FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PARKSIDE ELEMENTARY SCHOOL

District Name: Broward

Principal: Susan A. Colton

SAC Chair: Lakay Wilkerson

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/23/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Susan A. Colton	M.Ed. Early Childhood Ed., Elem. Ed., ESOL, Reading and School Principal	9	25	National Distinguished Principal 2000, Florida Commissioner's Award for Outstanding Leadership, 1999 Parkside Elementary 2005-2012 School Grade:2012-B,2011-A, 2010-B, 2009-A, 2008-A, 2007-A, 2006-A High Standards Reading: 2012-64%, 2011-81%, 2010-82%, 2009-85%, 2008-81%, 2007-78%, 2006-83% High Standards Math: 2012-64%, 2011- 87%, 2010-82%, 2009-86%, 2008-86%, 2007-85%, 2006-83% High Standards Writing: 2012-71%, 2011-69%, 2010-87%, 2009-82%, 2008-79%, 2007-83%, 2006- 75% High Standards Science: 2012-56%, 2011-55%, 2010-48%, 2009-48%, 2008-45%, 2007-40% Learning Gains Reading: 2012-76%, 2011-67%, 2010-69%, 2009-75%, 2008-66%, 2007-66%, 2006-75% Learning Gains Math: 2012-59%, 2011-58%, 2010-61%, 2009-74%, 2008-66%, 2007-66%, 2006-75%

					Lowest 25% Reading: 2012-72%, 2011-54%, 2010-46%, 2009-64%, 2008-58%, 2007-59%, 2006-70% Lowest 25% Math: 2012-50%, 2011-66%, 2010-66%, 2009-76%, 2008-67%, 2007-65% AYP:2011-N, 2010-N, 2009-Y, 2008-N, 2007-Y, 2006-Y 2003-2005 Director of Leadership Development for Broward County Public Schools Parkside Elementary 2000-2002 School Grade: 2002-A,2001-N Forest Hills Elementary, Principal from 1992-2000 Coral Springs Elementary, Assistant Principal from 1987-2002
Assis Principal	Lawrence Barretto	Ed.S.Educational Leadership, Elem. Ed., ESOL, Gifted Elem	10	20	Parkside Elementary 2004-2012 School Grade: School Grade:2012-B,2011-A, 2010-B, 2009-A, 2008-A, 2007-A, 2006-A High Standards Reading: 2012-64%, 2011-81%, 2010-82%, 2009-85%, 2008-81%, 2007-78%, 2006-83% High Standards Math: 2012-64%, 2011- 87%, 2010-82%, 2009-86%, 2008-86%, 2007-85%, 2006-83% High Standards Writing: 2012-71%, 2011-69%, 2010-87%, 2009-82%, 2008-79%, 2007-83%, 2006- 75% High Standards Science: 2012-56%, 2011-55%, 2010-48%, 2009-48%, 2008-45%, 2007-40% Learning Gains Reading: 2012-76%, 2011-67%, 2010-69%, 2009-75%, 2008-66%, 2007-66%, 2006-75% Learning Gains Math: 2012-59%, 2011-58%, 2010-61%, 2009-74%, 2008-66%, 2007-66%, 2006-75% Lowest 25% Reading: 2012-72%, 2011-54%, 2010-46%, 2009-64%, 2008-58%, 2007-59%, 2006-70% Lowest 25% Math: 2012-50%, 2011-66%, 2010-66%, 2009-76%, 2008-67%, 2007-65% AYP:2011-N, 2010-N, 2009-Y, 2008-N, 2007-Y, 2006-Y Forest Hills Elementary 1997-2004 Ramblewood Elementary 1992-1997

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	Lakay Wilkerson	M.S. Reading, Elem. Ed.	12	11	Parkside Elementary 2000-2012 School Grade: School Grade:2012-B,2011-A, 2010-B, 2009-A, 2008-A, 2007-A, 2006-A High Standards Reading: 2012-64%, 2011-81%, 2010-82%, 2009-85%, 2008-81%, 2007-78%, 2006-83% High Standards Math: 2012-64%, 2011- 87%, 2010-82%, 2009-86%, 2008-86%, 2007-85%, 2006-83% High Standards Writing: 2012-71%, 2011-69%, 2010-87%, 2009-82%, 2008-79%, 2007-83%, 2006- 75% High Standards Science: 2012-56%, 2011-55%, 2010-48%, 2009-48%, 2008-45%, 2007-40% Learning Gains Reading: 2012-76%, 2011-67%, 2010-69%, 2009-75%, 2008-66%, 2007-66%, 2006-75% Learning Gains Math: 2012-59%, 2011-58%, 2010-61%, 2009-74%, 2008-66%, 2007-66%, 2006-75% Lowest 25% Reading: 2012-72%, 2011-54%, 2010-46%, 2009-64%, 2008-58%, 2007-59%, 2006-70% Lowest 25% Math:

					2012-50%, 2011-66%, 2010-66%, 2009-76%, 2008-67%, 2007-65% AYP:2011-N, 2010-N, 2009-Y, 2008-N, 2007-Y, 2006-Y

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	WOW Induction - "The Parkside Way" Professional Learning Communities Teachers who are new to Broward County Public Schools receive at least one year of induction support through a Professional Learning Community and a teacher coach. In addition, teachers new to Parkside Elementary are inducted into "The Parkside Way" which includes an orientation to Dr. Phil Schlechty's"Working on the Work" WOW strategies for the design of student work that engages students in authentic learning.	NESS/Induction Coordinator	6/1/13	
2	There are no new teachers to Parkside Elementary for the 2012-2013 school year. Ongoing support continues for second and third year teachers through their grade level teams and PLCs.	Team Leaders	6/1/13	

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
55	0.0%(0)	12.7%(7)	54.5%(30)	30.9%(17)	32.7%(18)	100.0%(55)	9.1%(5)	9.1%(5)	100.0%(55)

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
Lakay Wilkerson	Chrissy Abrams	Mrs. Wilkerson is the Reading Coach and will be able to assist her as a returning teacher.	1. An orientation to the shift from FCAT/FCAT2.0 and Common Core Standards. 2. Support with the reading coach for fourth grade assessments. 3. Support for students identified for RtI.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I Funds will be used for one full time teacher, two paraprofessionals, professional development and parent involvement activities.
Title I students will have additional Tier 2 and Tier 3 assistance (RtI) through push-in and pull-out models to increase student achievement.
Staff Development Funds will be used for a Comprehensive Professional Development Plan to improve the delivery of instruction, move teachers to mastery, and increase student achievement. Funds will also be used to continue the use of the Renzulli Learning System for our Compass Program students and to move toward a schoolwide enrichment model. PLCs will follow-up with job-embedded teacher collaboration and coaching across levels.
Parental Involvement Funds are utilized to fund academic parent nights,support student learning at home, and provide access to all Title I materials and training available. Monies are used to purchase food, supplies and stipends for teacher presenters. Funds are also allocated for parents to attend the Annual District Title I training event.
SES (Supplemental Educational Services) will also be provided for qualified Title I students at Parkside Elementary for the 2012-13 school year.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to our Homeless Education liaison, our Guidance Counselor, who in turn refers them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

Funds are used to support Level 1 and Level 2 FCAT students through smaller push-in and pull-out groups and Study Island/Reading Eggs tutorial software to be used in aftercare tutoring and additional academic doses during the school day.

Violence Prevention Programs

Parkside Elementary implements the Broward County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-bullying Policy and has a zero tolerance for bullying and violence.

Our School Resource Officer conducts the GRADE (Gang Resistance And Drug Education)program with our fifth grade students. He also does Child Lures with our third graders.

Our Guidance Counselor provides "Hands Are Not for Hitting" and "Get Real about Violence" programs through Women in Distress. She also works very closely with our Coral Glades Innovation Zone, on "Project Bridge", a district anti-bullying program. KidsSafe, an evening program for parents coordinated by our Guidance Counselor, will be presented to the parents through the cooperation of the KidsSafe Foundation, Pediatric Foundation, and our Parkside Elementary PTA.

Nutrition Programs

Nutrition programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Education Curriculum and Food Service Department. Our Compass Innovative Program will design and build a working community garden through a grant and assistance from community partnerships. Parkside was also selected to begin implementation of the Alliance for Healthy Schools initiative during the 2012-2013 school year.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Our Guidance Counselor also coordinates community service projects that assist families in need. The Harvest Drive (Children Helping Children)is a district-wide effort to collect food and toiletries at each individual school and to provide for needy families throughout the holidays.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrator, Guidance Counselor, School Psychologist, Social Worker, Reading Coach, ESE Specialist, and Classroom Teachers.

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?

Students are identified by the RtI Team through data analysis. Teachers also identify students not meeting academic or behavioral expectations using Tier 1 strategies. Meeting dates are scheduled weekly by the guidance counselor and identified personnel bring in data and documentation for students listed on each week's schedule. A Case Manager is identified (e.g. guidance counselor, administrator, reading specialist, ESE specialist, etc.) to support the teacher. Case managers, as well as other team members including the school psychologist and social worker assist with recommendations for interventions and monitoring of students, based on outcome of classroom interventions, as well as contacting parents to discuss parental concerns and to offer support within the home. Monitoring includes the transfer of data collected to appropriate graphs or tables to show growth. Administration follows up with quarterly Academic Conferences with the Leadership Team and individual teachers.

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 school-based RTI Leadership Team is an intregral part of the development of the SIP. The team looks first at school-wide core curriculum and the school-wide behavior plan to see if any modifications are needed so that the majority of students are meeting expectations. Next, they assist in identifying the students needing Tier II interventions and work with the teacher and support staff to provide for the child's specific identified needs and collect data to meet goal expectations. Tier III strategies will be used for students whose data shows they are not meeting expectations. The team also continuously reviews and improves the RtI process, the effectiveness of resources available (i.e.Struggling Reading and Struggling Math Charts) for interventions, and monitors the progress of the identified students who might be at risk of not meeting target goals. For behavioral concerns, the team provides behavioral charts which address up to 5 goals to work on in a given time frame. Some of the targeted areas are; number of times on task, number of completed tasks per day, number of call outs per day, and number of referrals, as well as behavioral reinforcement systems.

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 and Math), Florida Comprehensive Assessment Test (FCAT), Inventory Tests, Running Records, Kindergarten screening.
Progress Monitoring: PMRN, Mini-Benchmark Assessments for reading, math and science, Oral Reading Fluency Assessment, Running records, Success maker, Study Island, Fundations, Wilson, GO Math Assessments, BCPS Writing Prompts,and Schoolwide Behavior and Motivation Plan, Code of Conduct and PBIPs.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessments for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Mini bats(all core areas) Q-Bat,Study Island, Success maker, Writing Prompts, Behavioral referrals and PBIPs.

End of Year: FAIR, FCAT, FAA, and other designated alternative assessments.

All academic and behavioral data is kept on Parkside's School-wide Database, BASIS/Virtual Counselor and TERMS where appropriate.

Describe the plan to train staff on MTSS.

Professional development will be provided by the RtI Team during each grade level team's common planning time in small sessions occurring during the first 10 days of school and throughout the year. The RtI will also determine the need for targeted Professional Development throughout the year, as related to identified student and teacher needs.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Susan Colton, Principal
Larry Barretto, Asst. Principal
Lakay Wilkerson, Reading Coach
Marie Ritchie, Autism Coach
Kelly Allman, ESE Specialist
Stephanie Mogul, Guidance Counselor
Leadership Team:
Fatima Periera, Kindergarten
Georgina Sutton, 1st grade
Dana Conti, 2nd grade
Kate Hunt, 3rd grade
Marilyn Racow, 4th grade
Furat Molaka, 5th grade

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

The team meets monthly to discuss where we are in terms of academics, moral, customer service and any and all concerns that may have come up over the course of the month. The format is conducive to participation from all in attendance. Each agenda item is discussed, suggestions made, data analyzed and set for implementation. Each member's role is to help come up with thoughtful ideals of implementing the curriculum as well as to help in the decision making process for budget, programs, scheduling of things that will occur outside of the normal teaching and learning setting, as well as to be a sounding board for all of the staff's concerns. Each member is responsible for making sure everyone on their team is made aware of the decisions that were made and assist with it's implementation by all involved.

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

Our major initiative will be to come up with ways to help our lowest 25% of 3-5th grade students make adequate learning

gains in reading, as well as maintaining proficiency with all other students.

In addition, we will refocus our school on a Literacy focus, planning many activities to encourage the "Love of Reading".

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Students who are scheduled to enter the school starting at the kindergarten level are invited to Kindergarten Round-Up held in the early spring of the previous school year. This event welcomes new parents and students,allows them to tour the school, meet the kindergarten teachers, and ask questions to get ready for the next school year. Future "Parkside Panthers" and their families are then personally invited to the school's end-of-the-year activities so that feel like one of our family.

Classroom placement is determined by screening results as well as early and lateness of birth date. Students are screened during the summer before they enter the classroom to better identify their academic and social/emotional needs.

Parkside also partners with Family Central to collaborate with local pre-school teachers to facilitate the transition process from pre-school to kindergarten.

Prior to students starting Kindergarten they attend an Open House the Friday before school starts. This event allows parents and students to see their new classroom, meet the teacher, and learn kindergarten expectations and procedures.

Parkside has a pre-school program for students with Developmental Delays and Autism Spectrum Disorder. The students are referred to RtI to transition to the Kindergarten classroom. Their skills are evaluated and appropriate Kindergarten placement is done based on their behavioral and academic needs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In looking at the 2012 FCAT data in reading, 26% (100 out of 379) students scored a level 3. In comparison 36% (123) students scored a level 3 in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 26% (100 out of 379) students in grades 3-5 scored a level 3.	By June 2013, 31% of our students in grades 3-5 will achieve a Level 3, for an increase of 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	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Lack of unified and consistent reading program that focuses on 2.0 reading standards and benchmarks.	Grade level teachers will plan together to meet the needs of all levels of all students.	Reading Coach, Leadership Team, Administration	Progress monitoring through administration of Benchmark assessments	Data collected from: Mini-benchmarks and Benchmark Assessment Tests Treasures Program Assessments
4	Enrichment instruction in reading is not being utilized to increase/ maintain learning gains for Level 3, 4 & 5 students.	Classroom teachers will focus on enrichment instruction with Level 3, 4 & 5 students by using project-based learning to include technology, reading through other content areas (math, social studies and science) and extending through strategic and extended thinking activities.	Reading Coach, Leadership Team, Administration	Reading program assessments, mini-benchmarks and BAT will be monitored for increased learning gains.	Reading program assessments, mini-benchmarks and BAT, as well as teacher observation and authentic assessments using 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	In 2012, 18% (2 out of 11 students) scored at Levels 4, 5,

Reading Goal #1b:	and 6 in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 18% (2 out of 11 students) scored at Levels 4, 5, and 6 in reading.	By June 2013, 23% of our students who take the Florida Alternative Assessment will achieve at Level 4, 5 or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialist.	Documented teacher observation and student performance.	Data collection

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In looking at the 2012 FCAT data, 37% (141 out of 379) students scored at or above Level 4. In comparison to 2011 FCAT data where 45% (152) students scored at this level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 37% (141 out of 379) of students (grades 3-5) at or above Level 4 on FCAT reading.	By June 2013, 42% of our students in grades 3-5 will achieve at or above Achievement Level 4, for an increase of 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	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Lack of unified and consistent reading program that focuses on 2.0 reading standards and benchmarks.	Grade level teachers will plan together to meet the needs of all levels of all students.	Reading Coach, Leadership Team, Administration	Progress monitoring through administration of Benchmark assessments.	Data collected from: Mini-benchmarks and Benchmark Assessment Tests Treasurers Program Assessments
	Enrichment instruction in reading not being utilized	Classroom teachers will focus on enrichment	Reading Coach, Leadership Team,	Reading program assessments, mini-	Reading program assessments, mini-

4	to increase/ maintain learning gains for Level 3, 4 & 5 students.	instruction with Level 3, 4 & 5 students by using project-based learning to include technology, reading through other content areas (math, social studies and science) and extending through strategic and extended thinking activities.	Administration	benchmarks and BAT will be monitored for increased learning gains.	benchmarks and BAT, as well as teacher observation and authentic assessments using 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 reading. Reading Goal #2b:	In 2012, 55% (6 out of 11 students) scored at or above Achievement Level 7 in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 55% (6 out of 11 students) scored at or above Achievement Level 7 in reading.	By June 2013, 59% of our students who take the Florida Alternative Assessment will achieve at or above Level 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	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data collection

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In looking at the 2012 FCAT data in reading, 79% (198 out of 251 students) made learning gains, as compared to 67% (184) showing learning gains in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 79% (198 out of 251 students) made learning gains in reading.	By June 2013, 82% of our students in grades 3-5 will make learning gains in reading, for an increase of 3%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.

		informational text.			
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Need for increased training opportunities in determining, implementing and (when appropriate) modifying instructional strategies.	Access in-house expertise and sharing during team and staff meetings and PLCs.	Classroom teachers, Administration, Reading Coach	Administration observation	Teacher feedback
4	Need for increased training opportunities with implementing enrichment strategies	Access in-house expertise and sharing during team and staff meetings and PLCs.	Classroom teachers, Administration, Reading Coach	Administration observation	Teacher feedback

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:	In 2012, 25% (2 out of 8 students) made learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 25% (2 out of 8 students) made learning gains in reading.	By June 2013, 31% of our students who take the Florida Alternative Assessment will achieve learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialis	Documented teacher observation and student performance	Data collection

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:	In looking at the 2012 FCAT data in reading, 76% (49 out of 64 students) made learning gains as compared to 54% (36 students) making Learning gains in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 76% (49 out of 64 students) in grades (3-5) made learning gains in Reading.	By June 2013, 80% of students in the lowest 25% will make learning gains, for an increase of 4%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Time to provide adequate follow-up on identified students in lowest 25% .	Utilize additional case managers to provide support.	Reading Coach, ESE Specialist, Guidance Counselor, Administration	Teacher feedback	Teacher feedback
4	Lack of tools and ability to assess the external variables that impact / affect student performance and academic growth.	Courageous conversations about student/family culture, poverty and race that effects teacher expectations and parent involvement	School Staff	Continuous improvement process and monitoring of high expectations for all students, providing mentors for targeted students, and providing appropriate academic and social/emotional assistance.	Data collected from: Mini-benchmarks and Benchmark Assessment Tests and Triumphs Program Assessments, as well as increase in student engagement and parent involvement.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Reading Goal #

5A : By June 2017, 81% of students in grades 3, 4, and 5 will make satisfactory achievement in reading and Parkside Elementary will reduce their achievement gap by 50% (from 38% to 19% non-proficient).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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:	In 2011, 82% (122)of White students, 62% (64) of Black students,75% (87) of Hispanic students, 67% (10) of Asian students, 39% (11) of ELL students, 48% (33) of SWD students, and 69% (144) of FRL students, made adequate yearly progress in reading. Black, Hispanic, Economically Disadvantaged (FRL), and Students with Disabilities (SWD), and "Total" students did not meet the NCLB standard of 79% to make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 68% (87/128) of White students, 58% (61/106) of Black students, 58% (63/109) of Hispanic students, 65% (9/14) of Asian students, 27% (4/15) of ELL students, 23% (17/77) of SWD students and 60% (130/217) of FRL students made satisfactory progress in reading.	In 2013, 75% of White students, 60% of Black students, 63% of Hispanic students, 73% of Asian students, 47% of ELL students, 48% of SWD students and 63% of FRL students, will make satisfactory progress in reading.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials that address ethnicities for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Overcoming the ethnic achievement gap by acknowledging the existence of and having the will, skill, knowledge and capacity to understand the issues of race and culture as they relate to academic disparities.	Courageous Conversation will be used as a strategy for examining our craft by engaging in the three critical factors; passion, practice and persistence so children from all cultures can be successful. Explore the attitudes, interests, values, beliefs, expectations and learning styles of students and their families by culture and ethnicity (race, income, gender, religion)	Principal and volunteer facilitators	iObservation Snapshots to identify the three critical factors; passion, practice and persistence in the classrooms. Quarterly teacher/administrator data chats targeting specific ethnic subgroups. Faculty PLC sharing best practices	Increase in learning gains for children of color Increase in courageous conversations which produce results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012, 38% of English Language Learners made satisfactory progress in reading and in 2011, there was no data available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 38% of English Language Learners made satisfactory progress in reading.	By June 2013, at least 47% of ELL students will make satisfactory progress in reading, for an increase of 9%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.

3	Existing testing tools to exit ELL students from ELL status does not provide realistic results related to the language needs on the FCAT.	Increased use of ESOL strategies and more extensive use of Rosetta Stone.	ESOL Liaison (Guidance Counselor)	Teacher observation	Teacher observation, student performance on assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In looking at the 2012 FCAT data in Reading for Students with Disabilities, 28% of the 75 students tested made adequate yearly progress (AYP) in Reading. This compares to 38% in 2011, that did not make adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 28% of Students with Disabilities made adequate yearly progress in reading.	By June 2013, 48% of SWD students will make satisfactory progress in reading, for an increase of 20%.

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 appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Lack of appropriate supplementary instructional materials.	Assess what materials will be appropriate based on the students' needs, and adapt currently available materials or obtain new materials.	ESE Specialist, ESE Resource Teachers, Reading Coach, Administration	Matching of resource materials based on students' needs.	Teacher observation, student 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:	In looking at the 2012 FCAT data 60% of Economically Disadvantaged students made satisfactory progress in reading. By comparison, in 2011 56% of Economically Disadvantaged students made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 60% of Economically Disadvantaged students made satisfactory progress in reading.	By June 2013, 63% of Economically Disadvantaged students will make satisfactory progress in reading, for an increase of 3%.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Overcoming the economically disadvantaged achievement gap by acknowledging the existence of and having the will, skill, knowledge and capacity to understand the cycle of poverty as it pertains to academic disparities.	Courageous Conversation will be used as a strategy for examining our craft by engaging in the three critical factors; passion, practice and persistence so children from poverty can be successful. Explore the attitudes, interests, values, beliefs, expectations and learning styles of students and their families by culture and ethnicity (race, income, gender, religion)	Administration, Classroom teachers	Quarterly teacher / administrator data chats targeting economically disadvantaged subgroup. Faculty PLC sharing best practices.	Teacher 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
Common Core Standards: Balancing Informational/ Literacy Text Building nowledge in the Disciplines Staircase of Complexity Rich and Rigorous Conversation Writing from sources Building academic vocabulary	K-2 Full implementa-tion 3-5 Blended implementat-ion	Reading Coach Inservice Facilitator	Schoolwide	Every other Tuesday Early Release or Planning Days allowed for Professional Development	FCIM-Classroom walkthroughs/ snapshots using Marzano i-observation tool with specific feedback	Administrators

"Working on the Work" Designing Quality Work for Students Student Engagement: Making connections to Literacy and Math PLC work	Pre-K-5 Classroom ESE Specials in Reading	Leadership Team members	Schoolwide	Every other Tuesday Early Release or Planning Days allowed for Professional Development	FCIM- Classroom walkthroughs/ snapshots using Marzano i-observation tool with specific feedback	Leadership Team/Administrators
Renzulli Learning System Identifies students strengths and learning styles and matches them to a vast array of resources to differentiate instruction	K-3 Compass Program Teachers K-5 volunteer teachers	Renzulli trainers, Reading Coach Compass teachers	K-3 Innovative Program teachers and self-selected teachers K-5	Classroom modeling on designated days TBA	FCIM- Classroom walkthroughs/ snapshots-Marzano Student engagement tools Renzulli assessment results	Administrators/ Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Interventions based on RtI process	Wilson, Smile, Readers Handbook, TEACCH, Edmark and other Struggling Readers Chart materials	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provides teechers with assessments to identify students strengths and learning styles and matches them to a vast array of resources and projects to differentiate instruction	Renzulli Learning System	Title I	$3,500.00
Provides additional on-line reading tutorial support for below-level students in FCAT Reading Camps	Study Island/Reading Eggs online tutorial programs	After Care program	$1,800.00
			Subtotal: $5,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Release time for teachers for observation and deliberate practice of Common Core Standards	Teacher modeling and Coaching with SpecificFfeedback	District Leadership Funding for school-based professional devlopment	$2,500.00
			Subtotal: $2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, 40% of students in grades 3, 4, and 5 will score at the proficient level in listening and speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
By June 2012, 35% (7 out of 20) of students in grades 3, 4, and 5 scored at the proficient level in listening and speaking on the CELLA.	

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 appropriate informational text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating spiraling, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Existing testing tools to exit ELL students from ELL status does not provide realistic results related to the language needs on the FCAT.	Increased use of ESOL strategies and more extensive use of Rosetta Stone.	ESOL Liaison (Guidance Counselor)	Teacher observation	FCAT/CELLA losing the chievement gap

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 13% of students in grades 3, 4, and 5 will score at the proficient level in reading on the CELLA.
2012 Current Percent of Students Proficient in reading:	
By June 2012, 5% (1 out of 19) of students in grades 3, 4, and 5 scored at the proficient level in reading on the CELLA.	

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
	Lack of appropriate informational text materials for grades 3	Begin to seek resources (e.g. coordinating existing materials	Leadership Team	Periodic inventorying of materials at each grade level to assess where	Feedback from classroom teachers through

1	through 5.	school-wide, focus new material purchases) that address informational text.		additional materials are needed.	surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating spiraling, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Existing testing tools to exit ELL students from ELL status does not provide realistic results related to the language needs on the FCAT.	Increased use of ESOL strategies and more extensive use of Rosetta Stone.	ESOL Liaison (Guidance Counselor)	Teacher observation	Teacher observation, student performance on assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, 27% of students in grades 3, 4, and 5 will score at the proficient level on the CELLA.
2012 Current Percent of Students Proficient in writing:	
By June 2012, 20% (4 out of 20) of students in grades 3, 4, and 5 scored at the proficient level in writing on the CELLA.	
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 appropriate informational text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating spiraling, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Existing testing tools to exit ELL students from ELL status does not provide realistic results related to the language needs on the FCAT.	Increased use of ESOL strategies and more extensive use of Rosetta Stone.	ESOL Liaison (Guidance Counselor)	Teacher observation	Teacher observation, student performance on assessments

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:	In looking at the 2012 FCAT data in Math, 31% (116 out of 379) students scored a level 3, in comparison to 2011, 36% (123) students scored at this level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 31% (116 out of 379) students scored a level 3 in FCAT math.	By June 2013, 35% of students will score at Achievement Level 3 in mathematics, for an increase of 4%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Increasing the number of students scoring a level 3 on FCAT.	On-going, job-embedded staff development for GO MATH will continue for all teachers this year. Common Core Standards professional development to begin preparing for transition from 2.0 standards.	Team Leaders and Administration	Students' progress on evaluation assessments will be reported on the school database to monitor and evaluate results and make to adjustments in instruction.	Data will be collected from mini benchmarks and GO Math assessments.
4	Some students are not comprehending math concepts being taught during scheduled instruction.	Review session for students achieving 60% or lower in pre-tests	Team Leaders and Administration	Post test scores after instructional review session	Data obtained from pre- and post-test scores.
5	Need for supplementary instruction to increase proficiency in the area of math concepts.	Destination Math,and FCAT Explorer technology will be used individually and in small group instruction to increase achievement on benchmarks for math.	Team Leaders and Administration	Students will have ongoing interactive technology assessments of concepts being taught. Evaluation of technology assessments will determine whether students need additional teacher directed instruction.	Destination Math and FCAT Explorer assessments 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:	In June 2012, 18% (2 out of 11) of students scored at Levels 4, 5, and 6 in mathematics on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 18% (2 out of 11) of students scored at Levels 4, 5, and 6 in mathematics on the Florida Alternative Assessment.	By June 2013, 25% of students will score at Levels 4, 5, and 6 in mathematics on the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data collection

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In looking at the 2012 FCAT data in Math, 34% (128 out of 379) students at or above a Level 4. In comparison to 51% (174) students in 2011 achieved this level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June 2012, 34% of students scored at or above Achievement Level 4 in mathematics.	By June 2013, 37% of students will score at or above Achievement Level 4 in mathematics, for an increase of 3%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Increasing the number of students scoring levels 4 and 5 on FCAT.	On going training as well as grade level chats on differentiated instruction in math. Using Marzano observation tool as an expectation for extending instruction.	Team Leaders Administrators	Progress will be documented on school database to monitor and evaluate results, and adjust curriculum to challenge individual needs.	Data will be collected from mini assessments and GO MATH assessments.

4	Students are not being challenged in math concepts being taught during scheduled instruction.	Provide extension of math instruction through exploration and project based learning activities to include technology.	Classroom Teachers	Critical and creative thinking, as well as technology use measured in quality student products.	Rubrics/Scales

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:	In June 2012, 45% (5 out of 11) of students scored at or above Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 45% (5 out of 11) of students scored at or above Level 7 in mathematics.	In June 2013, 50% of students will score at or above Level 7 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data Collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Learning obstacle(s) related to the specific disability/ies of the students.	Autism Coach, ESE Specialist	Documented teacher observation and student performance.	Data Collection

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:	In looking at the 2011 FCAT data in Math, 58% (161) students made learning gains in FCAT math in comparison to 61% (168) making learning gains in 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 61% (153 out of 251) students in grades 3 - 5 made learning gains on FCAT mathematics.	By June 2013, 64% of students will make learning gains in mathematics, for an increase in 3%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding,	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.

2		integrated, and interdisciplinary curriculum- aligned vertically and horizontally.			
3	Increasing the number of students making learning gains in math.	On-going, job-embedded staff development for GO MATH will continue for all teachers this year. Common Core Standards professional development to begin preparing for transition from 2.0 standards.	Team Leaders Administrators	Learning gains data is documented on school database to monitor and evaluate results, and adjust curriculum to meet individual student needs.	Data will be collected from mini assessments and GO MATH assessments.
4	Students are not comprehending math concepts being taught during scheduled instruction.	Review sessions for students achieving 60% or lower on pre-tests.	Team Leaders Administrators	Post-test scores after instructional review sessions.	Data obtained from pre and post test scores.
5	Need for supplementary instruction to increase proficiency in the area of math concepts.	Destination Math,and FCAT Explorer technology will be used individually and in small group instruction to increase achievement on benchmarks for math.	Team Leaders Administrators	Students will have ongoing interactive technology assessments of concepts being taught. Evaluation of technology assessments will determine whether students need additional teacher directed instruction.	Data will be collected using Destination Math and FCAT Explorer assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2012, 37.5 (2 out of 8 students) made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 38% (3 out of 8 students) made learning gains in mathematics.	By June 2013, 43% of our students who take the Florida Alternative Assessment will achieve learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data Collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data Collection
3					

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:	In looking at the 2012 FCAT 52% (34) of the 65 students in the lowest 25% showed learning gains. In comparison to 2011, 66% (44) showed learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 52% (34) students in the lowest 25% made learning gains on the math FCAT.	By June 2013 56% of students in the lowest 25% will show learning gains, for an increase of 4%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Students in the lowest 25% having enough additional instructional time to increase learning gains.	Use of the push in and pull out model for those students who are identified for intensive intervention in a small group setting beginning in September and ongoing throughout the year.	Team Leaders Administrators	Learning gains progress is reported on the school database to monitor and evaluate results, and to adjust curriculum to meet individual student needs.	Mini assessments and GO MATH assessments.
4	Students are not comprehending math concepts being taught during scheduled instruction.	Review session for students achieving 50% or lower in pre-tests.	Team Leaders Administrators	Evaluate post-test scores after instructional review session. RtI process moves to Tier 2 interventions using Struggling Math Chart.	Data obtained from pre and post-tests.
5	Students are not comprehending math concepts being taught with reviewed instruction.	Individual/small group tutorial for additional dose of instruction in targeted concept area.	RtI Team Administrators	Review pre-and post-test scores. Determine specific concepts that are not being mastered. Use struggling math chart through RtI and go to Tier 3 interventions.	Pre- and post-tests as well as graphs of assessments specific to other math programs (RtI)
6	Need for motivational supplementary instruction to increase proficiency in the area of math concepts.	Destination Math and Study Island technology will be used individually and in small group teacher-directed instruction to increase achievement on benchmarks for math.	Administration Tutorial Support Staff	Students will have ongoing interactive technology assessments of concepts being taught. Evaluation of technology assessments will determine whether students need additional teacher directed instruction.	Destination Math and Study Island assessments and reports.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
	Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : By June 2017, 84% of students in grades 3, 4, and 5 will make satisfactory progress in mathematics, and Parkside Elementary will reduce their achievement gap from 32% to 16% of students scoring non-proficient in mathematics.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	76%	79%	81%	

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:	In looking at the 2011 FCAT, 9% White students, 35% Black students, and 16% of Hispanic students, did not make satisfactory progress in math. This is compared to 18% White, 65% Black, and 15% Hispanic students who did not make satisfactory progress in 2010. Data for Asian and American Indian students was not available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 75% (95/128) of White students, 58% (62/106) of Black students, 56% (59/109) of Hispanic students, 67% (10/14) of Asian students, and 33% (1/3)of American Indian students made satisfactory progress in mathematics.	By June 2013, 80% of White students, 67% of Black students,69% of Hispanic students, 73% of Asian students, and 38% of American Indian students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials that address ethnicities for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Students in the black subgroup of students continue to increase learning gains to satisfactory progress.	Successful models of instruction (Push-in, Pull-out, and Support Facilitation will be used for additional doses of instruction identified as successful for this subgroup of students.	Reading Coach Administrators	Progress on GO Math and mini assessments is documented on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs.	Data will be collected from GO MATH, and Mini-benchmarks.
4	Some students are not comprehending math concepts being taught during scheduled instruction.	Review session for students achieving 60% or lower in pre-tests	Team Leaders Administrators	Post-test scores after instructional review sessions.	Data obtained from pre- and post-test scores.
5	Resources available for instructional enhancement away from school.	Provide training and materials to parents, guardians, mentors and/or tutors for home support.	Volunteer/ Parent Involvement Ccordinators	Monitor increase in parent involvement at home through conferences and student products.	Student products completed at home Min-benchmarks and GO Math assessments. Study Island technology assessments completed at home.

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:	In 2010 and 2011 there was no data available for English Language Learners not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 44% (6/15) of English Language Learners (ELL) made satisfactory progress in mathematics.	By June 2013, 49% of English Language Learners (ELL) will make satisfactory progress in mathematics, for an increase of 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	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Students in the ELL subgroup of students continue to increase learning gains to meet satisfactory progress.	Successful models of instruction (Push-in, Pull-out, and Support Facilitation will be used for additional doses of instruction identified as successful for this subgroup of students.	Administrators Reading Coach, SAI teacher	Progress on GO Math and mini assessments is documented on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs.	Data will be collected from GO MATH, and Mini-benchmarks.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Looking at 2011 FCAT data, 68% (47)of Students with Disabilities made adequate yearly progress (AYP) in Math. This is compared with 63% (47) of students who made AYP in 2010, which met the criteria for Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 39% (27/77) of the Students With Disabilities (SWD) subgroup made satisfactory progress in mathematics.	In 2013, 58% of Students With Disabilities (SWD) will make satisfactory progress in mathematics, for an increase of 19%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.

		informational text.			
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Second year implementation of new mathematics program	Push-in, Pull-out and Support Facilitation instructional models will be used.	ESE Specialist	Continuous RtI Progress Monitoring process	GO Math assessments and other identified ESE math program assessments
4	Need for supplementary instruction to increase proficiency in math benchmarks.	Technology will be used for direct instruction as Tier 2 & Tier 3 interventions for math benchmarks.	ESE Specialist & ESE Push-in/pull-out teachers	Students will have ongoing interactive evalustion of concepts being taught, using technology based assessments.	Data will be collected using Study Island assessments.
5	Students not comprehending math concepts being taught during scheduled instruction.	After school tutorial for students using GO MATH intervention materials.	ESE Specialist and Push-in/pull-out teachers	Post-test scores after instructional interventions.	Data obtained from pre and post test scores.

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:	In 2011, 63% of Economically Disadvantaged students made satisfactory progress in mathematics as compared to 74% in 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 59% (127/217) of Economically Disadvantaged students made satisfactory progress in mathematics.	In 2013, 69% of Economically Disadvantaged students will make satisfactory progress in mathematics for an increase of 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	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Students in the FRL subgroup of students continue to increase learning gains to meet satisfactory progress.	Successful models of instruction (Push-in, Pull-out, and Support Facilitation will be used for additional doses of instruction identified as successful for this subgroup of students.	Administrators Reading Coach, SAI teacher	Progress on GO Math and mini assessments is documented on the school database to monitor and evaluate results, and adjust curriculum to meet individual student needs.	Data will be collected from GO MATH, and Mini-benchmarks.

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
Common Core Mathematics: Shifts in Mathematical Instructional Strategies: Focus Coherence Rigor Focus on one of Eight Mathematical Practices per month: 1 Make sense of problems and persevere in solving them 2 Reason abstractly and quantitatively 3Construct viable arguements and critique the reasoning of others 4 Model with mathematics 5 Use appropriate tools strategically 6 Attend to precision 7 Look for and make use of structure 8 Look for and express regularity in repeated reasoning	K-2 full implementa-tion 3-5 Blended implementa-tion of Common Core with FCAT 2.0.	Administrators, Inservice Facilitator and Reading Coach	Schoolwide	Every other Tuesday Early Release days and Planning Days allowed for Professional Development	Exemplar lessons and video examples emulating classroom modeling will be applied and observed in classrooms Marzano i-observation snapshots with specific feedback	Administrators PLC Facilitators Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Implemented based on students' needs	Singapore Math, Calendar Math, Hands-on Equations, TEACCH, Touch Math and other materials on the Struggling Math Chart	Accountability	$1,000.00
			Subtotal: $1,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Provides teechers with assessments to identify students strengths and learning styles and matches them to a vast array of resources and projects to differentiate instruction	Renzulli Learning System	Title I (Funding listed under Reading Budget)	$0.00
Provides additional on-line reading tutorial support for below-level students in FCAT Reading Camps	Study Island	After Care (Funding listed under Reading Budget)	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provides additional on-line reading tutorial support for below-level students in FCAT Reading Camps	Teacher modeling and Coaching with specific feedback	District Leadership Funding for school-based professional development	$2,500.00
Common Core State Standards	Substitutes for teachers attend training (9subs x 5 days)	Title I Professional Development	$3,526.00
			Subtotal: $6,026.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,026.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In looking at the 2011 FCAT data in Science, 39% (50) students scored a Level 3 in Science, in comparison to 43%(51) of 5th grade students in 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 38% (53) of the 148 students tested achieved a level 3 on FCAT Science.	By June 2013, 43% will score a level 3 on FCAT Science for an increase 0f 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	Lack of appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
	Lack of staff awareness of building a culture of academic rigor, related to	Year-long blended implementation of Common Core Standards,	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.

2	Common Core Standards.	incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.			
3	Readability level of the material presented on the FCAT	Incorporate science stories during the reading block	Classroom teachers	FCIM, Classroom walk-through	Mini-Benchmark assessments and Chapter tests
4	Properly implementing the New Generation Sunshine State Standards/Common Core Standards science curriculum at each grade level	Reinforce to teachers the importance of following the Science curriculum at each grade level.	Leadership Team	FCIM, Classroom walk-through	Chapter tests and Mini-Benchmark assessments
5	Students need a supplemental tool in Science to increase student achievement.	Technology will be used to increase achievement in each benchmark in the core content area of Science.	Classroom teachers	FCIM Study Island data	Mini- Benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In 2011, 0% of (0/4) students scored a level 4, 5, and 6 in science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60%, (3/5) scored a Level 4, 5 and 6 in science on the Florida Alternate Assessment.	In 2013, 63% will score a Level 4,5,and 6 in science on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, Ese Specialist	Documented teacher observation and student performance.	Data collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, Ese Specialist	Documented teacher observation and student performance.	Data collection

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 looking at the 2011 FCAT data in Science, 16% (21) students achieved a level 4 and 5, in comparison to 2010, 5% (6) of students achieved a level 4 and 5 in FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 17% (24) students of the 140 tested, achieved a level 4 and 5 on FCAT Science.	By June 2013, 21% of students will achieve a level 4 and 5 on FCAT Science for a 4% increase.

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 appropriate informational and real-world text materials for grades 3 through 5.	Begin to seek resources (e.g. coordinating existing materials school-wide, focus new material purchases) that address informational text.	Leadership Team	Periodic inventorying of materials at each grade level to assess where additional materials are needed.	Feedback from classroom teachers through surveys.
2	Lack of staff awareness of building a culture of academic rigor, related to Common Core Standards.	Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and interdisciplinary curriculum- aligned vertically and horizontally.	Leadership Team	Building a culture of academic rigor through ongoing professional learning.	Feedback from classroom teachers through surveys.
3	Very high readability level	Incorporate science genre into reading block.	Leadership Team	FCIM, classroom walk-through	Mini-Benchmark assessments and Chapter tests
4	The use of supplemental tools to increase student achievement in the area of Science	Technology will be used to increase achievement on the benchmarks in the core content area for Science.	Classroom teachers	Study Island evaluation tool, FCAT Explorer, and Project-based learning to increase critical/creative thinking and vocabulary.	Mini-Benchmark tests, Study Island assessments, and Rubrics for Quality student products

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:	In 2011, 50% (2/4) of students scored a Level 7 in science on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 20% (1/5) students scored a Level 7 in science on the Florida Alternate Assessment.	In 2013, 27% of students will score a Level 7 in science on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data collection
2	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data collection

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
New Generation Sunshine State Standards/Common Core Standards in Science	K-5	Team Leaders	Schoolwide	Biweekly team meetings	Marzano Classroom walkthrough/snapshots	Administrators
Science PLC Lesson Study	K-5	Science Lab Teacher	PLC participants	Every other Tuesday	Project-based student products	Administrators

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on science experiments for application of science concepts for students	Materials for science lab units grades K-5	PTA	$5,000.00
Instructional materials and informational text for NEW Science Lab	Materials for science lab units grades K-5	Accountability	$1,000.00
			Subtotal: $6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Project-based learning	Promethean flip charts, BEEP	N/A	$0.00
Science tutorial aligned to FCAT standards (NGSSS)	Study Island	Aftercare funding (listed in Reading budget)	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In house professional development through release time for observation and deliberate practice.	Science Lab, BEEP, Promethean Flip charts, Atomic Learning	District Leadership funding for professional development	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

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 looking at the 2011 FCAT data in Writing, 69% (79) students scored a 4.0 or higher, in comparison to 2010, 75% (89) scored at this level. In 2011, 92% (105) students scored a 3.0, compared to 87% (99) in 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 71% (80/114) students scored a level 3.0 or higher on FCAT Writing. 9% (11) students scored a 4.0 or above o FCAT Writing.	By June 2013, 25% of students will score a level 4.0 or higher on Writing FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary study	Infuse all lessons for reading, social studies, science and math with richer vocabulary so the students will have a better understanding of words.	Reading Coach PLC Administrators	Looking at student work and classroom walk-throughs with specific feedback on vocabulary	Results from writing prompts and student writing portfolios.
2	Writing strategies to develop ideas for writing	Students will be taught pre-planning writing strategies, such as using various types of graphic organizers and brainstorming to generate ideas for writing.	Reading Coach Leadership Team Administrators	Review student writing samples, graphic organizers, pre-planning strategies	Writing samples reflecting positive results of pre-planning writing strategies.
3	Students need to learn editing strategies.	Students will learn peer and self-editing strategies to edit their paper for capitalization, punctuation,mechanics organization and spelling.	Leadership Team Administrators	Student portfolios will reflect the editing process.	Final edited student writing samples
4	Students need supplementary tools to increase student achievement in writing.	Students will use computer technology to reinforce their writing skills.	Leadership Team Administrators	Monthly reporting of student products in technology lab.	Graded typed writing samples
5	Students need a consistent, daily routine for writing instruction to increase the number of students scoring at or above a 4.0 on FCAT Writing.	1)All teachers will schedule daily writing instruction by following the Language Arts Instructional Focus Calendar (IFC). 2)All teachers will use BEEP lesson plans, Treasures, K-5 Writing plan, and Vocabulary enrichment. 3)Monthly School wide prompts will be scored/reviewed during Staff PLC. 4)Students will complete a Daily Writers Notebook. 5)Staff will participate in training on Scoring Writing according to the State Holistic Scoring Rubric. 6)For students who need Interventions we will use: •Feeder patterns of support (National Honor Society)	Leadership Team Support Staff Administrators	Monitor instruction for increased scores on monthly writing prompts More consistent scoring by teachers to reflect the State Holistic Scoring Rubric.	Monthly school-wide writing prompts Student portfolios and Classroom Walkthroughs show positive trend in daily writing instruction

		•Support Staff pull out groups on Fridays •Double dosing through yearlong scheduling/FCAT Camp •Consistent monitoring with Monthly School wide prompts •Guest (administrator) writing lessons in Fourth Grade classes •Emphasis on writing during classroom walk-throughs.			

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:	In 2011, 50% (2/4) of students scored a Level 4 or higher in writing on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (4/4) of students scored a Level 4 or higher in writing, on the Florida Alternate Assessment.	In 2013, 65% of students will score a Level 4 or higher in writing, on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training opportunities for ESE teachers in the use of curriculum and enrichment materials.	Provide ESE teachers with the opportunities to receive appropriate training.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data Collection
2	Learning obstacle(s) related to the specific disability/ies of the students.	Use of multi-sensory strategies when working with students.	Autism Coach, ESE Specialist	Documented teacher observation and student performance	Data Collection

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parkside Elementary Writing Plan for 2011-2012	K-5	Administrators, Reading Coach	Schoolwide	August 2012, ongoing	FCIM-coaching, writing prompt scores	Administration
BEEP lessons for writing	K-5	Leadership Team	Schoolwide	August 2012, ongoing	Marzano classroom walkthrough/snapshot	Administration

Writing prompt collaborative scoring,evaluation and discussion at Faculty PLC	K-5	Administration	Schoolwide	August 2012, ongoing Faculty/StaffPLC Student engagement/ looking at student work-every other Tuesday	Writing Rubrics Collaborative scoring Student progress Marzano walkthrough	Leadership Team Administration
Year-long blended implementation of Common Core Standards, incorporating scaffolding, integrated, and writing across interdisciplinary curriculum-aligned vertically and horizontally.	K-5	Administration, Reading Coach	Schoolwide	Common Core Literacy PLC every other Tuesday	Student work, writing samples across the curriculum	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Release time for observation and deliberate practice	Coacing and modeling with specific feedback	District Leadership Funds for school-based professional development (included in reading, math, and science funding	$2,500.00
Leadership Team Planning	4 teacher leader salaries (hourly) for 3 days x 7.5 hours	Title I Professional Development Funds	$4,500.00
			Subtotal: $7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In June 2011, the attendance rate was 94.9%, the number of students with excessive absences was 272, and the number of students with excessive tardies was 177.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

The 2012 attendance rate was 95.2%. (.3% increase)	The expected attendance rate for 2013 will be 95.62% for an increase of .33% average daily attendance.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2011, 50 students had excessive absences. (500% decrease)	The 2013 expected number of excessive absences will decrease by 10% (5 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1In 2011, 194 students had excessive tardies. (8.7% increase)	The 2013 expected number of excessive tardies will decrease by 10% (19 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	H1N1	Flu vaccine, hand-washing and sneezing strategies	School Health Liason	Increase in students receiving vaccine Reinforce good hand washing in the classroom and throughout the school	Parent feedback Number of decreased absences
2	Students who are not engaged in learning	Use Working on the Work (WOW) engagement strategies through the design of quality, engaging student instruction.	Administration	Classroom walkthroughs Student engagement measures	Increase in student engagement and decrease in absences
3	No consequence/incentives for being on time	Work with individual students and families through RtI process Student incentives for decreasing tardies Positive reinforcement to increase attendance BTIP process for patterns of non-attendance Parent link, newsletter, website used for tips on good attendance	Guidance Counselor and RtI Team Administrators	RtI Progress Monitoring process Monitoring patterns of non-attendance	Decreased tardies Increased attendance Decrease in number of BTIP referrals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"Working on the Work" Designing				Every other	Increase in	

Quality Work for Students Student Engagement: Making connections to Literacy and Math PLC work	Pre-K-5 Classroom ESE Specials in Reading	Leadership Team members	Schoolwide	Tuesday Early Release or Planning Days allowed for Professional Development	student engagement Decrease in number of tardies, increase in attendance rate	Administrators
Renzulli Learning System Identifies students strengths and learning styles and matches them to a vast array of resources to differentiate instruction	K-3 Compass Program Teachers K-5 volunteer teachers	Renzulli trainers, Reading Coach Compass teachers	K-3 Innovative Program teachers and self-selected teachers K-5	Classroom modeling on designated days TBA	FCIM- a decrease in the number of absences and tardies Student engagement tools Renzulli assessment results	Administrators, Reading Coach

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In looking at the 2011 Attendance-Suspension Data, .5% (6) students (2 internal and 4 external) were suspended as compared to 1.3% (11) students (6 internal and 5 external) in 2010.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, there were 4 Internal suspensions, as compared to 6 internal suspensions in 2011.	By June 2013, we will monitor/maintain the number of Internal suspensions.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, there were 2 students suspended in school, as compared 2 students in 2011.	By June 2013, we will monitor/maintain the number of students with Internal suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2011, there were2 Out-of-School suspensions, as compared to 7 external suspensions in 2011.	By June 2013, we will monitor/maintain the number of Out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2011, there were 2 students suspended Out-of-School, as compared to 4 students in 2011.	By June 2013, we will continue to nonitor/maintain the number of students with Out of School suspensions.

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	Constant monitoring of Schoolwide Behavior and Motivation Plan, as well as classroom behavior plans	Continue PLC for effective classroom management CHAMPS training as needed	Larry Barretto	Data collected from the number of referrals that are entered in TERMS.	Decrease in referrals for behavior

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2011, 82% of all families participated in two or more positive family involvement activities held at the school, as compared to 2010 when 80% of all families participated in at least two or more activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In June 2012, 84% of Parkside's families participated in at least 2 or more activities.	By June 2013, 85% of our families will participate in 2 or more family activities.

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	Other extra-curricular activities outside of school	Involve students in academic as well as arts activities.	Reading Coach	Change academic nights focus to include students in presentation	Feedback from parent surveys, sign-in sheets and attendance records
2	The availability of parent resources	Set up an on-site parent resource center Utilize Title I parent resources	Reading Coach	Sign in and out sheets to determine use	Feedback from parent survey
3	Understanding the needs of our students from many cultural backgrounds, as well as disabilities	Focus on learning more about our multi-cultural and ESE communities.	Administration, Reading Coach, Guidance Counselor, ESE Specialist	Increase in parent involvement with specific subgroups	Parent surveys, sign-in sheets and attendance records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Courageous Conversations	All	Leadership Team members	Faculty/staff PLC, include parent engagement with student engagement	Every other Tuesday	Increased conversations and understanding Increased participation from targeted subgroups	Administrators Leadership Team members

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration for 5 parents	Title I Parent Involvement Funds	$200.00
Student agendas as a communication tool	400 student agendas grades 3-5	Title I Parent Involvement funds	$1,520.00
			Subtotal: $1,720.00
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
Math, Reading/Writing, Science Family Nights Refreshments for Family Nights	Salaries for 8 teacher presenters (hourly) 1 1/2 hrs. + 1/2 hour planning Food and drink only	Title I Parent Involvement Funds $843.00 $600.00	$1,443.00
			Subtotal: $1,443.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,163.00

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:	Increase STEM Literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student exposure to a problem-solving STEM approach in all classrooms.	Set up new Science Lab as additional "Special" so that all students will experience a hands-	Science Lab Teacher	Students will increase their engagement and interest in the areas of STEM	Marzano i-observation walkthrough/snapshotof student engagement

		on, problem solving approach to science and mathematics.			
2	Student exposure to a problem-solving STEM approach in all classrooms.	New Innovative Program, the Compass, will use interdisciplinary curriculum in a problem-solving, project-based learning approach.	Administrators Compass Teachers	Increase in students ability to apply knowledge in a real world setting	Student products: ie GLIDES presentations and interdisciplinary projects.

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	Interventions based on RtI process	Wilson, Smile, Readers Handbook, TEACCH, Edmark and other Struggling Readers Chart materials	Accountability	$1,000.00
Mathematics	Teacher Implemented based on students' needs	Singapore Math, Calendar Math, Hands-on Equations, TEACCH, Touch Math and other materials on the Struggling Math Chart	Accountability	$1,000.00
Science	Hands-on science experiments for application of science concepts for students	Materials for science lab units grades K-5	PTA	$5,000.00
Science	Instructional materials and informational text for NEW Science Lab	Materials for science lab units grades K-5	Accountability	$1,000.00
Parent Involvement	Annual Parent Seminar	Registration for 5 parents	Title I Parent Involvement Funds	$200.00
Parent Involvement	Student agendas as a communication tool	400 student agendas grades 3-5	Title I Parent Involvement funds	$1,520.00
				Subtotal: $9,720.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provides teechers with assessments to identify students strengths and learning styles and matches them to a vast array of resources and projects to differentiate instruction	Renzulli Learning System	Title I	$3,500.00
Reading	Provides additional on-line reading tutorial support for below-level students in FCAT Reading Camps	Study Island/Reading Eggs online tutorial programs	After Care program	$1,800.00
Mathematics	Provides teechers with assessments to identify students strengths and learning styles and matches them to a vast array of resources and projects to differentiate instruction	Renzulli Learning System	Title I (Funding listed under Reading Budget)	$0.00
Mathematics	Provides additional on-line reading tutorial support for below-level students in FCAT Reading Camps	Study Island	After Care (Funding listed under Reading Budget)	$0.00
Science	Project-based learning	Promethean flip charts, BEEP	N/A	$0.00
Science	Science tutorial aligned to FCAT standards (NGSSS)	Study Island	Aftercare funding (listed in Reading budget)	$0.00
				Subtotal: $5,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Release time for teachers for observation and deliberate practice of Common Core Standards	Teacher modeling and Coaching with SpecificFfeedback	District Leadership Funding for school-based professional devlopment	$2,500.00

Mathematics	Provides additional on-line reading tutorial support for below-level students in FCAT Reading Camps	Teacher modeling and Coaching with specific feedback	District Leadership Funding for school-based professional development	$2,500.00
Mathematics	Common Core State Standards	Substitutes for teachers attend training (9subs x 5 days)	Title I Professional Development	$3,526.00
Science	In house professional development through release time for observation and deliberate practice.	Science Lab, BEEP, Promethean Flip charts, Atomic Learning	District Leadership funding for professional development	$1,000.00
Writing	Release time for observation and deliberate practice	Coacing and modeling with specific feedback	District Leadership Funds for school-based professional development (included in reading, math, and science funding	$2,500.00
Writing	Leadership Team Planning	4 teacher leader salaries (hourly) for 3 days x 7.5 hours	Title I Professional Development Funds	$4,500.00
Parent Involvement	Math, Reading/Writing, Science Family Nights Refreshments for Family Nights	Salaries for 8 teacher presenters (hourly) 1 1/2 hrs. + 1/2 hour planning Food and drink only	Title I Parent Involvement Funds $843.00 $600.00	$1,443.00
				Subtotal: $17,969.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $32,989.00

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 10/4/2012)

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
Evidenced based Materials for Reading, Mathematics and Science at $1000.00 each	$3,000.00

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

The School Advisory Council meets monthly to analyze data and assess progress on or make adjustments to Parkside Elementary's School Improvement Plan. They are also responsible for monitoring the SAC budget. In addition, Title I is always a topic on the agenda, with updates and reports from the district as well as school level, including the Parent Compact, professional development and parent involvement opportunities. This school year some additional topics will be, Common Core Standards and the transition from FCAT, 21st Century Schools, student engagement, school budget, legislation, and of course highlights and celebrations of student, staff and school successes!

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District
PARKSIDE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	87%	69%	55%	292	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	58%			125	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?	54% (YES)	66% (YES)			120	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					537	
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
PARKSIDE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	87%	48%	299	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	61%			130	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?	46% (NO)	66% (YES)			112	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested