

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SHERIDAN HILLS ELEMENTARY SCHOOL

District Name: Broward

Principal: Josetta Campbell

SAC Chair: Gina Vasile

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 11/1/2012

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

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Donald Fitz	BS Pre- Biology M.ED Special Education ESOL Endorsed	6	16	Sheridan Hills has maintained an "A" from 2005-2011 under Mr. Fitz's administration. In 2009-2010, the percentage of high standards in Math, was 83%. In 2010-2011, the percentage of meeting high standards in Math was 87%. In 2009-2010, the percentage of meeting high standards in Reading was 78%. In 2010-2011, the percentage in Reading was 83%.
Assis Principal	Tara Zdanowicz	BS Elementary Education M. ED Leadership K-12 ESOL Endorsed	7	7	Sheridan Hills has maintained an "A" from 2006-2011 under Miss Zdanowicz's collaborative leadership. In 2005-2009, AYP was met in all subgroups except ESE. The percentage of high standards in Math 2010- 2011, and 2011-2012, was 87%. In 2009-2010, the percentage of students meeting high standards in Reading was 78%. In 2010-2011, and 2011-2012, the percentage in Reading was 83%.



35	5.7%(2)	8.6%(3)	60.0%(21)	40.0%(14)	57.1%(20)	100.0%(35)	8.6%(3)	22.9%(8)	97.1%(34)
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## 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
Ms. Vasile	Mrs. Sejour	Ms. Vasile is the 4th grade team leader and a veteran on the team, Ms. Sejour is Still new to grade level.	Professional Development in 4th grade reading small group, learning centers is ongoing. Professional development in whole group writing will be incorporated through partner/team teaching. Both mentor and mentee have been informed.
Ms. Buono	Ms. Millheiser	Ms. Buono is a full time ESE teacher and a New Educator Coach (District NESS). Ms. Millheiser is new to teaching.	Professional Development in Common Core, small group learning centers, head start instruction and standards for Broward County and the State is ongoing, with professional development. Both mentor and mentee have been informed.
Ms. Buono	Mr. Brightman	Ms. Buono is a full time ESE teacher and a New Educator Coach (District NESS). Mr. Brightman is new to the county.	Professional Development in ESE standards for Florida and Broward county. Both mentor and mentee have been informed.
Mrs. Heberling	Ms. Weisselberger	Mrs. Heberling is a full time ESE specialist and a New Educator Coach (District NESS). Ms. Weisselberger is full time Speech pathologist and new to Sheridan Hills.	Professional Development in ESE based on Broward county and state of Florida standards. Both mentor and mentee have been informed.

## 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

The Title I liaison and Administration will see that Sheridan Hills is in compliance with all District and State Policies and Procedures. Two additional instructional positions have been created and maintained through Title 1 funding: Science teacher, Reading special teacher and fifty percent of a 4th grade teacher. Funds are also used to support monthly parent and staff trainings throughout the year. Our teachers also participate in district training activities during the year. Our school also receives support/materials from Multicultural resources.

#### Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI Funds are used to support a teacher working with Level 1& 2 Third Grade students.

Violence Prevention Programs

Broward County Anti-Bullying Program and Silence Hurts.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Our Head Start teacher and administration will oversee the program to assure we are in compliance with all District and State Policies and Procedures.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RTI Leadership Team includes the principal, assistant principal, ESE specialist, guidance counselor, reading and curriculum specialist, school psychologist, social worker, general education teacher, ESE teacher(s) & speech/language pathologist. The team will meet bi-monthly to monitor all cases and collaborate with teachers. For each student at Tier 2 and Tier 3, a Nationally Board Certified Teacher, Grade Level Chair, or CPS/RtI team member will be assigned as case manager. Each teacher along with the case manager will track and store all data collected during the intervention period.

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?

All personnel share the responsibility and accountability for positive outcomes for all students. Roles and responsibilities of team members vary based on the needs of the students and the knowledge and skills of team members. RTI Team Meetings are held throughout the year utilizing the Problem Solving Process (Defining the Problem, Problem Analysis, Plan Implementation and Evaluation) & Progress Monitoring.

This process includes:

- Identifying desired behaviors or outcomes
- Setting expectation levels
- Analyzing why behavior is not occurring
- Data collection to support reason
- Developing/implementing evidence-based interventions
- Evaluating effectiveness of interventions

The team will meet bi-monthly to monitor all cases and collaborate with teachers. For each student at Tier 2 and Tier 3, a Nationally Board Certified Teacher, Grade Level Chair, or CPS/RTI team member will be assigned as case manager. Each teacher along with the case manager will track and store all data collected during the intervention period.

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 Leadership Team will provide an overview of the Response to Intervention Process, Problem-Solving Process, and Progress Monitoring. All Instructional Staff are then expected to complete the Florida RTI Introductory Training Online Course. Each quarter the Tier 1 data (e.g., weekly behavior progress chart/parent communication sheet, benchmark scores, running records, grades), will be inspected in the areas of reading, math, writing, science, and behavior. This data is used to improve core curriculum and school-wide behavior (e.g., CHAMPS) and to identify students with either academics or behavioral concerns that may require more intensive Tier 2 and/or Tier 3 interventions. For Tier 1 success and a need to provide Tier 2 or 3 interventions we will be disaggregating data that will determine grade level expectations and growth. We will be tracking and recording data through weekly progress monitoring and analyzing graphs through excel. The evidence-based interventions we are using through our struggling reading chart include: Triumphs, Recipe for Reading, QAR, Rewards, and Phonics for Reading. For the struggling math chart we will use hands-on interventions through our Go Math series.

#### 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.

RTI teams will use a problem-solving process to analyze data from school-wide universal screening at the Tier 1 level to assist teachers in planning and implementing instructional strategies that will differentiate on the basis of students' varying skill levels. The same type of teaming process will also be used for designing instruction and placing students into higher/lower tiers (i.e., Tier 2 and Tier 3). Data analysis teams (DATs) are convened after benchmark screenings to review universal data, select students for tiered interventions, and discuss instructional strategies. Tier 1 data are organized under specific content areas. The data sources that are used for Tier 1 (e.g., DAR, BAT, STAT, Mini Benchmark, Running Record and behavioral referrals) are organized under either reading, math, writing, science and behavior. Tier 2 and Tier 3 data are organized using the Intervention Record and progress monitoring graphs for each student individually.

Describe the plan to train staff on MTSS.

During the first week of pre-planning prior to the start of school the Leadership team will conduct an in-service training on RTI for all instructional personnel. Throughout the school year, teachers will be guided through the process of RTI during Collaborative Problem Solving meetings and Data Analysis meetings. Also, all staff will be trained in the online RTI Intervention course.

Describe the plan to support MTSS.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of the team leaders, Reading Resource Specialist, Guidance Counselor, School Psychologist, ESE Specialist, Assistant Principal, and the Principal.

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

The Literacy Leadership Team meets monthly to discuss school wide initiatives, school data and individual class needs. The team then meets with teachers for data chats to identify struggling students and begin the RTI process. In addition, the team plans professional development and various parent and student activities throughout the year.

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

The major initiatives of the Literacy Leadership Team are to build capacity of all teachers to teach the many different strategies and skills our students need to be effective readers and writers. The reading coach and administration provide many opportunities for teachers to attend in-service trainings and observe mentor teachers. The reading coach models and co-teaches with teachers to support their instruction. We are committed to having our students develop a love of reading and writing . The goal is supported by many of the motivational programs we have developed. Our students are encouraged to read daily, take AR tests, and read the Sunshine State Readers. They are rewarded for individual and class progress. Our AR store is a huge success and third through fifth grade students are invited to attend a Sheridan Hills sleepover. Our LLT strives to motivate not only students but teachers to achieve the highest level of success.

## 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.

During the 2012-2013 school year our school will house 2 Preschool Exceptional Education Specialized Classes and 1 Headstart program. Preschool teachers conduct ongoing assessments using data collection techniques according to the program requirements. Preschool teachers meet with the kindergarten teachers to share assessment data and assist in the transition process for the students who remain at the school. Both Preschool Programs meet with the receiving school to transition the students into the new school smoothly. Assessment data is passed to the incoming school through the ESE Specialist or the Cumulative folder. In May, all preschool and incoming kindergarten students and parents are invited to a "Kindergarten Roundup" to meet the teachers, tour the school, and receive information about registration and school policies. Prior to school starting in August 2012 parents and students attend a kindergarten screening where students are given readiness assessments to help with the transition into kindergarten. To ensure school readiness, the HeadStart program has implemented a new literacy, math, and science curricula in the 119 Headstart Classrooms. The program has aligned the literacy and math standards to improve educational outcomes. The transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Assessment Report (including Battelle, Teaching Strategies Gold, Concepts of Print) detailing students' levels, strengths and concerns, is placed in the students' cumulative folder to familiarize kindergarten teachers with the students' progress in our preschool program. Regarding the logistics of registering students at the elementary schools, our Preschool Program Teachers meet during a Home Visit and clearly specify the necessary enrollment process and timelines to all families. The Sheridan Hills Family Support Team and Teachers provide ongoing guidance to our families by indicating the students corresponding home school, immunization requirements, and dates scheduled for Kindergarten Registrations at those schools.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 30% of students in grades 3-5 will achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%; 56 out of 236 students	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	Students often have difficulty transferring skills from one subject to the other.	Reading skills and strategies will be taught across the content areas with 50% being informational text.	Administration; Reading Coach	Weekly monitoring	Evaluating collected data from Classroom Walk throughs
2	Students are not consistently utilizing technology	All students grades 3-5 will spend a minimum of 60 min. during the school day per week using FCAT Explorer. In addition, our media center is open every Tuesday night from 5-7 for families to use technology. Furthermore a computer lab and lap top carts have been set up and classes are scheduled once a week.	Reading Specialist and Assistant Principal	Weekly monitoring of student reports.	FCAT Explorer, Success Maker, Accelerated Reader reports
3	Not all students are fluent readers.	Students identified with phonics and fluency deficits receive additional instruction using phonics for reading foundations and/or rewards.	Reading Specialist and Classroom Teacher	Elements of Vocabulary Student folder and graphs Treasures Oral Reading Fluency	Mini-Bats FCAT Reading BATS Treasures Unit Tests
4	Not all students are independently motivated to read.	A motivational system has been implemented to ensure total student participation in independent reading.	Reading Specialist Classroom Teacher	Monitoring of AR by classroom teachers and administration. Students will be given weekly feedback through teacher conferences and recognition	AR Reading Quizzes and graphs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 38% of students in grades 3-5 will achieve above proficiency in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34%; 81 out of 236 students	38%

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 are not consistently utilizing technology.	All students grades 3-5 will spend a minimum of 60 min. during school per week using FCAT Explorer and I-station for primary. In addition, our media center is open every Tuesday night from 5-7 for families to use technology. Furthermore a computer lab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology Lab.	Reading Coach and Assistant Principal	Weekly monitoring of student reports.	FCAT Explorer, Success Maker, Accelerated Reader reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 38% of students in grades 3-5 will achieve above proficiency in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
34%; 81 out of 236 students	38%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to develop higher-level critical thinking skills.	All teachers will read aloud with students daily using novel sets and "Think Aloud" techniques.	Reading Coach	Monitoring classroom teachers	Formal Assessments FCAT Reading

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

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, 80% of students in lowest 25% in grades 4-5 will achieve learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%; 28 out of 36 students	80%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Building relationships with teachers to make them more comfortable with co-teaching and modeling process.	During the school day will push in and co-teach with teachers utilizing interventions and strategies from the Struggling Readers Chart.	Reading Coach	Classroom assessments Mini-Bat assessments DAR Data Chats- grade level team	Classroom assessments Mini-Bat assessments DAR
2	Time to differentiate instruction to meet individual needs in their small group learning centers.	All teachers will utilize a variety of strategies in small groups to increase individual reading comprehension.	Classroom Teacher Reading Coach	Treasures Weekly Assessment Data Chats- teacher/student	Treasures Weekly Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By June 2013, 80% of students in lowest 25% in grades 4-5 will achieve learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%; 28 out of 36 students	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More time is needed to meet student's individual needs.	Students will be eligible to participate in Dolphin Training Camp where strategic interventions will be used to focus on a particular skill. Double-dosing will be used daily with small group learning center activities for assessment.	Administration and Classroom Teacher	Bi-weekly monitoring of student assessments and walk-throughs by administration. Also, data chats on weekly basis.	BAT 1 & 2 FCAT Reading

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 # Target AMO in Reading is 66% 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	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:	By June 2013, 45% of Black students will meet AMO's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%; 18 out of 43 students	45%

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	Across all subgroups, Identifying Individual Needs.	Analysis of student data to align Small-group differentiated instruction to the needs of the student.	Reading Coach and Classroom Teacher	Mini-Bats Weekly Assessment	FCAT 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:	By June 2013, 75% of ELL students will meet AMO's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%; 11 out of 15 students	75%

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 vocabulary knowledge	Students will receive differentiated instruction aligned to the ESOL matrix to build vocabulary.	Teacher Guidance Counselor	Classroom Walk-Throughs	IPT CELLA FCAT Reading

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, 72% of students with disabilities in grades 3-5 will meet AMO's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%; 21 out of 30 students	72%

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 independent application to strategy	Students will receive differentiated instruction for comprehension strategies	Classroom teacher and ESE teacher	Weekly progress monitoring using reading series	FCAT BAT 1&2 Mini-Bats
	Students struggle with numerous phonics rules.	Targeted ESE students will receive intervention strategies using the Wilson program. In	ESE Specialist, and ESE teacher	Weekly progress monitoring using Wilson assessments Classroom Walk-Throughs	Wade BATs Mini-Bats FCAT Reading

2		addition ESE Teacher will provide training to classroom teachers on modifying and adjusting classwork to meet student needs.		Data Chats- grade level team	
3	Open communication between classroom and ESE teachers so that strategies stay aligned.	Teachers will collaborate with ESE teacher and RTI team monthly to identify and implement effective strategies to meet individual needs. Teachers will be provided by a Observational Checklist by the ESE Teacher which they will use on each student in their classroom.	ESE Specialist, and ESE teacher	Monthly progress monitoring Classroom Walk-Throughs Data Chat- grade level team	DAR, WADE, Treasures fluency probes BATs Mini-Bats FCAT Reading

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, 51% of Economically Disadvantaged will meet AMO's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%; 81 out of 167 students	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not having computers at home or internet use for FCAT Explorer.	School will provide computer use by opening up Media Center every Tuesday from 5 to 7pm.	Teacher; Reading Coach	Assessments	FCAT Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Pre-K to 5	Reading Resource Coach	Whole faculty	Pre-planning week	Lesson Plans and Classroom Walkthroughs	Administration
Common Core Institute	1st and 2nd	District	1st and 2nd grade teachers	September-October	Grade level discussions and planning.	Reading Coach
Rewards	4th	Rhonda Lane/Melissa McAbee	Grade Level PLC's	September	Student Data	Reading Coach
Data Chats	K-5	Administration	K-5 teachers, leadership team and Reading Coach	Quarterly	Observation of differentiated instruction within the classrooms.	Administration

					RTI data collection	
Grade level District Reading Trainings	K-5	District	K-5 Teachers	September to May as signed up	Grade Level PLC and CWT	Reading Coach
Phonics for Reading	1st-3rd	District	1st-3rd grade teachers	Pre-Planning Week	Grade level discussions and planning	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Dolphin Training Camp	Extended Day Learning	PTO/Title 1	\$5,000.00
Rewards	Substitutes	Title 1/School	\$415.00
			Subtotal: \$5,415.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teach Town	Computer program	Title 1	\$0.00
FCAT Explorer	Computer Program	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	Substitutes	Title 1	\$420.00
Data Chats	Substitutes	Title 1	\$415.00
			Subtotal: \$835.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	Appendices	Title 1	\$300.00
			Subtotal: \$300.00
			Grand Total: \$6,550.00

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:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have adequate time to speak or practice listening skills.	Teachers will use one-on-one instruction when appropriate Teacher will provide meaningful language practice	Teacher/ Grade Chairs	Lesson plans and Classroom Walk throughs	CELLA

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient 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	Students with another language in the home may not have the vocabulary development or the prior knowledge to understand all texts	Teachers will activate and/ or build on prior knowledge. Teachers will also explain key concepts during reading instruction	Teachers	Lesson Plan and Walk Throughs, BAT tests for grades 3-5	CELLA FCAT Reading

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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 may not have the language skills in their home language to write in English	Students may not have the language skills in their home language to write in English	Teachers	Lesson Plans	CELLA FCAT Writing

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
CCC Amazing English	Computer Program	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Chats	Substitutes	Title 1	\$625.00
			Subtotal: \$625.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$625.00

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, 35% of students will achieve proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%; 75 out of 236 students	35%

### 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 often have difficulty transferring skills from one subject to the other.	Reading skills and strategies will be taught across the content areas with 50% being informational text.	Administration; Reading Coach	Weekly monitoring	Evaluating collected data from Classroom Walk throughs
2	All students are not meeting mastery in grade level skills	All teachers will use concrete skill building drills for foundation and number sense, including Math Blitz. Students will be given additional forms for skills assessment (MINI BATS/Go Math Assessments)	Team Leader	Team Leaders will assist teachers in locating materials and implementation. Progress will be discussed during Team Leader Day.	Results of Math Blitz and Drill Practice Assessments.
3	Not all students are able to think abstractly and need to build concrete level skills.	Reinforcement of abstract skills through the utilization of manipulatives in a whole and small group setting	Team Leader	Lesson Plans Classroom Walkthroughs	Go Math Assessment Tools
4	Time to meet with students who would benefit from enrichment activities.	Small group and center activities will be provided to the students weekly	Team Leader, Classroom Teacher	Classroom Walkthroughs to monitor student engagement and higher ordering questioning. Lesson Plans, Data Chats focusing on Level 4 and 5 Students.	Go Math Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### 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, 40% of students will achieve above proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%; 78 out of 236 students	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to meet with students who would benefit from enrichment activities.	Small group and center activities will be provided to the students weekly	Team Leader, Classroom Teacher	Classroom Walkthroughs to monitor student engagement and higher ordering questioning. Lesson Plans, Data Chats focusing on Level 4 and 5 Students.	Go Math Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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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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	
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gains in mathematics. Mathematics Goal #3a:	By June 2013, 80% of students in grades 4-5 will achieve learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%; 114 out of 146 students.	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students have mastered multiplication facts	Students will participate in a Mad Minute Math Activity daily until all facts are mastered	Classroom Teacher	Student Progress Chart	Keys to Math, Student Progress Chart
2	Creating the time to conduct spiral review lessons.	Utilize Questions from beginning of each Go Math Lesson (Show What you know) and discuss the vocabulary. Use Math Blitz and Skills practice (Drills).	Classroom Teacher	Student Data	Go Math Assessments, Skills Practice Data

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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, 75% of students in grades 3-5 will show learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%; 24 out of 37 students	75%

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	Low reading levels will impact student ability to complete higher-level mathematical problem solving questions.	Utilization of Destination Success for math vocabulary concept building problem solving. Incorporate the use of the adopted series glossary with pictures for visual representation (manipulatives), and teacher student communication and dialogue.	Classroom Teacher	Weekly and Bi-Weekly Reports and Assessments	Results of Math Blitz and Drill Practice Assessments.
2	Students missing foundational mathematical skills.	Students will use CCC success maker (primary level), and Florida achieves a minimum of three times a week for fifteen minutes.	Classroom Teacher	CCC, Florida Achieves reports	CCC, Florida Achieves reports

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 # Target AMO for Math is 70%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	75%	78%	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:	By June of 2013 45% of students will make progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%; 37 out of 96 students	45%

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	Identifying Individual Needs of all subgroups	Assessments and data analysis will be used differentiate small group instruction	Classroom Teacher/Leadership Team	Mini BATS, Weekly Assessments	FCAT 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 mathematics. Mathematics Goal #5C:		By June 2013, 60% of ELL students will meet AMO's.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
53%; 8 out of 15 students		60%			
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 limited academic vocabulary.	Teach content specific math vocabulary, word walls, manipulatives, and utilization of imagine learning.	Classroom Teacher/ESOL Coordinator/Guidance Counselor	Observation and Weekly Assessments	Chapter assessments, Mini BATS, BAT 1 and 2, FCAT Math 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 mathematics. Mathematics Goal #5D:		BY June of 2013 60% of students with SWD will meet AMO's.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57%; 17 out of 30 students		60%			

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	Meeting the individual needs of students with disabilities.	Teachers will confer with the ESE specialist and ESE teacher to align classroom instruction with ESE strategies. Implementation of Go Math Series Reteach/Interventions activities.	ESE Specialist	Conference with ESE team, to include teacher observations, administration, and parent feedback and input.	Classroom Assessments, TEMA-3, Key Math 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		BY June 2013, 50% of the Economically Disadvantaged will meet AMO's.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41%; 68 out of 167 students		50%			

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	Access to computers, books, and resources.	Access to Title 1 resources through Tuesday Night Live and Dolphin Training Camp, Morning Computer Lab Access, scheduled computer lab time(s)	Reading Coach, Title 1 Liaison	Teacher Observation and Feedback	FCAT Achievement Test, BAT Assessment

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	K-2	District	K-2 Teachers	September-October	Grade level learning communities and monitoring and feedback of benchmark assessments	Administration
Grade Level PLCs	K-5	Team Leaders	K-5 Teachers	August-June	Lesson Plans and Walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Dolphin Training Camp	Teacher Salaries	PTO/Afterschool Program	\$5,000.00
Common Core Standards	Appendices	Title 1	\$300.00
			Subtotal: \$5,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer	Computer Program	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Substitutes	Title 1	\$1,250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,550.00

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, 40% of students will achieve proficiency in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38%; 28 out of 74 students			40%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often have difficulty transferring skills from one subject to the other	Cross-curricular K-5 instruction of science through level readers in Fusion and reading strategies instruction in science.	Administration, Reading Coach	Weekly Monitoring	Evaluating collected data from Classroom Walkthroughs
2	Going from seven strands to four bodies of knowledge.	All teachers will utilize the new District Instructional Focus Calendars to match K-5 benchmarks. Also, K-2 will incorporate common-core on a weekly basis. Also, implementing the 5E model, use of Hands on Kits, and Virtual Labs.	Science Chair and Classroom Teacher	Classroom Walk Throughs Lesson Plans	Instructional Focus Calendar Performance Assessments BATS FCAT Science

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:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
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 science.  Science Goal #2a:	By June 2013, 30% of students will achieve above proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%; 15 out of 74 students	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	Students are unfamiliar with science- based questions and terms relating to new benchmarks, vocabulary, and concepts.	All 5th students will utilize FCAT Explorer Science a minimum of 30 min. per week, Florida Achieves, an Interactive Word Wall, and keep a science journal to monitor progress.	Science Chair, Reading Coach, and Classroom Teacher	Classroom Walkthroughs Weekly Review Reports Lesson Plans	FCAT Explorer Reports Mini Bats BATS FCAT Science

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
Science Instructional Materials Workshop	K-5	Science Teacher	School Wide	August-June	Lesson Plans and Walk Throughs	Administration
Digital Science Lab	K-5	District Trainers	Teachers K-5 and Support Staff	August 24, 2011	Lesson Plans	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fusion	Textbook and Workbook	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Achieves	Internet Program	District	\$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 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.		By June 2013, 90% of students will achieve proficiency in writing.			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
88%; 66 out of 74 students			90%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Different writing skill levels in each classroom.	All students will participate in daily writing seminars through whole-group instruction and conferencing.	Classroom Teacher	Daily use of and weekly monitoring of student writing portfolios through writing prompts. Classroom Walk- Throughs will be used to identify if students understand essential question during instruction.	Daily use of and weekly monitoring of student writing portfolios Classroom Walk-Throughs Lesson Plan
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.					
Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
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
Parent Trainings and Staff Workshops through Sheridan Hills.	K-5	Reading Coach and 4th grade team	Parents and Staff	Planning week and throughout school year.	Lesson Plans and Walkthroughs	Administration
Summer Writing Institute and School wide follow-up.	K-5	Reading Coach and institute participants	K-5 Teachers	August - Sept on select Tuesdays from 2-3PM.	Writing Journals	Administration

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Writing Fundamentals	Writing Fundamentals Kits	District	\$0.00
Mentor Texts	Books	District	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	Substitutes	Title 1	\$1,250.00
			Subtotal: \$1,250.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,250.00</b>

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:		Sheridan Hills will reduce the number of students with excessive tardies and absences by 25%. June of 2013 attendance will improve by 97%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95%		97%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
30		40			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
150		113			
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	Getting parents to understand the importance of getting students to school	Topic will be addressed in each classroom during open house.	Assistant Principal	Pinnacle	Attendance Data

	everyday and on time.				
2	Motivating Students to arrive on time.	School-wide goal setting and motivational program for students.	Assistant Principal	Pinnacle	Attendance Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMP's Refresh	Pre-K-5	In-service Facilitator	School-wide all faculty	Planning Week August 2012	Classroom Walkthroughs	Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Sheridan Hills will reduce the number of student suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

9	6				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
7	4				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
6	3				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
5	2				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of classroom management.	Small-group counseling with guidance counselor and school social work.	Assistant Principal, Guidance Counselor, and Classroom Teacher	Classroom Discipline Data	Suspension Data Records and Discipline Matrix

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Conscious Discipline	Substitutes for Teacher Training	Title 1	\$0.00
Brain Gym	Substitutes for Teacher Training	Title 1	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2012-13 school year, Sheridan will increase parent involvement by 5%.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
85%		90%			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have difficulty attending school functions during the school day due to work schedules.	Families will have the opportunity to visit the media center every Tuesday night from 5:00 to 7:00 during "Tuesday Night Live" (an extended media access program.	Administration and Leadership Team	Sign in Sheets	Teacher and Parent surveys
2	Keeping parents up to date and informed on school initiatives.	School functions will be advertised through our school's web site, marquee, and districts Parent Link call out system.	Website Coordinator	Parent Surveys	Parent Surveys and 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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Trainings	Teacher salaries	Title 1	\$679.00
Communication Tool	Agendas	Title 1	\$1,800.00
			Subtotal: \$2,479.00
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
Annual Parent Seminar	Registration	Title 1	\$80.00
			Subtotal: \$80.00
			Grand Total: \$2,559.00

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Dolphin Training Camp	Extended Day Learning	PTO/Title 1	\$5,000.00
Reading	Rewards	Substitutes	Title 1/School	\$415.00
Mathematics	Dolphin Training Camp	Teacher Salaries	PTO/Afterschool Program	\$5,000.00
Mathematics	Common Core Standards	Appendices	Title 1	\$300.00
Science	Fusion	Textbook and Workbook	District	\$0.00
Writing	Writing Fundamentals	Writing Fundamentals Kits	District	\$0.00
Writing	Mentor Texts	Books	District	\$0.00
Parent Involvement	Parent Trainings	Teacher salaries	Title 1	\$679.00
Parent Involvement	Communication Tool	Agendas	Title 1	\$1,800.00
				Subtotal: \$13,194.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teach Town	Computer program	Title 1	\$0.00
Reading	FCAT Explorer	Computer Program	District	\$0.00
CELLA	CCC Amazing English	Computer Program	District	\$0.00
Mathematics	FCAT Explorer	Computer Program	District	\$0.00
Science	Florida Achieves	Internet Program	District	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core	Substitutes	Title 1	\$420.00
Reading	Data Chats	Substitutes	Title 1	\$415.00
CELLA	Data Chats	Substitutes	Title 1	\$625.00
Mathematics	Common Core Standards	Substitutes	Title 1	\$1,250.00
Writing	Common Core Training	Substitutes	Title 1	\$1,250.00
Suspension	Conscious Discipline	Substitutes for Teacher Training	Title 1	\$0.00
Suspension	Brain Gym	Substitutes for Teacher Training	Title 1	\$0.00
				Subtotal: \$3,960.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core	Appendices	Title 1	\$300.00
Parent Involvement	Annual Parent Seminar	Registration	Title 1	\$80.00
				Subtotal: \$380.00
				Grand Total: \$17,534.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will focus on school-wide initiatives to ensure academic success of all students through data supported curricular interventions and programs, as well as the disbursement of appropriate funds to the school for parent and teacher involvement.

# 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 SHERIDAN HILLS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	87%	95%	73%	338	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	70%	74%			144	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?	57% (YES)	72% (YES)			129	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					611	
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 SHERIDAN HILLS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	83%	96%	50%	307	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	68%	71%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	59% (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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested