FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CENTRAL PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Cherise Coleman

SAC Chair: Ilene Miller and Marla Abrams

Superintendent: Robert Runcie

Date of School Board Approval: December 2012

Last Modified on: 10/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Cherise Coleman	AA in Liberal Arts, BA in Elementary Education, Masters in Educational Leadership; Certification in Educational Leadership, Elementary Education, and ESOL	7	9	1999 School Grade "B" 2000-2012 School Grade "A" 2011-2012 Students Meeting Proficiency Writing 96%, Reading 81%, Reading Learning Gains 75%, Reading Lowest 25% - 74%,Mathematics 84%, Mathematics Learning Gains 78%, Mathematics Lowest 25% - 74%, Science 67%
Assis Principal	Susanna Deutsch	AA in Marketing, BA in Elementary Education, Masters in Educational Leadership,Endorsement in Reading and ESOL	1	3	1999 School Grade "B" 2000-2010 School Grade "A" 2010-2011 - School Grade "D" 2011-2012 - School Grade "D"

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	Treva Culpepper	Reading Endorsement, Elementary Education, Media Specialist, ESOL	14	14	1999 School Grade "B" 2000-2012 School Grade "A" 2011-2012 Students Meeting Proficiency Writing 96%, Reading 81%, Reading Learning Gains 75%, Reading Lowest 25% - 74%,Mathematics 84%, Mathematics Learning Gains 78%, Mathematics Lowest 25% - 74%, Science 67%

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	1. Screen resumes to determine highly qualified status prior to interviews	Principal, Assistant Principal	Ongoing	
2	2. Observe student teachers who will be highly qualified upon graduation	Principal, Assistant Principal	Ongoing	
3	3. Involve all teachers in school based management decisions	Principal, Assistant Principal, Support Staff, Team Leaders	Ongoing	
4	4. Provide collegial opportunities for staff development and professional learning communities; support staff, team leader and administration mentoring.	School Leadership Team	Ongoing	

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
Not Applicable	Not Applicable

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
67	0.0%(0)	11.9%(8)	46.3%(31)	41.8%(28)	49.3%(33)	100.0%(67)	7.5%(5)	16.4%(11)	94.0%(63)

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
Roni Graham	Renee Rebhan	Mrs. Graham is a National Board Certified Teacher and experienced educator who will assist with instructional strategies and research-based interventions to increase student achievement.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs Grade Level and Vertical Teaming Common Core Collaborative Meetings
Lori Czerenda	Kimberly Hagood-Elliott	Team Leader will assist with instructional strategies and provide support to staff member new to the school. Mrs. Czerenda will assist with research-based interventions to increase student achievement.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs Grade Level and Vertical Teaming Common Core Collaborative Meetings
Angel Buraty	Eleanor Puran and Katherine Decaro	Team Leader will assist with instructional strategies and provide support to staff member new to the school. Mrs. Buraty will assist with research-based interventions to increase student achievement.	Weekly Meetings Learning Communities Monitor Lesson Plans Classroom Walk-throughs Grade Level and Vertical Teaming Common Core Collaborative Meetings

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Before and After School Tutoring, Research Based Intervention Programs During School

Violence Prevention Programs

Anonymous Bullying, Internet Safety, GRADE, Classroom Guidance, Conflict Resolution/Social Skills Groups

Nutrition Programs

Jump Rope for Heart and Commit to Be Fit

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Team: Cherise Coleman-Principal, Susanna Deutsch-Assistant Principal, Treva Culpepper-Reading Resource Specialist, Gilia Martinez-Guidance Counselor, Carol Risk-ESE Specialist, Marissa Pascarella-School Psychologist, Jeerdean Ferguson-Social Worker, Lisa Aronowitz-Speech Pathologist, includes the following members and their roles.

•The Principal: meets with and serves as case manager for the RtI Team weekly, monitors the implementation of the math and science curriculum, approves necessary resources to achieve positive results, conducts data chats with teachers and students.
•Assistant Principal: monitors behavior of students, coordinates and monitors the school-wide writing plan, conducts data chats with teachers and students, and serves as case manager.
•ESE Specialist: monitors the IEP services to students, monitors academic progress of inclusion and resource room students, coordinates ESE services, and serves as case manager.
•School Psychologist: tests students, consults with parents, reviews and suggests interventions, and serves as case manager.
•School Social Worker: facilitates small groups for students dealing with emotional situations, such as changing families, retention, grief; she works with parents needing outside resources, and serves as case manager.
•Reading Coach: Facilitates the RtI process, provides expertise on the reading process & interventions; coaches classroom teachers; monitors the implementation of the school-wide reading program, and serves as case manager.
•Guidance Counselor: facilitates classroom guidance, small group counseling, 504 Plans, and assists families with outside resources, and serves as case manager.
•Speech Pathologist: small group speech and language groups, support facilitation (collaboration/consultation) for

VE/Speech/Language students, and serves as case manager.

This team utilizes the Comprehensive Problem Solving Process to assist teachers in meeting the needs of their students. The model provides a structured process for addressing identified needs of select students as they move through three tiers of interventions.

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

• The RtI/Support Team meets weekly to discuss the overall process of supporting students.
• Students may be identified based on teacher conversations, student data, behavior referrals, or parent concerns/requests.
• Each member of the RtI Leadership Team may function as case manager to work with teachers through the process of Tier II and Tier III interventions, documenting the progress, and moving forward through the RtI process.
• The focus of the Team is to develop a broad understanding of students in the school who are in need of support, what support/interventions are underway, and suggest additional resources.
• The ESE Specialist and School Psychologist address concerns through the perspective of ESE services.
• The Social Worker and Guidance Counselor work with parents and teachers for outside resources or counseling.
• The Reading Coach analyzes academic concerns, and administration reviews both academic and behavior issues.

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

• The RtI Team meets with the Leadership Team Chairpersons for Reading, Writing, Mathematics, Science, and School Advisory Council as part of the development of the School Improvement Plan.
• Each RtI Team member contributes to the implementation of the SIP with specific areas of responsibility.
• Concerns are brought to the weekly meetings for discussion and problem solving.

MTSS Implementation

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

The school identifies key data points to measure throughout the year for each grade level for reading, math, writing, and science.

August – Previous End of Year Data Points:
Reading – DRA (Grades K-2), FAIR (Kindergarten), Primary Reading Assessment (Grades 1-2), FCAT (Grades 3-5)
Writing – May 2012 Writing Samples, 4th Grade FCAT Writing Assessment Results and School Specific Samples from FLDOE
Math – Primary Math Test (Grades 1-2), FCAT (Grades 3-5)
Science – FCAT (Grade 5)
Behavior - Student Referrals
Subgroup Performance FCAT Reading, Writing, Math, and Science

September - Baseline Data Points:
Reading - Placement Inventories, FAIR, FLKRS, DRA, DAR, IRI, Oral Reading Fluency Assessments
Writing - Baseline writing sample Grades 1-4: Expository or Narrative
Mathematics- Prerequisite Test, GMADE
Science – End of Year Form A

October - December Data Points:
Reading- Running Records, BAT2, Mini-Bats, Unit Tests, FCAT Weekly
Writing – Writing samples Grades 1-4: Expository or Narrative
Mathematics – Mini-Bats, Chapter Tests, Big Idea Assessments
Science – Unit Benchmark Test

January - February Data Points:
Reading - FAIR, DRA, DAR, IRI, Mini-Bats, Unit Tests, Portfolio Assessments, Primary Mid-Year Reading, Oral Reading Fluency Assessments, FCAT Weekly
Writing - Midyear writing sample Grades K-4
Mathematics - Mini-Bats, Chapter Tests, Big Idea Assessments
Science – Unit Benchmark Test, End of Year Form B

March - April Data Points:
Reading - Portfolio Assessments, Mini-Bats, Unit Tests, FAIR, Oral Reading Fluency Assessments, FCAT Weekly
Writing – Writing samples Grades K-3

Mathematics – Mini-Bats, Chapter Tests, Unit Tests, Big Idea Assessments
Science – Unit Benchmark Test

May - June Data Points:
Reading – Portfolio Assessments, Primary Reading Assessment, FCAT Weekly, Unit Tests, End of Book Tests, DRA, FAIR, DAR, IRI
Writing – End of year writing samples
Mathematics – End of Book Tests, Big Ideas Assessments, Primary End of Year Math Assessment, GMADE
Science – Unit Benchmark Test, End of Year Form C

Tier 2 and Tier 3 data will be collected by teachers through data points, checklists, and/or tally charts/graphs. This information will be maintained by teachers, entered into the school's data system by the data processor, placed in the student's CUM folder, and monitored by the RtI Team.

Describe the plan to train staff on MTSS.

•The RtI team will present an overview of the RtI process.
•Case managers will guide teachers through the RtI process.
•Quarterly, administration and support staff will conduct data chats (schoolwide reviews) with each teacher to identify students in need of interventions or enrichment. Appropriate interventions and data collection will also be discussed. These data chats will build strong communication between the classroom teacher and RtI team.

Describe the plan to support MTSS.

Principal and Assistant Principal are active members of the RtI Process. In the third week of school, the RtI team will meet to review previous year's cases and assign case managers to provide follow-up for students who were being monitored in Tier 2 and Tier 3. Administration will meet weekly with the RtI team to provide support to teachers as Case Managers, create charts/graphs for Tier 2 and Tier 3 data, and meet and discuss with the parents the RtI process and interventions to be utilized by the classroom teacher.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Resource Specialist, ESE Specialist, Guidance Counselor, Team Leaders, Chairpersons for Reading, Mathematics, Writing, and Science Committees

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

Meets regularly to review academic and behavioral data from a variety of sources, assist with developing and scheduling strategies based on data review, and monitor implementation of instructional strategies. The team also provides disaggregated data and identifies those students at moderate or high risk for not meeting grade level benchmarks and standards, and collaborates with staff, such as general education teachers, ESE resource teachers, speech/language pathologist, and school psychologist to develop and implement more intensive research-based interventions as needed.

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

Maintaining/increasing achievement levels of high performing students, increasing achievement levels of ESE/ELL/SWD/ED students, and achievement of learning gains for all students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

applicable.

Kindergarten Orientation is an opportunity for incoming kindergarten students and their parents to visit and tour the school, meet school staff, complete registration paperwork, gain a better understanding of school policies/procedures, and learn more about the educational program. This prior knowledge helps prepare them for a smooth transition. Tours for prospective families are scheduled monthly. The school web site can be accessed for additional information. A Meet Your Teacher Day occurs the Friday before school starts so that students can visit their classroom, meet their teacher, and learn school procedures.

*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.

Not Applicable

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 25% of 3rd-5th grade students will achieve a level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
127/526 - 24%	134/536 - 25%

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	Reading Stamina	Teachers will increase independent reading practice in the classroom, through projects, home reading logs, Accelerated Reader, and bi-monthly FCAT assessments.	Principal, Asst. Principal, Reading Coach, Team Leaders, Teachers	Monitor progress at designated data points during the school year	Data tracking sheets and assessment results
2	Increase Cognitive Complexity	Students will respond to higher order questions with written responses aligned with test specifications. Integrate Common Core State Standards with Reading, Science, and Social Studies curriculum.	Reading Coach and Teachers	Data tracking through chats and assessment results	Student work samples and assessment results
3	Effective Progress Monitoring and Implementation of Interventions	Record data on tracking sheets and collaborate with peers on grade level to provide effective interventions.	Principal, Asst. Principal, Reading Coach, Team Leaders, and Teachers	Progress monitoring data will determine effectiveness	Data tracking sheets and assessment 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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 58% of 3rd-5th grade students will achieve at or above level 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
298/526 - 57%	311/536 - 58%

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	Cognitive complexity of instruction and practice	Teachers will increase the cognitive complexity of instruction by utilizing complex text and higher order questions with all groups. Integrate Common Core State Standards with Reading, Science, and Social Studies curriculum.	Principal, Asst. Principal, Reading Coach, and Teachers	Review of lesson plans, observation during Classroom Walk-throughs, and data chats	Data tracking sheets and assessment results
2	Effective differentiation	Literacy centers will be differentiated for appropriate challenge.	Principal, Asst. Principal, Reading Coach, and Teachers	Observation during classroom walk-throughs and analysis of progress data	Data tracking sheets and assessment results
3	Reading stamina	Teachers will increase independent reading practice in the classroom, through projects, home reading logs, Accelerated Reader, and bi-monthly FCAT assessments.	Principal, Asst. Principal, Reading Coach, Team Leaders, and Teachers	Monitoring progress at designated data points during the school year	Data tracking sheets and assessment 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 76% of the 3rd grade retainees, 4th, and 5th grade students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
264/351 - 75%	267/351 - 76%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective progress monitoring and implementation of interventions	Record data on tracking sheets and collaborate with peers on grade level to provide effective interventions.	Principal, Asst. Principal, Reading Leadership Team, and Teachers	Progress monitoring data will determine effectiveness	Data tracking sheets and assessment results
2	Increase cognitive complexity	Students will respond to higher order questions with written and oral responses aligned with test specifications.	Reading Coach and Teachers	Observation during classroom walk-throughs	Student work samples and assessment results
3	Mastery of higher order thinking questions	Increase rigor by providing practice with higher order questioning. Integrate Common Core State Standards with Reading, Science, and Social Studies curriculum.	Reading Coach and Teachers	Analysis of student work and assessment results	Data tracking sheets

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 78% of the lowest 25% will make a learning gain in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55/71 - 77%	78/100 - 78%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Funding for Before/After School Tutoring could be a potential barrier.	Offer Before/After School Reading Program to reinforce skills.	Principal, Asst. Principal, Reading Coach, and Classroom Teachers	Student growth will be monitored through data chats, progress monitoring charts, and classroom assessments.	Data tracking sheets
2	Lack of personnel to assist in additional instruction to reinforce skills.	Implementation of intensive Reading Interventions aligned with the Struggling Readers Chart and increase push-in support.	Reading Coach and Classroom Teachers	Through data chats, progress monitoring charts, and classroom assessments.	Data tracking sheets and assessment results
3	Fluency improvement needed to assist with reading comprehension.	Use of Great Leaps and Quick Reads Program for fluency to improve students in the lowest quartile in grades 2-5 to increase comprehension.	Classroom Teachers and Reading Coach	Progress of students will be monitored weekly.	Oral reading Fluency Assessments.

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 12% of students in the White subgroup, 39% of students in the Black subgroup, 21% of students in the Hispanic subgroup, 4% of students in the Asian subgroup will not make satisfactory progress in Reading.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	White subgroup - 39/288 - 14% Black subgroup - 29/70 - 41% Hispanic subgroup - 24/103 - 23% Asian subgroup - 2/35 - 6%		White subgroup - 31/259 - 12% Black subgroup - 28/77 - 39% Hispanic subgroup - 15/71 - 21% Asian subgroup - 2/35 - 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 personnel to assist in additional instruction to reinforce skills.	Implementation of intensive Reading Interventions aligned with the Struggling Readers Chart and increase push-in support.	Reading Coach and Classroom Teachers	Through data chats, progress monitoring charts, and classroom assessments.	Data tracking sheets and assessment results
2	Funding for Before/After School Tutoring.	Offer Before/After School Reading Program to reinforce skills.	Principal, Assistant Principal, Reading Coach, and Classroom Teachers	Student growth will be monitored through data chats, progress monitoring charts, and classroom assessments.	Data tracking sheets

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 37% of students in the ELL subgroup will not make satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12/31 - 39%	8/21 - 37%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited materials to support English Language Acquistion	Use of technology to better support classroom learning. Students who are classified as A1 through B1 will be provided increased academic support (1,000 Words in Spanish, Oxford Let's Go, and Rigby on Their Way to English).	Administration, Reading Coach, Classroom Teacher	Assessments	BAT2, Data Tracking Sheets
2	Lack of personnel to assist in additional instruction to reinforce skills.	Implementation of intensive Reading Interventions aligned with the Struggling Readers Chart and increase push-in support.	Administration, Reading Coach, Classroom Teacher	Through data chats, progress monitoring charts, and classroom assessments.	Data Tracking Sheets and Assessment 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	By June 2013, 47% of students in the Students with Disabilities (SWD) subgroup will not make satisfactory

Reading Goal #5D:	progress in Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
28/58 - 48%	23/48 - 47%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for Before/After School tutoring.	Offer Before/After School Reading Program to reinforce skills.	Administration, Reading Coach, and Classroom Teacher	Student growth will be monitored through data chats, progress monitoring charts, and classroom assessments.	Data Tracking Sheets
2	Lack of personnel to assist in additional instruction to reinforce skills.	Implementation of Intensive Reading Interventions aligned with the Struggling Readers Chart and increase push-in support.	Reading Coach and Classroom Teachers	Through data chats, progress monitoring charts, and classroom assessments.	Data Tracking Sheets and Assessment Results
3	Students grasping/gain proficiency of concepts at different rates.	Teachers will provide students with enrichment activities through the use of core program lessons and project based learning.	Administration and classroom teachers	Through data chats, progress monitoring charts, and classroom assessments.	Data Tracking Sheets
4	General Education and deficit area instruction needing to occur in the VE Resource Room.	Push-in services provided in the classroom rather than as a pullout model.	Administration, Classroom Teacher, and ESE Teacher	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data Tracking Sheets and Assessment 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 29% of students in the Economically Disadvantaged subgroup will not make progress in Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
47/154 - 31%	51/175 - 29%

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	Funding for Before/After School Tutoring.	Offer Before/After School Reading Program to reinforce skills.	Administration, Reading Coach, and Classroom Teachers	Student growth will be monitored through data chats, progress monitoring charts, and classroom assessments.	Data Tracking Sheets
2	Lack of personnel to assist in additional instruction to reinforce skills.	Implementation of Intensive Reading Interventions aligned with the Struggling Readers Chart and increase push-in support.	Reading Coach and Classroom Teachers	Through data chats, progress monitoring charts, and classroom assessments.	Data Tracking Sheets and Assessment Results

3	Deficiency skills required to make learning gains.	Assessing student skill deficiencies utilizing the Diagnostic Assessment of Reading (DAR).	Administration, Reading Coach, Classroom Teacher	Data chats and progress monitoring charts.	Diagnostic of Assessment of Reading.

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 State Standards	K-5/Reading/ Language Arts	Reading Coach	School-wide	Monthly meetings, Early Release, Teacher Planning	Participants will maintain a binder detailing discussions at each meeting. The binder will also house samples of lessons and/or student work.	Grade level Chairperson, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards K-5 Lesson Plan Book	Sample lesson plans using CCSS.	School Budget	$456.00
Super QAR, Quick Reads, Phonics for Reading, DAR Booklets	Intervention Materials	Accountability	$2,500.00
			Subtotal: $2,956.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase reading practice and response to reading across the curriculum.	Brain Pop	After Care	$1,990.25
Increase reading practice and response to reading across the curriculum.	Web-based Accelerated Reader Program	PTA purchase ($4,500)	$0.00
			Subtotal: $1,990.25
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Understanding Common Core State Standards for grades K-2 & 3-5	Training on understanding and unwrapping CCSS	Inservice	$1,995.36
			Subtotal: $1,995.36
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Pop Books	Guided questions for classroom teachers using CCSS language.	School Budget	$1,050.00
Teach CCSS using various forms of informational text	Big Backyard (Kindergarten) Scholastic Newsletter (K-3rd) USA Study Weekly (4th-5th) Time for Kids (4th-5th)	Internal Funds	$5,238.00
			Subtotal: $6,288.00
			Grand Total: $13,229.61

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, 61% of the 3rd-5th grade students taking CELLA, will be proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

22/37 - 59%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited materials to support English Language Acquistion	Use of technology to better support classroom learning. Students who are classified as A1 through B1 will be provided increased academic support (1,000 Words in Spanish, Oxford Let's Go, and Rigby on Their Way to English).	Principal, Assistant Principal, Reading Coach, Guidance Counselor, ESE Specialist, Classroom Teachers	Assessments	Aural Language Assessment (IPT) and Oral Reading Fluency, CELLA Listening and Speaking Section.
2	The students' home language differs from the language used at school.	Use of Common Core ESOL Strategies.	Administration, ELL Coordinator, and Classroom Teachers	Lesson plans will reflect ESOL Strategies and observations by administration during classroom walk-throughs	Treasures Assessments

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, 75% of the 3rd-5th grade students taking CELLA, will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

27/37 - 73%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited materials to support English Language Acquistion	Use of technology to better support classroom learning. Students who are classified as A1 through B1 will be provided increased academic	Principal, Assistant Principal, Reading Coach, ESE Specialist, Guidance Counselor,	Assessments	Aural Language Assessment (IPT), Oral Reading Fluency, CELLA Reading Section.

		support (1,000 Words in Spanish, Oxford Let's Go, and Rigby on Their Way to English).	Classroom Teachers		
2	The students' home language differs from the language used at school.	Use of Common Core ESOL Strategies.	Administration, ELL Coordinator, Classroom Teachers	Lesson plans will reflect ESOL Strategies and observations by administration during classroom walk-throughs.	Treasures Assessments, BAT 2
3	The change from Native text to English text.	Use of Common Core ESOL Strategies.	Administration, ELL Coordinator, Classroom Teachers	Assessment data will be analyzed with a focus on ELL improvement.	Treasures Assessments, BAT 2

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, 59% of the 3rd-5th grade students taking CELLA, will be proficient in writing.

2012 Current Percent of Students Proficient in writing:
21/37 - 57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited materials to support English Language Acquistion	Use of technology to better support classroom learning. Students who are classified as A1 through B1 will be provided increased academic support (1,000 Words in Spanish, Oxford Let's Go, and Rigby on Their Way to English).	Principal, Assistant Principal, Reading Coach, Guidance Counselor, ESE Specialist, Classroom Teachers	Assessments	Aural Language Assessments (IPT), Oral Reading Fluency, CELLA Writing Section
2	The students' home language differs from the language used at school.	Use of Common Core ESOL Strategies.	Administration, ELL Coordinator, and Classroom Teachers	Lesson plans will reflect ESOL Strategies and observations by administration during classroom walk-throughs.	Treasures Assessments and BAT 2
3	ELL student proficiency with oral language isn't commensurate with that of native speakers, translating into additional difficulties with written communication.	Common Core Writing Workshops and ESOL Strategies.	Administration, ELL Coordinator, and Classroom Teachers	Monthly Writing Samples	Teachers will analyze writing samples during weekly collaborative planning meetings to determine necessary instructional strategies.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of IPT Assessments	IPT Assessment Booklets	School Budget	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology to better support classroom learning.	Technology Programs: 1,000 Words in Spanish, Oxford Let's Go, Rigby on Their Way to English.	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Work toward obtaining ESOL Endorsement	Attend ESOL classes/trainings	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 24% of the 3rd, 4th and 5th grade students will achieve a level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
123/526 - 23%	129/536 - 24%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have different learning needs and may require additional instruction and remediation/reinforcement in different skill areas.	Ability grouping to focus on strategies for different learning levels. Data chats and small group instruction will take place during the mathematics block.	3rd - 5th grade classroom teachers, principal, and assistant principal	Data chats, progress monitoring charts, peer collaboration, and classroom assessments to monitor growth.	Data tracking sheets and assessment results
2	Teachers not familiar with aligning Common Core State Standards and New Generation State Standards.	Align Common Core State Standards and New Generation State Standards with Go Math series to effectively provide instruction.	Administration and Classroom Teachers	Weekly collaboration grade level meetings.	Data tracking sheets and assessment results
3	All tested benchmarks must be taught before the FCAT Assessment.	Utilize the Instructional Focus Calendar on BEEP to ensure that all benchmarks are taught prior to the FCAT Assessment.	Principal, Assistant Principal, and Classroom Teachers	Data chats, progress monitoring charts, and classroom assessments to monitor growth.	Data tracking sheets and assessment results
4	Students attain proficiency skills levels at different rates.	Teachers will differentiate instruction to meet the needs of students. Students will complete the "Share What You Know" page in the Go Math textbook to determine proficiency level. Students will be able to utilize reteach lessons from Go Math to grasp concepts.	Administration and Classroom Teachers	Classroom walk-throughs and daily classroom instruction.	Go Math Assessments and 2013 FCAT Mathematics Assessment
5	Students are not familiar with problem solving steps.	Include problem solving in every lesson	Classroom Teacher	Teacher observation, classroom assessments	Math Superstar worksheet, chapter tests, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Not Applicable

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 61% of the 3rd, 4th, and 5th grade students will achieve a level 4 or 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
319/526 - 60%	327/536 - 61%

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	Challenging high performers	Increase participation in First in Math.	Principal, Asst. Principal, and Teachers	Monitor monthly points accumulated for participating students	Web based reports are available for First in Math
2	Revised math instructional block	Differentiate instruction and practice to target individual needs.	Principal, Asst. Principal, and Teachers	Monthly data chats with teachers will reveal students' progress	Data Chart
3	Challenging students to make greater gains on the FCAT Math Assessment	Teachers will use the Go Math enrichment activities and center activities to assist with students maintaining or increasing proficiency levels.	Administration and Classroom Teachers	Data chats, grade level collaboration meetings, and daily classroom instruction.	Go Math Assessments, 2013 FCAT Mathematics Assessment, BAT 2
4	Students are not familiar with problem solving steps.	Include problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable	Not Applicable

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 79% of the 3rd grade retainees, 4th, and 5th grade students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
274/351 - 78%	277/351 - 79%

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	Maintain learning gains of high performers	Participation in Math Superstars, Continental Math, FCAT Explorer, and Florida Achieves.	Administration and Classroom Teachers	Quarterly data chats with teachers	Data tracking sheets and assessment results
2	Instructional time	Implementing Before/After School Tutorials	Principal, Asst. Principal, and Teachers	Monitor student progress	Data tracking sheets and assessment results
3	Instructional gaps of lowest quartile	Through the use of differentiated instruction, teachers will utilize Go Math Intervention Program to improve student learning, as well as Calendar Math, and manipulatives, and FCAT Explorer.	Administration and Classroom Teachers	Classroom walkthroughs and daily instruction	Go Math Assessments, BAT 2, 2013 FCAT Mathematics Assessment
4	Students are not familiar with problem solving steps.	Include problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 79% of the lowest 25% will make a learning gain in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39/50 - 78%	40/50 - 79%

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	Funding for Before/After School Programs to provide additional assistance for students who are not proficient.	Offer a Before/After School Program to reinforce necessary skills.	Principal, Assistant Principal, 3rd-5th grade teachers	Data chats, progress monitoring charts and classroom assessments will be utilized to monitor student growth.	Data tracking sheets and assessment results
2	Scheduling additional instructional time during the school day with a lack of additional personnel to assist in instruction.	Intensive math interventions utilizing GO Math materials as well as other supplemental materials provided in the classroom.	Principal, Assistant Principal, and Classroom Teachers	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data tracking sheets and assessment results
3	Students are not familiar with problem solving steps.	Include problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:			By June 2013, 11% of students in the White subgroup, 32% of students in the Black subgroup, 19% of students in the Hispanic subgroup, and 8% of students in the Asian subgroup will not make satisfactory progress in Reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White subgroup - 34/288 - 12% Black subgroup - 23/70 - 33% Hispanic subgroup - 21/103 - 20% Asian subgroup - 3/35 - 9%			White subgroup - 28/259 - 11% Black subgroup - 25/77 - 32% Hispanic subgroup - 13/71 - 19% Asian subgroup - 3/35 - 8%		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have different learning needs and may require additional instruction and remediation/reinforcement in different skill areas.	Ability grouping to focus on strategies for different learning levels. Data chats and small group instruction will take place during the mathematics block.	3rd-5th grade classroom teacher, Principal, and Assistant Principal	Data chats, progress monitoring charts, peer collaboration, and classroom assessments to monitor growth.	Data tracking sheets and assessment results.
2	Scheduling additional instructional time during the school day with a lack of additional personnel to assist in instruction.	Intensive math intervention utilizing Go Math materials as well as other supplemental materials provided in the classroom. Participation in Math Superstars, Continental Math, FCAT Explorer, and Florida Achieves.	3rd-5th grade classroom teachers, Principal, Assistant Principal	Data chats, progress monitoring charts, peer collaboration, and classroom assessments to monitor growth.	Data tracking sheets and assessment results.
3	Students are not familiar with problem solving steps.	Include problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:			By June 2013, 41% of ELL students will not make satisfactory progress in Mathematics.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
13/31 - 42%			9/21 - 41%		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for Before/After School Programs to provide additional assistance for students who are not proficient.	Offer a Before/After School Program to reinforce necessary skills.	Administration and Classroom Teachers	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data Tracking Sheets and Assessments Results
	Scheduling additional instructional time during the school day with a	Intensive math interventions utilizing GO Math materials as well as	Administration and Classroom Teachers	Data chats, progress monitoring charts and classroom assessments	Data Tracking Sheets and Assessment

					will be utilized to monitor student growth.	Results
2		lack of additional personnel to assist in instruction.	other supplemental materials provided in the classroom. Participation in Math Superstars, Continental Math, FCAT Explorer, and Florida Achieves. Students will be give a diagnostic assessment to determine specific areas of need. If students need extra support, it will be provided through double dose instruction.			
3		Students learn at different learning levels.	Utilization of differentiated instruction to assist with various learning levels.	Administration and Classroom Teachers	Progress monitor with Go Math Assessments.	BAT 2, 2013 FCAT Mathematics Assessment, Data Tracking Sheets
4		Students are not familiar with problem solving steps.	Include problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, 30% of SWD students will not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18/58 - 31%	14/48 - 30%

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	Scheduling additional instructional time during the school day with a lack of additional personnel to assist in instruction.	Intensive math interventions utilizing GO Math materials as well as other supplemental materials provided in the classroom. Participation in Math Superstars, Continental Math, FCAT Explorer, and Florida Achieves. Students will be give a diagnostic assessment to determine specific areas of need. If students need extra support, it will be provided through double dose instruction.	Administration, Classroom Teacher, and ESE Teacher	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data tracking sheets and assessment results
2	General Education and Deficit Area Instruction needing to occur in the VE Resource Room.	Push-in services provided in the classroom rather than as a pullout model.	Administration, Classroom Teacher, and ESE Teacher	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data Tracking Sheets and Assessment Results
3	Students are not familiar with problem solving steps.	Including problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 28% of Economically Disadvantaged students will not make progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45/154 - 29%	49/175 - 28%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for Before/After School Programs to provide additional assistance for students who are not proficient.	Offer a Before/After School Program to reinforce necessary skills.	Administration and Classroom Teacher	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data Tracking Sheets and Assessment Results
2	Scheduling additional instructional time during the school day with a lack of additional personnel to assist in instruction.	Intensive math interventions utilizing GO Math materials as well as other supplemental materials provided in the classroom. Participation in Math Superstars, Continental Math, FCAT Explorer, and Florida Achieves. Students will be give a diagnostic assessment to determine specific areas of need. If students need extra support, it will be provided through double dose instruction.	Administration and Classroom Teacher	Data chats, progress monitoring charts, and classroom assessments will be utilized to monitor student growth.	Data tracking sheets and assessment results
3	Students are not familiar with problem solving steps.	Include problem solving in every lesson.	Classroom Teacher	Teacher observation, classroom assessments	Math Superstars worksheets, chapter tests, FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5/Math	Toni Kaiser	school-wide	Early Release Days, Teacher Planning	Participants will maintain a binder detailing discussions at each meeting. The binder will also house samples of lessons and/or student work.	Administration Toni Kaiser
Go Math technology	Mathematics	Math Committee	school-wide	Monthly staff development	Big Idea Assessments	Administration Classroom

Intervention	Chairperson	meetings		teacher

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Offer student incentives and train teachers in using First in Math	First In Math web-based practice	Internal Funds	$4,000.00
			Subtotal: $4,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Provide teacher training for intervention program	Go Math Intervention	N/A	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Before and after school tutorial	After Care Funds	School Budget	$500.00
			Subtotal: $500.00
			Grand Total: $4,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 42% of the 5th grade students will achieve a level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73/178 - 41%	74/176 - 42%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' understanding of how to use science notebooks	Students will keep science journals for science investigations and mastery of Common Core State Standards and Next Generation State Standards.	Principal, Asst. Principal, Science Leadership Team Chairperson, and Teachers	Review student journals to determine depth of understanding and mastery of benchmarks.	Student journal, data tracking sheets, and assessment results
	Availability and	Grade level	Science	Review science lesson	Data chats

2	exposure to non-fiction text	collaboration and planning, sharing of resources across the grade levels	Leadership Team Chairperson, Team Leaders, and Teachers	plans during classroom walk-throughs, grade level meetings to track progress	BAT II

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:	Not Applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

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Problem-Solving Process to Increase Student Achievement

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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 27% of the 5th grade students will achieve a level 4 or 5 in science.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
47/178 - 26%	48/176 - 27%

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' understanding of how to use science notebooks.	Students will keep science journals for science investigations and mastery of benchmarks.	Principal, Asst. Principal, Science Leadership Team Chairperson, and Teachers	Review student journals to determine depth of understanding and mastery of benchmarks.	Student journal, data tracking sheets, and assessment results.
2	Time constraints	Students will increase knowledge through research and project based opportunities through the use of technology. Students will be instructed with Common Core State Standards strategies during science and reading blocks.	Classroom Teachers	Student presentations	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 science. Science Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Opportunity to continue training on new Science Series (FL Science Fusion)	Science	Administration, Science Leadership Team	school-wide	Grade level collaboration meetings	Think Central Data Chats	Administration, Team Leaders, Science Leadership Team, Classroom Teachers
Grade Level Collaboration on Science Student Investigation Notebooks and incorporating science content during reading.	Science	Administration, Science Leadership Team Chairperson	school-wide	Grade level collaboration meetings	Team leader will share at monthly Leadership Meetings	Administration, Team Leaders, Science Leadership Team, Classroom Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide materials for student investigations	Hands-on science kit replacement of consumable materials and display boards for class investigations	School Budget	$1,600.00

			Subtotal: $1,600.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement GIZMOS program	GIZMO software	Accountability	$2,000.00
			Subtotal: $2,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Collegial collaborative study to understand how to use science investigation notebooks and integrate Common Core State Standards with science and reading.	Common Core Lesson Plan Book for grades K-5 and Raising the Rigor in Reading	N/A	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide effective resources for students	Science weekly newspaper	School Budget/Internal Accounts	$1,200.00
Provide effective resources for teachers	Science boards to model science investigations and scientific process.	School Accountability	$300.00
			Subtotal: $1,500.00
			Grand Total: $5,100.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 97% of the 4th grade students will score at or above a Level 3.0 in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
173/180 - 96%	171/176 - 97%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have different learning needs and may require additional instruction and remediation/reinforcement in different skill areas (focus, organization, support, conventions).	Ability group students based on needs.	Administration, Classroom Teachers, Support Staff	Review lesson plans, data chats, and observations during classroom walk-throughs	Monthly demand writing assessments
2	Scheduling	Vertical team discussions to review effective writing strategies and critique writing samples.	Principal, Asst. Principal, Team Leaders, Writing Leadership Team Chairperson, and Teachers	Observation of strategies during classroom walk-through	Data tracking sheets and assessment results

3	Making time for individual conferences	Conferencing with students on their demand writing.	Principal, Asst. Principal, Reading Coach, ESE Specialist, Guidance Counselor, Team Leaders, and Teachers	Evaluation of demand writing by classroom teacher, administration, and support staff	Data tracking sheets and assessment 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not Applicable
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Not Applicable	Not Applicable

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Problem-Solving Process to Increase Student Achievement

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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the use of word choice and voice in Narrative and Expository writing, and the use of conventions in student writing.	Language Arts	Administration and Classroom Teacher	4th	Weekly collaborative team meetings	Classroom walk-throughs, monitoring student writing samples, and writing journals	Administration,Classroom Teachers, and Support Staff

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase technology tools for writing instruction.	Utilization of laptops to produce research based projects.	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Dissect student 2012 FCAT Writing Assessments in the 4 areas (focus, organization, support, conventions).	FLDOE CD of student essays from 2012 FCAT Writing Assessment	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Align lessons with student deficits in the 4 areas of writing (focus, organization, support, conventions).	Utilize Razzle Dazzle Writing and Writing Superstars by Melissa Forney	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance is tracked on Pinnacle and interventions are implemented in accordance with school board policy.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
1,056 - 96%	1,067 - 97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
37 - 3%	33 - Reduce by 10%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
138 - 13%	124 - Reduce by 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
	Students with a pattern of absences and/or tardies.	Assistant Principal and Attendance Clerk will monitor attendance on a daily basis. Absence	Principal, Assistant Principal, Classroom	Daily Attendance	Pinnacle

| 1 | | and tardy letters will be sent to parents. School Social Worker will assist by contacting families for students who have a pattern of non-attendance. If absences or tardies continue parents will attend BTIP meeting with the State Attorneys Office. | Teachers, Attendance Clerk, School Social Worker | | |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance and Tardy Procedures and BTIP Training	K-5	Information Management Technician (IMT)	school-wide	Pre-planning week	Daily attendance in Pinnacle and bi-weekly attendance reports	Administration IMT

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Pinnacle	Pinnacle software	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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:	Central Park Elementary had three out of school suspensions for the 2011-2012 school year. A school-wide discipline plan is utilized in all classrooms.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
16	14
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	2

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a pattern of internal/external suspensions.	Behavior incentives are utilized to reward good behavior. Mentors, listeners, Guidance and School Social Worker chats, social skills groups, and counseling services will be implemented to decrease unacceptable behavior.	Principal, Assistant Principal, Classroom Teachers, Guidance Counselor, School Social Worker, ESE Specialist	Monitor the number of internal and external suspensions on the Discipline Matrix System (DMS).	Suspension Rate Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Refresher Training	K-5/Behavior	Assistant Principal, Guidance Counselor	School-wide	Teacher Planning on a quarterly basis	Classroom walk-through, review of behavior data	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	CHAMPS Manual	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS Refresher Training	CHAMPS Manual	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Bucket Filler - Random Acts of Kindness Program	Bucket Filler Books for Prevention Programs	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By September 2013, the percent of parents attending Meet and Greet and Open House will increase by 2%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
76%	78%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	eNEWSLETTER (ConstantContact.com) not all families able to access	Publicize event using multiple methods	Assistant Principal	Collection of attendance sheets in each classroom	Attendance Sign In Sheets

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Constant Contact to publicize all events and newsletters	Constant Contact eNewsletter subscription	Internal funds/Public Relations	$300.00
			Subtotal: $300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train clerical staff to use Constant Contact	Constant Contact eNewsletter subscription	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $300.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited practice in the use of science investigations.	Utilization of science journals, project boards, and research-based resources	Administration, Science Chairperson, and Classroom	Science Investigation Journals	Chapter Tests from Science Fusion and Project Boards

			Teachers		

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 State Standards	Science	Leigh Roberts	School-wide	Teacher Planning Days	Participants will maintain a binder detailing discussions from meetings, sharing of best practices. and student samples.	Administration, Team Leaders, Leigh Roberts

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n?a	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$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	Common Core State Standards K-5 Lesson Plan Book	Sample lesson plans using CCSS.	School Budget	$456.00
Reading	Super QAR, Quick Reads, Phonics for Reading, DAR Booklets	Intervention Materials	Accountability	$2,500.00
CELLA	Use of IPT Assessments	IPT Assessment Booklets	School Budget	$500.00
Mathematics	N/A	N/A	N/A	$0.00
Science	Provide materials for student investigations	Hands-on science kit replacement of consumable materials and display boards for class investigations	School Budget	$1,600.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	CHAMPS	CHAMPS Manual	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/a	$0.00
				Subtotal: $5,056.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase reading practice and response to reading across the curriculum.	Brain Pop	After Care	$1,990.25
Reading	Increase reading practice and response to reading across the curriculum.	Web-based Accelerated Reader Program	PTA purchase ($4,500)	$0.00
CELLA	Use of technology to better support classroom learning.	Technology Programs: 1,000 Words in Spanish, Oxford Let's Go, Rigby on Their Way to English.	N/A	$0.00
Mathematics	Offer student incentives and train teachers in using First in Math	First In Math web-based practice	Internal Funds	$4,000.00
Science	Implement GIZMOS program	GIZMO software	Accountability	$2,000.00
Writing	Increase technology tools for writing instruction.	Utilization of laptops to produce research based projects.	N/A	$0.00
Attendance	Use of Pinnacle	Pinnacle software	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	Utilize Constant Contact to publicize all events and newsletters	Constant Contact eNewsletter subscription	Internal funds/Public Relations	$300.00
STEM	n?a	N/A	N/A	$0.00
				Subtotal: $8,290.25

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Understanding Common Core State Standards for grades K-2 & 3-5	Training on understanding and unwrapping CCSS	Inservice	$1,995.36
CELLA	Work toward obtaining ESOL Endorsement	Attend ESOL classes/trainings	N/A	$0.00
Mathematics	Provide teacher training for intervention program	Go Math Intervention	N/A	$0.00
	Collegial collaborative			

Science	study to understand how to use science investigation notebooks and integrate Common Core State Standards with science and reading.	Common Core Lesson Plan Book for grades K-5 and Raising the Rigor in Reading	N/A	$0.00
Writing	Dissect student 2012 FCAT Writing Assessments in the 4 areas (focus, organization, support, conventions).	FLDOE CD of student essays from 2012 FCAT Writing Assessment	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	CHAMPS Refresher Training	CHAMPS Manual	N/A	$0.00
Parent Involvement	Train clerical staff to use Constant Contact	Constant Contact eNewsletter subscription	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $1,995.36

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Pop Books	Guided questions for classroom teachers using CCSS language.	School Budget	$1,050.00
Reading	Teach CCSS using various forms of informational text	Big Backyard (Kindergarten) Scholastic Newsletter (K-3rd) USA Study Weekly (4th-5th) Time for Kids (4th-5th)	Internal Funds	$5,238.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Before and after school tutorial	After Care Funds	School Budget	$500.00
Science	Provide effective resources for students	Science weekly newspaper	School Budget/Internal Accounts	$1,200.00
Science	Provide effective resources for teachers	Science boards to model science investigations and scientific process.	School Accountability	$300.00
Writing	Align lessons with student deficits in the 4 areas of writing (focus, organization, support, conventions).	Utilize Razzle Dazzle Writing and Writing Superstars by Melissa Forney	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	Bucket Filler - Random Acts of Kindness Program	Bucket Filler Books for Prevention Programs	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $8,288.00
				Grand Total: $23,629.61

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞏn Priority	ꞏn Focus	ꞏn Prevent	ꞏn NA

Are you a reward school: ꞏn Yes ꞏn No

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

No Attachment **(Uploaded on 8/26/2012)**

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
GIZMOS Software	$2,000.00
Intevention Materials: Quick Reads, Super QAR, Phonics for Reading, DAR Booklets	$2,500.00

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

SAC will have a minimum of eight meetings during the year. At these meeting they will review the School Improvement Plan and discuss implementation of the SIP. Reading, writing, math and science Leadership Team Chairpersons will report on the activities and work of their respective leadership teams.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
CENTRAL PARK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	94%	95%	76%	356	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	76%			150	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?	71% (YES)	71% (YES)			142	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					648	
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
CENTRAL PARK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	96%	75%	357	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	73%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	73% (YES)			138	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					642	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested