School Grade A Reading Mastery 74%, Math Mastery 72%, High standards in writing 85%, High standards in Science 57%, 72% made learning gains in reading, 82% made learning gains in math, 63% of lowest quartile made learning gains in reading, 70% of lowest quartile made learning gains in math. 2010-2011 School Grade A Reading Mastery 89%, Math Mastery 91% High standards in writing 94% High standards in Science 73%, 74% made learning gains in reading, 77% made learning gains in math, 62% of lowest quartile made learning gains in reading, 77% of lowest quartile made learning gains in math. Met AYP criteria 2011 2009-2010 School Grade A Reading Mastery 90%, Math Mastery 92%, High standards in writing 97%, High standards in Science 67%, 76% made learning gains in reading, 78% made learning gains in math, 69% of lowest, quartile made learning gains in reading, 76% of lowest quartile made learning gains in math. Met AYP criteria 2010.

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	New teacher orientation through Broward County School Board	Instructional Staffing	TBA	
2	Professional development for teachers throughout the school	Karen Hosier	June 6, 2013	
	Professional Learning Communities are established each			

	year based on the needs of students and teachers. Administrators attend Experience Broward each year to meet/recruit new educators.	Karen Hosier	June 6, 2013	
3				

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
56	5.4%(3)	3.6%(2)	44.6%(25)	73.2%(41)	42.9%(24)	78.6%(44)	16.1%(9)	28.6%(16)	75.0%(42)

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
Helene Apollon	Carol Lynn Bayazitoglu	Instructional Assignment Change	Conferencing, types of assessments, and lesson planning.
Courtney Hays	Dee Rosado	First Year Teacher	Conferencing, types of assessments, and lesson planning.
Lonnie Hennequin	Kelly Retchless	First Year Teacher	Conferencing, types of assessments, and lesson planning.
Linda Blocker	Carol Lynn Bayazitoglu	Instructional Assignment Change	Conferencing, types of assessments, and lesson planning.
Marie Treat	Carol Lyn Bayazitoglu	Instructional Assignment Change	Conferencing, types of assessments, and lesson planning.
Cathryn Olson	Patricia JeuDeVine	Instructional Assignment Change	Conferencing, types of assessments, and lesson planning.
Diana Woolslair	Carol Lynn Bayazitoglu	First Year Teacher	Conferencing, types of assessments, and lesson planning.
Katya Lopez	Ingrid Simonetti	Instructional Assignment Change	Conferencing, types of assessments, and lesson planning.
Penelope Pappas	Ingrid Simonetti	Instructional Assignment Change	Conferencing, types of assessments, and lesson planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Not a Title 1 school.

Title I, Part C- Migrant

Not a Title 1 school.

Title I, Part D

Not a Title 1 school.

Title II

Not a Title 1 school.

Title III

ESOL

Title X- Homeless

Supplemental Academic Instruction (SAI)

Research Based Intervention Programs

Violence Prevention Programs

Anonymous Bullying, Classroom Guidance, Conflict Resolution/Social Skills Groups

Nutrition Programs

Jump Rope for Heart, Mileage Club

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Saemone Hollingsworth (Principal), Maureen McLaughlin (Guidance Counselor), Vickie Mooney (ESE Specialist), Karen Hosier (Speech Pathologist), Kelly Retchless (ESE Teacher), Nancy Long (Assistant Principal), Lisa Modafferi (Primary Representative), Jackie Andress (Intermediate Representative), Chauntea Shirley (School Psychologist)

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

Weekly meetings to discuss, review, and monitor individual student strengths, needs, and interventions, The team meets to problem solve and to develop a plan for each student. Follow-up meetings are scheduled to monitor the individual student progress. Team meets to determine appropriate interventions.

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

The team assisted with the input and plans for struggling students. The RtI team has provided strategies, interventions, and data to assist with developing the SIP.

MTSS Implementation

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

Baseline data- Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Informational Writing Prompts
End of year: FAIR, FCAT
Data Frequency – 2 times per month – grade level meetings and team leader meetings

Describe the plan to train staff on MTSS.

The MTSS team will train the staff on any updates of the RtI process. A small group training session for RtI members. Staff will be trained during faculty meetings in the process with follow up throughout the year to assist with providing information, strategies, and problem solving for students.

Describe the plan to support MTSS.

Throughout the school year, information will be given to teacher to aid with behavior strategies and problem solving

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Saemone Hollingsworth (Principal), Jackie Andress (Reading Coach), Maureen McLaughlin (ELL), Kelly Retchless (ESE), Elaine Aaron (Media Specialist), Katya Lopez (Classroom Teacher), Patricia JeuDevine, Lisa Modafferi, Carol Lynn Bayazitoglu, Ingrid Simonetti, Maria Feldman, Wendy Chapman

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

At weekly team meetings teachers have data chats. From these discussions the IFC is constantly modified to support instruction. Enrichment is discussed for higher students and instructional modifications are implemented for the struggling students..

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

> *Monthly meetings with administration to discuss data are scheduled.
> *Continuous Staff Development activities are conducted.
> *Monthly grade level meetings (Ex: K/1, 2/3, 4/5)

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, 28% of the 3rd, 4th, and 5th grade students will achieve a Level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (115)	28% (112)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Knowledge of Common Core Standards	Teachers will increase knowledge through professional learning communities.	Kelly Retchless Katya Lopez Karen Hosier	Observation during CWT	Student work samples
2	Students attendance, field trip, and school-wide activities.	Administrators and teachers will conduct student data chats with all students following formal and informal assessments throughout the year.	Saemone Hollingsworth Nancy Long Ingrid Simonetti Maria Feldman Wendy Chapman	Feedback from data chats will be logged.	Mini BAT BAT Weekly iObservation FCAT
3	Need to update technology software and hardware to better utilize new technology.	Use of laptop carts and computer lab, Riverdeep, FCAT Explorer.	Saemone Hollingsworth Patricia JeuDeVine Carol-Lynn Bayazitoglu Ingrid Simonetti Lisa Modafferi Maria Feldman Wendy Chapman	Feedback from data chats. Administration will monitor implementation through classroom walk through.	Monthly reports Weekly CWT
4	Reading Stamina	Teachers will increase independent reading practice through Read Across Broward Log.	Saemone Hollingsworth Patricia JeuDeVine Carol-Lynn Bayazitoglu Ingrid Simonetti Lisa Modafferi Maria Feldman Wendy Chapman	Monitor progress at designated data points during the school year.	Data Folders Read Across Broward Log
5	Increase Text Complexity	Students will respond to higher order questions with written responses through Scholastic/Time for Kids	Katya Lopez Karen Hosier	Observation during classroom walk-through	Student work samples
6	Teacher data chats	Provide students with specific feedback in regards to strengths and weakness	Saemone Hollingsworth Teachers grades 3-5	Feedback from data chats will be logged.	BAT Weekly iObservation FCAT
7	Students achieving Level 2	Additional push-in with VE teacher.	Saemone Hollingsworth Ingrid Simonetti	Teacher Progress Report	BAT FCAT Data Folders

| | | | Maria Feldman
Wendy Chapman | | |

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 36% of students will achieve a level 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (5)	36% (6)

<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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
2	1B.1. Financial loss of funding and staff to implement and support instructional learning goals.	1B.1. Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	1B.1. Vickie Bloome ESE-cluster teachers	1B.1. On-going assessments, report card, informal and formal observation, IEP progress reports.	1B.1. Student work
3	1B.2. Parent Involvement with homework and implementation of IEP goals.	1B.2. Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	1B.2. ESE-cluster teachers	1B.2. Improved parental participation in homework, learning gains as observed by teacher.	1B.2. Student agenda
4	1B.3. Increase Oral Collaboration and problem solving	1B.3. Teachers will increase through Scholastic/Time for Kids informational text.	1B.3. ESE-cluster teachers	1B.3. Observation through CWT	1B.3. Student work samples

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 2012, 52% of the 3rd, 4th, and 5th grade students will achieve and/or maintain a Level 4 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (224)	52% (208)

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

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining all current Level 5 students.	Administrators and teachers will conduct student data chats with all students following formal and informal assessments throughout the year. Implement and monitor gifted/high achieving teacher modeling in all areas.	Saemone Hollingsworth Maria Feldman Wendy Chapman Gina Cognilio Karen Gonzalez Felicia Spector	Feedback from data chats will be logged.	Student Samples Mini BAT BAT (Sept/Dec) Weekly CWT FCAT
2	Financial loss of funding and staff to continue to promote interventions and support of all students.	1st and 2nd Grade Teachers will provide an additional 30 minutes of reading intervention for all reading skills	Saemone Hollingsworth Lisa Modaferri Carol Lynn Bayazitoglu	Review of on going assessments and communication among team regarding individual student data.	Monthly Mini BATS Treasures chapter tests BAT (Sept/Dec) FCAT
3	Maintaining all current Level 5 students.	Implement and monitor gifted/high achieving teacher modeling in all areas. Increase number of teachers at each grade level gifted endorsed and attendance of non-gifted endorsed teachers at gifted symposium on October 25th.	Saemone Hollingsworth Maria Feldman Wendy Chapman Gina Cognilio Karen Gonzalez Felicia Spector	Feedback from data chats will be logged. Student Samples	Mini BAT BAT (Sept/Dec) Weekly CWT FCAT
4	Student performance for primary students.	Teachers in grades K through 2 will increase student performance beyond promotion criteria.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu	Review of on going assessments and communication among team regarding individual student data.	FAIR Weekly CWT Student samples

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, 30% of 3rd, 4th and 5th grade students will achieve a level 7 or higher in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (4)	30% (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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation	IEP progress reports. Student work
2	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda effectively. Educate parents on the	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student Agenda

		importance of homework procedures.			

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, 75% of the 4th and 5th grades students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (224)	75% (218)

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	Incorporate writing response throughout all subject areas.	Students will respond to higher order question through written response on journals	All classroom teachers	Lesson plans will be reviewed weekly at team meetings.	Student Samples
2	Financial loss of funding and staff to continue to promote interventions and support of all students.	Include higher order thinking skills in lesson plans for grades 3-5 with Scholastic/Time for Kids to support Common Core.	Saemone Hollingsworth Ingrid Simonetti Maria Feldman Wendy Chapman	Lesson plans will be reviewed at weekly team meeting. Administration will monitor implementation through classroom walk through.	Mini BAT BAT Weekly CWT FCAT
3	Maintaining all current Level 5 students.	Administrators and teachers will conduct student data chats with all students following formal and informal assessments throughout the year.	Saemone Hollingsworth Ingrid Simonetti Maria Feldman Wendy Chapman	Feedback from data chats will be logged.	Mini BAT BAT Weekly CWT FCAT
4	Increase Cognitive Complexity	Students will respond to higher order questions written responses and verbal communication.	Jackie Andress	Observation during classroom walk through.	Student work samples

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, 25% of students participating in the Fla Alternate Assessment will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	25% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Financial loss of funding	Implement a schedule	Vickie Bloome	On-going assessments,	Student work

1	and staff to implement and support instructional learning goals.	that increases the amount of task on time with teachers and paraprofessionals while implementing instruction.	ESE- cluster teachers	report card, informal and formal observation, IEP progress reports	
2	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of task on time with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE- cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
3	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda

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, 66% of students in the lowest 25% will make learning goals in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (49)	66% (50)

<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	Financial loss of funding and staff to continue to promote interventions and support of all students.	4th and 5th grade teachers will develop a schedule with ESE teachers to develop an intervention group for struggling students.	Saemone Hollingsworth Maria Feldman Wendy Chapman	Review of on going assessments and communication among team regarding individual student data.	Monthly Mini BATS Treasures chapter tests Fluency FCAT BAT
2	Parental support, and student motivation.	School will provide a 10 week intensive after school FCAT Reading Camp.	Saemone Hollingsworth Jackie Andress Maureen McLaughlin	Informal assessments, and teacher observation.	Stars Blast off

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 2017, 88% of our students in grades 3 through 5 will achieve proficiency level or above. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	74%	78%	80%	82%	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, students in subgroups not making satisfactory progress will decrease by 2% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 23% Black: 45% Hispanic: 30% Asian: 0 American Indian: 0	White: 21% Black: 43% Hispanic: 28% Asian: 0 American Indian: 0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 21% Black: 43% Hispanic: 28% Asian: 0 American Indian: 0	Struggling students within all subgroups will utilize the Destination Reading program to support and practice their individual reading deficits.	Saemone Hollingsworth Jackie Andress Patricia JeuDeVine Lisa Modafferi Caro-Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Review of Destination Reading logs. Teacher data. Conversations between teachers and administration regarding Destination Reading data. Individual conferences between teachers and parents regarding individual student data.	Student test results and reading assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, ELL students not making satisfactory progress will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%.	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	Lack of parent/child knowledge of the English Language.	Teachers will use the ESOL matrix to ensure implementation of strategies for language acquisition.	Maureen Mclaughlin Teachers in grades PreK through 5.	formal and informal observations made by classroom teachers	CELLA IPT

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, SWD students not making satisfactory progress will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	50%	48%

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	Financial loss of funding and staff to implement and support instructional learning goals.	Identified students will participate in the push-in/pull-out program instructed by VE teachers.	Saemone Hollingsworth Kelly Retchless Teachers in grades 3-5	Student portfolios CWT	BAT FCAT Alternative Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, economically disadvantaged students not making satisfactory progress will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%	43%

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	Parent involvement in student readiness for learning	Teachers will use various forms of communication with parents and provide incentives for attending academic events.	Teachers in grades Pre-k through 5	Teacher/Parent feedback	Parent surveys

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
Promethean Board, Integrating Curriculum with Technology	Pre-K-5th grade	Sean Russell Elaine Aaron	Teachers of Pre-k thru 5th grade	Tuesdays, after school, planning days and/or Early Release days	Leadership team has weekly meetings. CWT are conducted by leadership team to determine specific needs	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), Jacki Andress (Reading Coach), Maureen McLaughlin (Guidance Counselor), Vickie Bloome (ESE Specialists)
Vocabulary	Pre-K -5	Jackie Andress	Teachers of Pre-k thru 5th grade	Bi-weekly faculty meetings, weekly team meetings, and Teacher	CWT are conducted by the Leadership team to determine specific needs and IFC's.	Team Leaders

				Planning days		
Project-Based Learning	Teachers of K thru 5	Professional Development Committee	Teachers of K thru 5	Bi-weekly faculty meetings, weekly team meetings, and Teacher Planning days	CWT are conducted by the Leadership team to determine specific needs	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal),Elaine Aaron
Text Complexity Common Core	Teachers of K thru 5	Professional Development Committee	Teachers of K thru 5	Year-Round Training	CWT are conducted by leadership team to determine specific needs	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), Jacki Andress (Reading Coach), Katya Lopez (teacher), Kelly Retchless (VE), Karen Hosier (Speech Pathologis
C.A.F.E. System	Teachers of K thru 5	Professional Development Committee	Teachers of K thru 5	Year-Round Training	CWT are conducted by the Leadership team to determine specific needs	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), Jacki Andress (Reading Coach), Gina Coniglio (Teacher)
Higher Order Questioning Common Core	Pre-K -5	Professional Development Committee	Teachers of Pre-k thru 5th grade	Year-Round training	CWT are conducted by leadership team to determine specific needs	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), Jacki Andress (Reading Coach), Maria Feldman (Teacher), Elaine Aaron (Media Specialists)

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pre-Reading Skills	Letter People	PreK Budget	$1,094.00
Higher Order Thinking	Gifted Symposium	Gifted	$210.00
			Subtotal: $1,304.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Motivation	STAR Reading/AR Renaissance Learning	Budget	$5,055.50
Alternate Curriculum Instruction	Add Unique System	ESE	$643.50
			Subtotal: $5,699.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized Reading	CAFE	N/A	$0.00
Common Core	Project Based Learning	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing Rigor	Text Complexity/Higher Order Questioning	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $7,003.00

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 Spring 2013, 45% students participating in CELLA will score proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
42% (10)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent Involvement and attendance at the ESOL District Conferences.	1.1. Provide parents with invitations in home language.	1.1. Maureen McLaughlin (ESOL contact) Classroom teachers	1.1. Teacher follow up with parents	1.1. Spring CELLA
2	1.2. Students and parent knowledge of second language acquisition.	1.2. Teachers will use ESOL Matrix, which includes strategies.	1.2. Classroom teachers	1.2. Classroom walkthrough are conducted by administration.	1.2. Spring 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 Spring 2013, 56% students participating in CELLA will score proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
54% (13)	

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	Parent Involvement and attendance at the ESOL District Conferences.	Provide parents with invitations in home language.	Maureen McLaughlin (ESOL contact) Classroom teachers	Teacher follow up with parents	Spring CELLA
2	1.2. Students and parent knowledge of second language acquisition.	Teachers will use ESOL Matrix, which includes strategies.	Classroom teachers	Classroom walkthrough are conducted by administration.	Spring 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 Spring 2013, 56% students participating in CELLA will score proficient in Writing.
2012 Current Percent of Students Proficient in writing:	

46% (11)

	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	Parent Involvement and attendance at the ESOL District Conferences.	Provide parents with invitations in home language.	Maureen McLaughlin (ESOL contact) Classroom teachers	Teacher follow up with parents	Spring CELLA
2	Students and parent knowledge of second language acquisition.	Teachers will use ESOL Matrix, which includes strategies.	Classroom teachers	Classroom walkthrough are conducted by administration.	Spring 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, 30% of 3rd, 4th and 5th grade students will achieve and/or maintain a level 3 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (124)	30% (120)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Knowledge of Common Core Standards	Teachers will increase knowledge through professional learning communities.	Kelly Retchless Katya Lopez Karen Hosier	Observation during CWT	Student work samples
2	Meeting the needs of different levels.	Increase the use of manipulative and hands-on activities to support math understanding in grades k-5. Identify and teach "Common Essential Vocabulary" for math. Multiplication Bee to increase proficiency. Teachers will increase their knowledge of the 8 math shifts within the Common Core. Teachers will include Calendar Math in daily instruction to increase understanding of Math skills.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Lesson plans will be reviewed at weekly team meeting. Administration will monitor implementation through CWT..	Progress of student achievement on Chapter tests/assessment as well as Big Idea Assessments
3	Teacher knowledge of Common Core Standards.	Teachers will increase knowledge through professional learning communities and monthly faculty meetings	Saemone Hollingsworth Nancy Long Katya Lopez Karen Hosier Kelly Retchless	Observation during CWT.	Student work sample.
4	Student access to technology at home. Parental involvement. Availability to mobile carts.	Students in grades 3-5 will access FCAT Explorer, First in Math and RiverDeep to support, enrich, and practice their individual math skills. Students in grades k-2 will access First in Math and RiverDeep to support, enrich, and practice their individual math skills.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Review of FCAT Explorer data. Grade levels and administration will discuss student performance.	Data sheets from FCAT explorer, RiverDeep and First in Math.

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, 43% of students participating in the Florida Alternate Assessments will score at Levels 4, 5 and 6 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (6)	43% (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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
2	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
3	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda
4	Lack of problem-solving strategies.	Teachers will implement Math Superstars within Math instruction to promote problem-solving strategies and collaboration.	Classroom teachers	Student feedback	Student work Rubrics

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, 48% of 3rd, 4th and 5th grade students will achieve and/or maintain a level 4 or higher in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (206)	48% (192)

	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	Financial loss of funding	Increase the use of	Saemone	Lesson plans will be	Progress of

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	and staff to continue to promote interventions and support of all students.	manipulative, use of story problem, and hands-on activities to support math understanding in grades k-5. Identify and teach "Common Essential Vocabulary" for each grade level.	Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	reviewed at weekly team meeting. Administration will monitor implementation through CWT.	student achievement on Chapter test and Big Idea Assessments.
2	Student access to technology at home and/or school.	Students in grades k-5 will access First in Math, FCAT Explorer, RiverDeep and Destination Math to support, enrich and practice individual math skills.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Review of program data. Grade levels and administration will discuss student performance.	Completion data for Destination Math, RiverDeep and FCAT Explorer
3	Maintaining level 4 and 5 students.	Identified 5th grade students will complete the Virtual Math module. Virtual Math-5th grade students that scored 90% or higher in all 4th gr. Big Ideas are being enrolled in a 6th gr. online Math Students in levels 4 and 5 will complete the Investigations Math to support Common Core and problem solving. Multiplication Bee to increase proficiency. Teachers will include Calendar Math in daily instruction to increase understanding of Math skills.	Saemone Hollingsworth Fedelia Spector	Review of program data. Fedelia Spector and administration will discuss student performance.	Virtual teacher feedback and progress reports
4	Lack of problem-solving strategies.	Teachers will implement Math Superstars within Math instruction to promote problem-solving strategies and collaboration.	Classroom teachers	Student feedback	Student work Rubrics

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, 23% of students participating in the Florida Alternate Assessment will score a level 7 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3)	23% (4)

<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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation	IEP progress reports. Student work
2	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
3	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda

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, 81% of the fourth and fifth grade student will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (245)	81% (243)

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	Incorporate writing response throughout all subject areas.	Students will respond to higher order question through written response on journals	All classroom teachers	Lesson plans will be reviewed weekly at team meetings.	Student Samples
2	Financial loss of funding and staff to continue to promote interventions and support of all students.	Increase the use of manipulative, story problems, and hands-on activities to support math understanding in K-5. Identify and teach "Common Essential Vocabulary' for math.	Saemone Hollingsworth Ingrid Simonetti Maria Feldman Wendy Chapman	Lesson plans will be reviewed at weekly team meeting. Administration will monitor implementation through CWT.	Progress of student achievement in on Chapter tests/Assessment:
3	Students attendance, field trip, and school-wide activities.	Administrators and teachers will conduct student data chats following formal/informal assessments. .	Saemone Hollingsworth Ingrid Simonetti Maria Feldman Wendy Chapman	Feedback from data chats will be logged.	Go-Math Assessments BAT Weekly CWT FCAT
4	Problem-solving strategies.	Teachers will implement Math Superstars within Math instruction to promote problem-solving strategies and collaboration. Teachers will include Calendar Math in daily instruction to increase understanding of Math skills.	Classroom teachers	Student feedback	Student work Rubrics

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, 47% of students participating in the Florida Alternate Assessment will make learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	47% (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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of task on time with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE- cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports	Student work
2	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
3	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda

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, 73% of students in the lowest 25% will show learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (54)	73% (55)

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	Financial loss of funding and staff to continue to promote interventions and support of all students.	4th and 5th grade teachers will develop a schedule with ESE teachers to develop an intervention group for struggling students.	Saemone Hollingsworth Maria Feldman Wendy Chapman	Review of on going assessments and communication among team regarding individual student data.	Monthly Mini BATS Treasures chapter tests Fluency FCAT BAT
	Student attendance, field trip, and school-wide	Identify and closely monitor the progress of	Saemone Hollingsworth	Lesson plans will be reviewed at weekly team	Progress of student

2	activities.	the lowest 25% consistently with skill groups within the grade level.	Ingrid Simonetti Maria Feldman Wendy Chapman	meetings. Administration will monitor implementation thru CWT	achievement on chapter test/assessment, intervention tools, mini BAT's, BAT
3	Teacher knowledge of Common Core State Standards	Identify and closely monitor the progress of the lowest 25% consistently with skills group within grade level.	Saemone Hollingsworth Ingrid Simonetti Maria Feldman Wendy Chapman	Lesson plans will be reviewed at weekly team meetings. Administration will monitor implementation thru CWT.	Progress of student achievement on chapter test/assessment, intervention tools, mini BAT's, BAT
4	Problem-solving strategies	Teachers will implement Math Superstars within Math instruction to promote problem-solving strategies and collaboration. Teachers will include Calendar Math in daily instruction to increase understanding of Math skills.	Classroom teachers	Lesson plans will be reviewed at weekly team meetings. Administration will monitor implementation thru CWT	Student work Rubrics

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 2017, 86% of our students in grades 3 through 5 will achieve proficiency level or above. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80%	82%	84%	85%	87%	

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, students in subgroups not making satisfactory progress will decrease by 2% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 26% Black: 52% Hispanic: 27% Asian: 0 American Indian: 0	White: 24% Black: 5% Hispanic: 24% Asian: 0 American Indian: 0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 24% Black: 5% Hispanic: 24% Asian: 0 American Indian: 0	Struggling students within all subgroups will utilize the First in Math program to support and practice their math skills and strategies. Teachers will implement Math Superstars within Math instruction to	Saemone Hollingsworth Jackie Andress Patricia JeuDeVine Lisa Modafferi Caro-Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Lesson plans will be reviewed at weekly team meetings. Administration will monitor implementation thru CWT	FCAT BAT Student samples

		promote problem-solving strategies and collaboration.			

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, English Language Learners students not making satisfactory progress will decrease by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	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	Lack of parent/child knowledge of the English Language.	Teachers will use the ESOL matrix to ensure implementation of strategies for language acquisition.	Maureen Mclaughlin Teachers in grades PreK- 5.	Formal and informal observations made by classroom teachers	CELLA IPT

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:	25% of this subgroup did not score at or above grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	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	Financial loss of funding and staff to implement and support instructional learning goals.	Identified students will participate in the push-in/pull-out program instructed by VE teachers.	Saemone Hollingsworth Kelly Retchless Teachers in grades 3-5	Student portfolios CWT	BAT FCAT Alternative Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

	43%		41%		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent involvement in student readiness for learning	Teachers will use various forms of communication with parents.	Teachers in grades Pre-k through 5	Teacher/Parent feedback	Parent surveys

End of Elementary School Mathematics Goal

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Vocabulary Hands-On Equations	Pre-k through 5th grade	Professional Development Committee	Teachers on K through 5th grade	Year Round	CWT's are conducted by Leadership team to determine specific needs	Jackie Andress, Maria Feldman, Elaine Aaron
Promethean Board, Integrating curriculum with Technology	Pre-K through 5th grade	Sean Russell Elaine Aaron	Teachers of Pre-K through 5th grade	Tuesdays after school, Planning days, and/or Early Release days	Leadership team will meet once a week to discuss and determine specific needs as observed during CWT's.	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), Jackie Andress (Reading Coach), Maureen Mclaughlin (Guidance Counselor) Vickie Bloome (ESE Specialist)
Common Core Standards	Teachers on K through 5th grade	Tiffany Eddie	Teachers on K through 5th grade	Tuesdays after school, Planning days, and/or Early Release days	CWT's are conducted by Leadership team to determine specific needs	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), Jackie Andress (Reading Coach), Maureen Mclaughlin (Guidance Counselor) Vickie Bloome (ESE Specialist
Higher Order Questioning	Pre-K through 5th grade	Professional Development Committee	Teachers on K through 5th grade	Year Round	CWT's are conducted by Leadership team to determine specific needs	Jackie Andress, Maria Feldman, Elaine Aaron

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Skills	Calendar Math	Budget	$567.50
Assessment and Planning	Go Math Assessment Books	Budget	$2,180.00
			Subtotal: $2,747.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Skills Practice	First in Math/Suntex	General/Internal	$6,908.00
Enrichment	Investigations Math Gr. 5 Pearson	General/Internal	$2,027.18
Alternate Curriculum Instruction	Unique	ESE	$643.50
			Subtotal: $9,578.68

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	Hands-on-Math Equations	N/A	$0.00
Integration of Technology into Math	Promothean Board	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Acceleration/Enrichment	Broward Virtual Math	Budget	$1,044.00
Problem Solving	Math Superstarts	N/A	$0.00
			Subtotal: $1,044.00
			Grand Total: $13,370.18

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:	In grade 5, 52% of students will achieve proficiency in the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57 (33%)	52 (36%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Knowledge of Common Core Standards	Teachers will increase knowledge through professional learning communities.	Kelly Retchless Katya Lopez Karen Hosier	Observation during CWT	Student work samples
2	Student access to technology at home. Parental involvement. Availability to mobile carts. Time Schedule.	Technology will be integrated in Science through students accessing FCAT Explorer (home and school). Brain Pop, United Streaming, and use of mobile carts to enhance instruction. Rotation of instruction on each grade level.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Review of labs, journal entries, hands-on lab. Grade level meetings	FCAT Explorer reports Brain Pop Quizzes Science Mini BATS Chapter tests.
3	Lack of funding to replenish materials.	Use hands-on Science kits to support instruction and activities that promote real world Science experience.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Assessments at the end of each unit. Science journal for content-related writing, which will be reviewed by classroom teacher.	District Science BAT Science mini assessments

4	Hands-On experience	Teachers will implement a lab-rotation and conduct student experiments.	Teachers in grades K-5	Science Journals Student-made projects	Mini BAT's Student samples

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, 100% or 2 of our ESE cluster students will achieve a Level 4, 5 or 6 Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	100% (2)

<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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time on task with teachers and paraprofessionals while implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
2	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 5, 37% (23) will achieve above proficiency on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (37)	26% (38%)

<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	Student access to technology at home. Parental involvement. Availability to mobile carts.	Technology will be integrated in Science through students accessing FCAT Explorer (home and school). Brain Pop, United Streaming, and	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu	Review of labs, journal entries, hands-on lab. Grade level meetings	FCAT Explorer reports Brain Pop Quizzes Science Mini BATS Chapter tests.

		use of mobile carts to enhance instruction.	Ingrid Simonetti Maria Feldman Wendy Chapman		
2	Time shedule	Rotation of instruction on each grade level. Plan Science experiments in K-5.	Saemone Hollingsworth Patricia JeuDeVine Lisa Modafferi Carol Lynn Bayazitoglu Ingrid Simonetti Maria Feldman Wendy Chapman	Review of labs, journal entries, and hands-on activities. Grade level meeting.	FCAT explorer reports, brainpop quizzes, Science mini BAT's and chapter tests.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time paraprofessionals are implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
2	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda

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
						Saemone

Promothean Board, Intergrating curriculum with technology	Pre-k thru 5	Sean Russell Elaine Aaron	Teachers of prek thru 5th grade	Tuesdays after school, planning days and/or Early Release days (once a month)	Leadership team has weekly meetings. Grade level meetings are scheduled monthly. CWT are conducted by leadership team to determine needs.	Hollingsworth (Principal), Nancy Long (Assistant Principal) Jackie Andress (Reading Coach), Maureen McLaughlin (Guidance Counselor) and Vickie Bloome (ESE Specialists)
Science rotation within grade levels	Grades k through 5	Team leaders Jackie Andress	Teachers of prek thru 5th grade	Weekly team meetings and planning days	Classroom instruction, program assessment and CWT	Saemone Hollingsworth (Principal), Nancy Long (Assistant Principal), all classroom teachers
Higher Order Questioning	Grades k through 5	Professional Learning Committees	Teachers of prek thru 5th grade	Year Round	CWT are conducted by leadership team	Maria Feldman and Elaine Aaron

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
Integration	Brain Pop	Budget	$2,095.00
			Subtotal: $2,095.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use of master schedule	Science Experiment Rotation	N/A	$0.00
	Delta Science Kits Grades K-5	Budget/Instructional Materials	$6,165.00
			Subtotal: $6,165.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,260.00

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:	In the 2013 administration of the FCAT Writing test, 98% of students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (140)	98% (137)
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	Classroom teachers and students not being familiar with the criteria for scoring.	Review of state-assessed papers to assist with instructional planning. Writing prompts will be scored by leadership team. Providing students with specific feedback in regards to strength and weakness	Lisa Scott Maria Feldman Ellen Monaco Gail Petti Karen Gonzalez Samantha Pesquera	Monitoring writing prompts from baseline, mid-year and end of year	FCAT Writing scores and holistic scores.
2	Students need differentiated instruction for skill concept understanding. Students lack background experiences and vocabulary needed for writing.	Classroom teachers to model writing process will use Promethean Board. Grades k through 5 will participate in school-wide writing prompts. Teachers will use BEEP Writing lessons.	Administration Classroom teachers	Student work samples and/or writing folders	Student work samples and/or writing folders
3	Increase vocabulary development in grades k-5 to strengthen the use of word choice and vocabulary and usage in student writing sample.	Continue with a school-wide focus on vocabulary.	Classroom teachers	Review of student sample writing.	Student work samples,and/or writing folder.

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, 69% of students participating in the Florida Alternate Assessment will score at or above a level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (2)	69% (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	Financial loss of funding and staff to implement and support instructional learning goals.	Implement a schedule that increases the amount of time paraprofessionals are implementing instruction.	Vickie Bloome ESE-cluster teachers	On-going assessments, report card, informal and formal observation, IEP progress reports.	Student work
2	Parent Involvement with homework and implementation of IEP goals.	Increase teacher/parent communication. Use agenda or binder effectively. Educate parents on the importance of homework procedures.	ESE-cluster teachers	Improved parental participation in homework, learning gains as observed by teacher.	Student agenda

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
Promothean Board, Integrating curriculum ith technologyPre-k through 5th grade	Pre-k through 5th grade	Sean Russell Elaine Aaron	Teachers of Prek through 5th grade	Tuesdays after school, Planning days and/or Early Release Days (once a month)	Leadership team has weekly meetings. Grade levels meetings are scheduled monthly. CWT are conducted by leadership team to determine specific needs.	Saemone Hollingsworth, Nancy Long, Jackie Andress, Maureen McLaughlin, Vickie Bloome,
Higher Order Questioning	PreK through 5	Professional Development Committee	Teachers of Prek through 5th grade	Year Round	CWT are conducted by leadership team to determine needs	Saemone Hollingsworth, Nancy Long, Jackie Andress, Maria Feldman, Elaine Aaron
Writing through subjects	PreK through 5	Professional Development Committee	Teachers of Prek through 5th grade	Year Round	CWT are conducted by leadership team to determine needs	Saemone Hollingsworth, Nancy Long, Jackie Andress, Maria Feldman, Elaine Aaron
Schoolwide Writing Scoring Training	Kindergarten through 5	Professional Development Committee	Teachers of Kindergarten through 5th grade	Year Round	CWT are conducted by leadership team to determine needs	Saemone Hollingsworth, Nancy Long, Jackie Andress, Maria Feldman, Elaine Aaron

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing throughout curriculum	Teacher editions for Science/Social Studies Grades K-2	Budget	$363.67
			Subtotal: $363.67
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of technology into writing	Promethean Board	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Connecting Writing to Content	Writing through subjects	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	Scholastic News Grade 4/5	Budget	$1,674.75
			Subtotal: $1,674.75
			Grand Total: $2,038.42

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:	Attendance is tracked and interventions are implemented in accordance with school board policy.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92% (897)	95% (869)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
24% (232)	21% (192)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
13% (125)	10% (92)

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 with a pattern of absences and/or tardies.	Incentives are use to reward good attendance habits. Uniform pass and/or homework pass. (Perfect attendance, certificates, special activities)	Classroom Teacher IMP	Daily Attendance	Daily Attendance Report (Pinnacle)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Attendance	All grade levels	Lisa Chung, IMT	All classroom teachers	pre-planning week	Daily use of Pinnacle attendance system	Lisa Chung, IMT

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
Monitoring of attendance data	Use of Pinnacle	N/A	$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:	Maintain effective behavior strategies and procedures by following the school-wide discipline matrix. Continuous faculty and staff training regarding behavior/discipline strategies.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1% (3)	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (3)	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1% (3)	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1% (3)	0

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a pattern of disruptive behavior	Incentives are used to reward good attendance habits. Uniform and/or homework pass will be distributed. Perfect attendance certificates and special activities will be used as a form of rewards/incentives. Specific and individualized behavior plans are developed to promote motivation.	Classroom teacher Discipline Committee	County discipline matrix	Daily or weekly behavior logs. Behavior contract.

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
County discipline matrix	All grade levels	Saemone Hollingsworth, Nancy Long	Classroom Teachers	Pre-planning week, Daily, weekly or bi-weekly, based on specific needs	County discipline matrix	Classroom Teachers

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	For the 2012-2013 school year we will implement more effective ways of maintaining the home-school connection with all families.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90%	93%

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	Establish clear two-way channels for effective communication within the home-school connection.	Weekly/Monthly folders of student work is available for parental review. Email to personal accounts. Bulletin boards in the office with specific strategies for each month to focus on for families. Pictures will also be available on school website.	Classroom Teacher	Parents return signed documentation to classroom teacher.	Checklist, Friday folder and/or spreadsheet
2	Consider the needs of families who do not speak, read, or write English.	Provide language translations as needed.	Classroom Teacher ESOL Contact	Through parent-teacher conference signed documentation .	Parent Conference form
3	Availability of all print and non-print communications.	Survey parents on technology availability and/or home usage.	Saemone Hollingsworth (Principal) Nancy Long (Assistant Principal)	Review the results of the needs assessment related to major communications.	Needs Assessment
4	Scheduling	Kindergarten round-up, literacy morning,nightly binder and weekly newsletter	Kindergarten Teachers	Through parent-teacher conference signed documentation.	Parent Conference Form
5	Parents being notified of events in a timely manner.	Parent Link will be utilized and events will be posted on the school's website and marquee	Marion Gundling, Saemone Hollingsworth	Review parent sign in sheets	Parent sign in sheets. School website.
6	Low attendance in parent trainings	Teachers will match parent training with student showcases and performances.	Saemone Hollingsworth Classroom teachers in grades K-5	Training sign-in sheets	sign-in sheets Parent/Student feedback

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
Strategies for struggling students.	K-2	Jackie Andress	Reading K-2	End of quarter	Parent report card	Saemone Hollingsworth Nancy Long
FCAT Overview and Understanding of FCAT results.	3-5	Maureen McLaughlin	Reading 3-5	End of quarter	Parent report card Student data chats	Jackie Andress, Elaine Aaron, Saemone Hollingsworth, Nancy Long, Maria Feldman
AR (Accelerated Reader)	3-5	Elaine Aaron	Reading 3-5	Beginning of school year	Student data charts	Elaine Aaron
Technology training	K-5	Elaine Aaron	Reading	Year Round	Parent Report Card	Elaine Aaron

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
Test Taking Strategies	FCAT Overview	N/A	$0.00
Early Intervention	Strategies for struggling students	N/A	$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:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pre-Reading Skills	Letter People	PreK Budget	$1,094.00
Reading	Higher Order Thinking	Gifted Symposium	Gifted	$210.00
Mathematics	Common Core Skills	Calendar Math	Budget	$567.50
Mathematics	Assessment and Planning	Go Math Assessment Books	Budget	$2,180.00
Writing	Writing throughout curriculum	Teacher editions for Science/Social Studies Grades K-2	Budget	$363.67
				Subtotal: $4,415.17

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Motivation	STAR Reading/AR Renaissance Learning	Budget	$5,055.50
Reading	Alternate Curriculum Instruction	Add Unique System	ESE	$643.50
Mathematics	Skills Practice	First in Math/Suntex	General/Internal	$6,908.00
Mathematics	Enrichment	Investigations Math Gr. 5 Pearson	General/Internal	$2,027.18
Mathematics	Alternate Curriculum Instruction	Unique	ESE	$643.50
Science	Integration	Brain Pop	Budget	$2,095.00
Writing	Integration of technology into writing	Promethean Board	N/A	$0.00
Attendance	Monitoring of attendance data	Use of Pinnacle	N/A	$0.00
Suspension	Data Management	DMS	0.00	$0.00
				Subtotal: $17,372.68

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Individualized Reading	CAFE	N/A	$0.00
Reading	Common Core	Project Based Learning	N/A	$0.00
Mathematics	Common Core	Hands-on-Math Equations	N/A	$0.00
Mathematics	Integration of Technology into Math	Promothean Board	N/A	$0.00
Science	Use of master schedule	Science Experiment Rotation	N/A	$0.00
Science		Delta Science Kits Grades K-5	Budget/Instructional Materials	$6,165.00
Writing	Connecting Writing to Content	Writing through subjects	N/A	$0.00
Parent Involvement	Test Taking Strategies	FCAT Overview	N/A	$0.00
Parent Involvement	Early Intervention	Strategies for struggling students	N/A	$0.00
				Subtotal: $6,165.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increasing Rigor	Text Complexity/Higher Order Questioning	N/A	$0.00
Mathematics	Acceleration/Enrichment	Broward Virtual Math	Budget	$1,044.00
Mathematics	Problem Solving	Math Superstarts	N/A	$0.00
Writing	Common Core	Scholastic News Grade 4/5	Budget	$1,674.75
				Subtotal: $2,718.75
				Grand Total: $30,671.60

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃞ Priority	⃞ Focus	⃞ Prevent	☑ NA

Are you a reward school: ⃞ Yes ⃞ No

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

No Attachment (Uploaded on 10/18/2012)

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
Instructional training for Common Core, Time for Kids/Scholastic News to support Common Core, Registration fees for Staff Development.	$7,892.00

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

The SAC committee will monitor the implementation of goals stated in the School Improvement Plan. They will assist the administration team in obtaining and sharing information collected from parents in the community that impact our school's goals.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
SILVER RIDGE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	91%	94%	73%	347	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	74%	77%			151	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?	62% (YES)	77% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					637	
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 RIDGE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	92%	97%	67%	346	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	76%	78%			154	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?	69% (YES)	76% (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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested