

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PLANTATION PARK ELEMENTARY

District Name: Broward

Principal: Julie Gittelman

SAC Chair: Carol King Roberts

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/25/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## 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	Julie Gittelman	BA Special Ed, University of FL MA Ed Ldshp, FAU Certification: Emotionally Handicapped School Principal ESOL	6.5	14	Plantation Park Elementary has been an "A" rated school for eight of the last ten years. 2010: Reading 82%, Math 80%, Science 60%, and Writing 94%. 85% of AYP criteria was met. 2011: Reading 84%, Math 78%, Science 50%, and Writing 95%. 87% of AYP criteria was met. In 2012 Plantation Park Elementary received a "B" grade: Reading 62%, Math 56%, Science 41%, and Writing 87%.
Assis Principal	Linda Villareale	BA Science in Education, FAU MA Ed Ldshp, NOVA Certification: Primary PreK-3 Elementary Ed 1-6 Gifted Ed Ldshp ESOL	6	21	Plantation Park Elementary has been an "A" rated school for seven of the last nine years. 2010: Reading 82%, Math 80%, Science 60%, and writing 94%. 85% of AYP criteria was met. 2011: Reading 84%, Math 78%, Science 50%, and Writing 95%. 87% of AYP criteria was met. In 2012 Plantation Park Elementary received a "B" grade: Reading 62%, Math 56%, Science 41%, and Writing 87%.

## 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)
Literacy	Carol King Roberts	BA Accounting, FL Memorial MA Ed Ldshp, Nova Southeastern University Certification: Elem Ed Ed Ldshp ESOL	20	8	Plantation Park Elementary has been an "A" rated school for seven of the last nine years. 2010: Reading 82%, Math 80%, Science 60%, and Writing 94%. 85% of AYP criteria was met. 2011: Reading 84%, Math 78%, Science 50%, and Writing 95%. 87% of AYP criteria was met. In 2012 Plantation Park Elementary received a "B" grade: Reading 62%, Math 56%, Science 41%, and Writing 87%.

## 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. Monthly meetings held for new educators.	NESS Liaison	Ongoing	
2	2. Rookie checklist for all teachers new to Plantation Park.	Julie Gittelman Principal	Ongoing	
3	3. Mentors	NBCT Teachers and Literacy Coach	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
Troy Ramsey - Out of field ESOL	Teacher will complete necessary requirements for ESOL endorsement.

## 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
35	2.9%(1)	5.7%(2)	51.4%(18)	40.0%(14)	5.7%(2)	85.7%(30)	11.4%(4)	11.4%(4)	97.1%(34)

## 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
Julie Gittelman, Principal Linda Villareale, Assistant Principal	Carol King Roberts	Aspiring administrator	Assigned more responsibilities, shadow, and debrief different leadership situations as a learning experience
Carol King Roberts - Literacy Coach	Marilyn Evanisko	Former support personnel returning to classroom after extended absence	Development of lesson plans, grouping of students, curriculum and common core implementation
Michelle Rogers	Kristina LaCastra	First year teacher	Development of lesson plans, grouping of students, curriculum and common core implementation

## 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)

Not applicable

Violence Prevention Programs

Not applicable

Nutrition Programs

Not applicable

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.

Principal: Provides the common vision based on data driven decision-making. Ensures that all team members are implementing RtI, ensures implementation of intervention support, ensures adequate professional development, communicates with all stakeholders concerning school based RtI plans and activities.

Assistant Principal: Assist all team members in implementing RtI, making sure adequate professional development and intervention support are in place.

ESE Specialist: Collaborates with general education teacher and ESE teachers with regard to ESE students, programs, and instruction.

Team Leader: (Select Primary and Intermediate Teachers) Provides information about core instruction, interventions, and participate in student data collection.

ESE Teacher: Integrate core instructional activities and materials into Tier 1 and Tier 2 instruction, and collaborate with general education teachers.

Instructional Coach Literacy: Provide guidance on District's reading plan. Develop, lead, and evaluate core programs, identify and assist teachers in utilizing research based curriculum, interventions, and strategies. Assists in design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Leads the Comprehensive Problem Solving Team. Assists with data collection and analysis in support of all students within the referral process.

School Psychologist: Integral part of the comprehensive problem solving team when students are not successful with interventions. Participates in interpretation and analysis of data. Provides support for intervention fidelity and documentation.

Speech and Language Pathologist: Educates team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design.

Family Counselor and Guidance Counselor: Provides guidance services for students both individual counseling to small group counseling. Assists with intervention and assessment. Assist students and families in receiving agency support that will aide student achievement, behavior, and social success.

School Social Worker: Provide support to students, parents and teachers. Links child serving and community agencies to the schools and families to support student's growth and achievement in all areas.

Parents: (When available) Provide insight and guidance into their child's history and development.

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 team will meet bi-weekly and as needed to:

Review screening data and instructional decisions: review and progress monitor data at each grade level including both ESE, ESOL, and at risk students. The team will problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Teams will each be assigned a support person as a case manager to assist teachers with the process. Teachers will use tracking forms to track and store progress monitoring data for students. Tier 1, 2, and 3 data will periodically be reviewed in all academic and behavior areas of concern for students that are being progress monitored. For Tiers 2 and 3 the data sources are the intervention records and progress monitoring graphs generated for individual students.

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 MTSS Leadership Team will help set clear expectations for instruction, and facilitate development of a systemic approach to teaching. Each RtI team member will participate on a content area committee. Members will assist in the implementation

and development of the school improvement plan. The team will review schoolwide core curriculum in meeting goal expectations for schoolwide performance. Attendance records and BTIP, along with tier data for students on behavior plans will be used to monitor specific students.

### MTSS Implementation

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

Baseline data includes but is not limited to: FCAT, Primary Reading and Math Assessments, Fluency, FAIR, ORF, FCAT Testmaker Pro, and IRIs  
Midyear: FAIR, BAT, DAR, ORF  
End of year: FCAT, FAIR, QBAT, Primary Reading and Math, ORF  
Data management: There will be monthly meetings for data analysis

Describe the plan to train staff on MTSS.

The MTSS team will orient the teachers at the beginning of the year. Teachers will also receive professional development, that will include BASIS training, during common planning time and small sessions will occur monthly throughout the school year. Sessions will be based on data and the support and evaluation of core programs and interventions.

Describe the plan to support MTSS.

MTSS will be supported through the use of case managers for each grade team. The case managers and grade teams will meet regularly to discuss the progress and data of individual students. Grade teams will meet to support each other, and discuss implementation of various interventions and strategies for individual students. Parents will be informed about interventions and their students progress as the RTI framework is implemented. Case managers will report student progress to CPST, and MTSS will be implemented and monitored based on student data.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Julie Gittelman Principal: Provides common vision based on data, and supports all staff in ensuring adequate professional development and resources are available.  
Linda Villareale Assistant Principal: Assists all team members and makes sure professional development and interventions are in place.  
Nicole Fimiano ESE specialist: Assists with ESE students and development of appropriate programs, services, and instruction.  
Grade Team Representatives: Each grade will have a teacher representative that will provide information with regard to core program implementation and interventions to their team.  
Nicole Fimiano ESE teacher: Integrates core instructional activities and materials to support ESE students and general education teachers.  
Carol King Roberts Literacy Coach: Provides guidance on district's reading plan. Develop, lead, and evaluate core programs and interventions, assist teachers in utilizing research based curriculum and strategies.  
Media Clerk: Provides reference and research skills and materials to teachers and students.

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

The team meets monthly and as needed to:  
Review data, best practices, and implementation of standards, core curriculum and interventions.

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

Major initiatives will be:  
Review and implementation Common Core State Standards, and unwrapping of standards. AMO goals will continue to be a focus through monitoring of curriculum assessments, and implementation of interventions or reteaching as needed.

## 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.

Not applicable

### \*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:	Plantation Park continues to work on addressing the needs of our students through increased rigor and intervention.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (77) achieved proficiency level 3.	32% (89) will achieve proficiency level 3.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher understanding of benchmarks, new standards, and cognitive complexity.	Teachers will unwrap benchmarks and new standards, and develop lessons plans to aide in differentiated instruction.	Administration, Support Staff, Team Leaders, Subcommittee Chairs	Analysis of data collected monthly through the use of FCAT Testmaker Pro and district's assessments.	BAT, Mini Bats, FCAT Testmaker Pro
2	Fluency development of students.	All students will participate in schoolwide Six Minute Solution Fluency Program.	Literacy Coach	Bi-weekly monitoring of students progress.	Program assessments will be reviewed as a team.
3	Differentiation of lessons for both CCSS and NGSSS.	All grades will have reading centers, homework, and work groups that focus on differentiation.	Administration	Mini Bat data and Marzano data will be used to make adjustments to instruction.	Mini bat data will be reviewed with individual teachers.
4	Development of student's critical thinking.	High Yield Strategies and FCAT Specifications with Webb's Levels of Complexity will be embedded across the curriculum.	Adminstration	Classroom observation and plan books.	Mini bat data will be reviewed with teams.
5	Student exposure to various genre of text.	Students will participate in small group lessons, and read and comprehend both literature and informational text.	Literacy Coach	Mini Bat data and classroom observations and lesson plans.	Mini Bats, Lesson Plans
6	Increased levels of text complexity.	Grades 2-5 will continue to review FCAT 2.0 benchmarks while also increasing text complexity.	Literacy Coach	Mini Bat data and classroom observations.	Mini Bats

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:	For test year 2012 Plantation Park was not required to give the FAA. For test year 2013 one student will be eligible to take the FAA.
--------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

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:	Plantation Park continues to secure materials and implement strategies such as literature circles to enrich and challenge our high performing students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (86) of students scored a level 4 or 5.	36% (99) of students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenging materials for enrichment	Utilization of core curriculum materials and reading resource room items.	Literacy Coach	Lesson Plan implementation will be reviewed with teachers during data chats.	Mini Bat data will be analyzed for effectiveness.

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:	For test year 2012 Plantation Park did assess any students using the FAA. Plantation Park will assess one student using the FAA for test year 2013.
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:	Consistent learning gains for all students will continue to be a priority at Plantation Park. Programs will be implemented with fidelity, and coupled with professional development that will include use of IFCs and review of benchmarks.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (118) students made learning gains in reading.	70% (194) of students will make learning gains 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	Student motivation	Individual data chats will be held with students in grades 3-5 following the BAT assessment. Students and support staff member will develop goals and strategies to meet their goals.	Classroom Teacher, Administrators, Literacy Coach	Data will be developed that will be utilized to monitor progress, develop a plan of action, and goal setting.	BAT data and mini bat data will be analyzed with students.
2	Student fluency rates	Teachers will set individual goals for each student based on oral reading fluency data.	Literacy Coach	Classroom observations	Fluency assessments will be used to progress monitor students.

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:	For test year 2012 Plantation Park did not assess any students using the FAA. For test year 2013 one student will be assessed using the FAA.
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 reading.	Plantation Park students in the lowest 25% consistently make learning gains in reading. For the last seven years the
-------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

Reading Goal #4:	school has scored above 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (29) of students in the lowest 25% made learning gains.	69% (31) of students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification and implementation of correct intervention	Students will be assessed and placed in an appropriate intervention using pull-out, push-in, and or departmentalization.	Carol King Roberts	Classroom walkthrough data will be reviewed with team leaders.	Mini bat data will be reviewed with individual teachers.

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 # Plantation Park Elementary staff will continue to work with due diligence in supporting all students and reducing all achievement gaps. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62% reading pr	67% reading pr	72% reading pr	77% reading pr	82% reading pr	

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:	We will continue to work with all student subgroups. We will more closely monitor extended learning opportunities for our minority subgroup students that are reassigned/choice. (i.e. live far from the school and have afternoon transportation issues during extended day tutoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (44) Black students not making satisfactory progress. 32% (20) Hispanic students not making satisfactory progress.	50% (22) of Black students will make satisfactory progress. 71% (14) of Hispanic students will make satisfactory progress.

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 skill development	Students not meeting mastery will be identified by disaggregating data to participate in small group lessons that will remediate weak skill areas.	Literacy Coach	Classroom walkthrough	Mini-Bat data
2	Primary grades accountability	Students in grade Pre-K through 2 will be more closely monitored based on student subgroup status. Students not	Administration and Support Staff Members	Data will be analyzed to progress monitor students.	Mini Bats and Primary Reading Mid Year Assessment

	making progress will receive interventions and remediation in specific benchmarks.		
--	------------------------------------------------------------------------------------	--	--

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Plantation Park continues to work with all students making satisfactory achievement in reading. Our ELL population in the upper grades is less than 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) of ELL did not make satisfactory progress in reading.	67% (2) will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Students with disabilities are continuing to receive extra support and interventions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (36) students with disabilities did not make satisfactory progress.	30% of students with disabilities will make satisfactory progress.

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	Deficiencies in reading skills.	Using DARs, IRIs, Running Records, and Cool Tools assessments students not meeting mastery will participate in small group lessons.	ESE Specialist	Classroom observation and analysis of mini bat and FCAT Pro data	Mini Bats, Running records, Informal Reading Inventories, and Diagnostic Assessment of Reading, and FCAT Testmaker Pro Assessments
2	50% VE and 50% ESE Specialist	Utilize and schedule students creatively with ESE certified teachers within the building. Teachers will collaborate with VE teacher to make sure accommodations are also being met.	ESE Specialist	Classroom observations	Schedule

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:	Our economically disadvantaged subgroup has continued to grow. As of school year 2012 Plantation Park had 49% of our students were economically disadvantaged.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (69) economically disadvantaged students did not make satisfactory progress in reading.	55% (74) of economically disadvantaged students will make satisfactory progress.

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 foundation	Students in grades 3-5 will receive tutoring for remediation and maintenance of skills in an extended day format.	Literacy Coach	Classroom observation during extended day	Extended day assessments
2	Lack of foundation	Students not meeting mastery will be identified by disaggregating data to participate in small group lessons.	Carol King Roberts	Analysis of Mini Bat and FCAT Pro data	Mini Bats and FCAT Pro 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
Monthly PLC will focus on review of CCSS and use of informational text.	K-5	Literacy Coach	Classroom Teachers	Sep. 7, Oct. 12, Nov. 9, Jan. 25, Feb. 8, March 15, and May 3.	Classroom observation data be used to monitor implementation of CCSS and informational text.	Administration and Literacy Coach
PD Content - Informational Text, Common Core State Standards and Marzano	K-5	Literacy Coach, Summer Leadership Team, Various grade team members	Classroom Teachers	Aug. 13 and 14	Classroom observation data	Administration and Literacy Coach
PD Content - Differentiated Instruction	K-5	Literacy Coach	Classroom Teachers	Aug. 16	Classroom observation data and observations.	Administration and Literacy Coach
PD Content - Marzano: The Art and Science of Teaching - DQ 1-9, and Domains 2-4	K-5	Summer Leadership Team	Instructional Staff	Sept. 27, Oct. 26, Jan. 18, Feb. 7, and March 22.	Classroom observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Day Learning Materials	Coach Materials for benchmark instruction	Accountability	\$500.00
Extended Day AAA Camp	Teacher Salary	Accountability	\$2,000.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of FCAT Testmaker to monitor student progress.	Scan Tron sheets used by students.	Accountability	\$350.00
			Subtotal: \$350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development - Teacher Training	TDA - Sub funding	Accountability	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,850.00

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:		Plantation Park continues to work with our ELL population. All classroom teachers are ESOL endorsed. Students are provided with documented ELL strategies from the matrix.		
2012 Current Percent of Students Proficient in listening/speaking:				
42% of all students in grades K-5 were proficient in Listening/Speaking.				
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				

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:	Plantation Park will continue to work on improving the reading proficiency of ELL students on all assessments. Strategies in place in area of reading will be provided to our ELL population. These strategies will address the goal of increasing proficiency of ELLs on Cella and FCAT.			
2012 Current Percent of Students Proficient in reading:				
32% of students in grades K-5 were 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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:	Plantation Park will continue to work on improving the writing proficiency of ELL students on all assessments. Strategies in place in area of writing will be provided to our ELL population. These strategies will address the goal of increasing proficiency of ELLs on Cella and FCAT.			
2012 Current Percent of Students Proficient in writing:				
29% of students in grades K-5 were 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
No Data Submitted				

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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 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:	School implemented Principal's Math Challenge to build math fluency. Students in grades 3-5 are grouped homogeneously.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (68) students achieved a level 3.	30% (83) students will achieve a level 3.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher understanding of benchmarks, new standards, and cognitive complexity.	Teachers will unwrap benchmarks and new standards, and develop lessons plans to aide in differentiated instruction.	Administration, Support Staff, Team Leaders, Subcommittee Chairs	Analysis of data collected monthly through the use of FCAT Testmaker Pro and district's assessments.	BAT, Mini Bats, FCAT Testmaker Pro
2	Transfer of skills from one grade level to the next.	Implementation of district IFCs and Go Math online resources recommended by the math department to support student achievement and pacing of curriculum.	Administration	Lesson plans and Classroom observations	Mini bats, Unit tests, Big Idea Assessments
3	Transfer of skills from one grade level to the next.	Teachers will use Calendar Math activities daily in grades K-5, and model with mathematics using manipulatives to introduce a new concept and or reteach specific students.	Administration	Classroom observations and Mini Bats	Walkthrough data, Unit Tests
4	Reinforcement of skills attained	Students will utilize Destination Math, Khan Academy, and FCAT Explorer at home and in school.	Administration and Classroom Teacher	Reports generated from online programs.	Data reports
5	Third grade student practice and fluency of computation skills.	Students will utilize the First In Math	Administration and Classroom Teacher	Reports generated from online program	Data reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	For test year 2012 Plantation Park did not assess any students using the FAA. For test year 2013 Plantation Park will assess one student using the FAA.
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:	Increasing the number of students attaining a level 4 or 5 has always been a priority at Plantation Park. The Outstanding Math Program was implemented to provide relevancy and enrichment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (79) students scored a level 4 or 5.	33% (91) of students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional materials for enrichment	High Yield Strategies w/Thinking Maps and FCAT Specifications w/Webb's Levels of Complexity will be embedded across the curriculum.	Administration	Classroom observation data will reflect enrichment activities.	Mini bat data will be reviewed with teachers.
2	Additional enrichment materials and strategies consistently used.	Plantation Park Enrichment Math Program will be implemented and will help students make sense of problems and persevere in solving them.	Administration and Math committee members	Data will be collected and analyzed to monitor student progress, monthly trophy for participation will be used as motivation.	Mini bats and Classroom assessments
3	Schedule and equipment	Utilize FCAT Explorer at home and school to review benchmarks.	Math Teacher	Analysis of reports	FCAT explorer reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	For test year 2012 Plantation Park did not assess any students using the FAA. For test year 2013 Plantation Park will assess one student using the FAA
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:	Plantation Park continues to focus on the needs of students while improving their achievement levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (131) students made learning gains.	77% (131) of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Math vocabulary skills	Teachers will use vocabulary centers in grades K-5, and math vocabulary notebooks in grades 1-5. Active math word walls will correlate to benchmarks in grades 2-5.	Team Leaders, Math committee members, Administration	Classroom observation data	Classroom walk through instrument.
2	Differentiation of instruction to address specific needs of groups of students	3rd- 5th grade students will be grouped homogeneously by ability in math block. Students within block will be given opportunities for differentiated instruction via centers, homework and related technologies.	Administration	Lesson plans will reflect use of different pacing and strategy use based on student's ability.	Classroom assessments will be used to monitor student progress.
3	Rigor of standards	Students will reason abstractly and quantitatively while using appropriate tools strategically. Teachers will implement a problem of the day using mathematics to solve problems arising in everyday life.	Classroom Teacher Administration	Analyze mini bat data and FCAT Pro data	Mini Bat and FCAT Pro Assessment
4	Math fluency	Fluency drills will be implemented as homework and classwork, along with the Principal's Math Challenge.	Classroom Teacher	Analyze math challenge results.	Math Challenge 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	For test year 2012 Plantation Park did not assess any students using the FAA. For test year 2013 Plantation Park will assess one student using the FAA.
----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

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:	Meeting the needs of the lowest performing students continues to be a priority.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (33) of the lowest 25% made learning gains.	80% (32) of the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of number sense	3rd- 5th grade students will be grouped homogeneously by ability in math block.	Administration	Classroom walk through data will reflect differentiation in instruction.	Program assessments and Go Math Mini bats
2	Lack of prior knowledge in prerequisite skills	Based on test scores and screenings, student math deficiencies are identified and students are placed on a Progress Monitoring Plan (PMP) and prescribed an appropriate intervention program using pullout, double dosing, or departmentalization.	Administration	Classroom walk through data will reflect intervention instruction and or reteaching.	Go Math Program assessments
3	Lack of benchmark skills in Number: Operations, Problems, and Statistics	Students in grades 3 and 5 will be provided extended learning opportunities.	Literacy Coach	Classroom observation data and attendance records	BAT and tutoring assessments
4	Lack of motivation or poor self-esteem	4th and 5th grade students will be selected to participate in Lunch Bunch with administration.	Principal and Literacy Coach	Observation	Go Math Mini bats

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

Elementary School Mathematics Goal #

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

Plantation Park Elementary will continue to use due diligence in closing the achievement gap for all students.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56% math profic	61% math profic	66% math profic	71% math profic	76% math profic	

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:	Meeting the needs of all student groups continues to be a priority at Plantation Park.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (45) Black students did not make satisfactory progress. 48% (29) Hispanic students did not make satisfactory progress.	50% of Black students will make satisfactory progress. 55% of Hispanic students will make satisfactory progress.

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	Additional opportunities to develop skills	Students in grades 3 and 5 will receive extended day math tutoring for remediation and maintenance of skills utilizing benchmark review materials.	Literacy Coach	Classroom observation	Go Math Assessments
2	Identification of specific skill deficit	Data analysis to determine which benchmarks will need additional support.	Classroom teachers	Data analysis of other ongoing assessments that are part of the Go Math Series	Mini Bats and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Plantation Park currently assesses less than 6 ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3) did not make satisfactory progress.	67% (2) will make satisfactory progress.

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Meeting the needs of the all students continues to be a priority.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (33) of students did not make satisfactory progress.	40% of students with disabilities will make satisfactory progress.

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 benchmark knowledge	Students not meeting proficiency will be identified by disaggregating data and or key math data to participate in small group lessons utilizing Go Math materials.	Administration	Lesson plans Classroom observations	Classroom assessments and Mini bats
2	50% VE teacher and 50% ESE Specialist	Utilize and schedule students creatively with ESE certified teachers within the building.	ESE Specialist	Classroom observations and lesson plans	Classroom assessments and Mini bats

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:	Plantation Park continues to put forth every effort to meet the needs of all student subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (77) of economically disadvantaged students did not make satisfactory progress.	45% of economically disadvantaged students will make satisfactory progress.

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 benchmark skills attained	Students not meeting proficiency will be identified by disaggregating data to participate in small group lessons utilizing Go Math materials.	Administration	Classroom observations	Classroom assessments and mini bats

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
First in Math	Third Grade Math	Representative from First in Math	Third Grade	9/27/12	Analysis of program reports	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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.		Plantation Park will continue to work on improving science scores. Additional emphasis has been placed on attainment of benchmarks in all grade levels.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (27) of students were proficient.		33% (32) of students will be proficient.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Teacher understanding of benchmarks, new standards, and cognitive complexity.	Teachers will unwrap benchmarks and new standards, and develop lessons plans to aide in differentiated instruction.	Administration, Support Staff, Team Leaders, Subcommittee Chairs	Analysis of data collected monthly through the use of FCAT Testmaker Pro and district's assessments.	BAT, Mini Bats, FCAT Testmaker Pro
2	Fidelity in implementation of science curriculum using 5E model.	Students will participate in weekly activities utilizing hands on science kits. Self directed centers will be used to supplement benchmark instruction.	Administration	Classroom walkthrough data demonstrating incorporation of 5E model	Science Journals using 5E rubric and BEEP mini assessments
3	Critical thinking skills	Students will use science journals to promote critical thinking, essential vocabulary, and integrate expository writing and reading benchmarks into curriculum. Teachers will integrate science into reading block.	Administration, Literacy Coach, and Science Committee Members	Student assessments mini bats, and monthly data chats.	Science Journals using 5E rubric
4	Student knowledge of science concepts.	Implementation of district Instructional Focus Calendar, BEEP Lessons, and Science Fusion online quizzes and benchmark tests to assess student learning and remediate as needed.	Administration, Science committee members, Team Leaders.	Classroom Walkthrough, Review, committee meeting discussion and notes	BATS and Mini Bat 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:

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

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:	Use of FCAT science resources, and BEEP resources has helped to develop science skills.
-----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (12) of students scored level 4 or 5.	20% (18) of students will score level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of concepts	Early release days will be utilized as project days integrating core subjects using the scientific method as well as enrichment of content area.	Science Committee Members Administration	Classroom walkthrough data and lesson plan checklist will reflect integration of science and the science projects.	Science Journals using 5E rubric

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
Scientific Process	PK-5	Science Chair	Schoolwide	November faculty meeting		Administration

Science Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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.  Writing Goal #1a:	Plantation Park is continuing to focus on improving writing with an emphasis on punctuation, capitalization, and especially spelling in all grades.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (77) of students scored a 3 or higher.	90% (76) of students will score a 3 or higher.

### 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 benchmark development	Students in grades 3 and 4 will produce narrative and expository samples using grade level writing benchmarks as guidelines.	Administration	Collection of Prompts and classroom walkthroughs	Writing Prompts
2	Application of decoding and grammar skills in isolation and content writing.	Grade levels will evaluate student's writing samples to determine appropriate focus for instruction. Students will write routinely over extended and shorter time frames for a range of tasks and purposes.	Administration	Collection of prompts and classroom walk throughs	Writing Prompts

3	Lack of benchmark development	Select 4th grade students will be provided extended day writing tutoring.	Literacy Coach	Collection of prompts and monthly classroom walk through data that will focus on providing feedback to teachers based on lesson presentations	Writing Prompt
4	Critical thinking skills	Incorporate cross curriculum writing into reading, science, and other content areas while also enhancing vocabulary, details, capitalization, punctuation, spelling, and conventions.	Administration	Classroom walk throughs	Walk through instrument
5	Writing using details	Students in grades K-5 will write narratives to develop real or imagined experiences using details, effective technique, and event sequences.	Writing committee, Literacy Coach	Evaluation of writing prompts	Writing prompts
6	Lack of various kinds of writing	Students in grades K-3 and 5 will write arguments to support claims in an analysis of substantive topic or text using valid reasoning with relevant and sufficient evidence. They will also write informative/explanatory texts based on an analysis of content.	Writing committee, Administration, Literacy Coach	Analysis of writing samples	Writing samples

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing 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				

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
PD Content - Writing Planning for Expository and Narrative Writing	4th Grade	Literacy Coach and 4th Grade Team Leader	4th Grade Teachers	10/9/12	Classroom walkthroughs and observations.	Administration and Literacy Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing planning for 4th grade team.	Team will meet to discuss specific plan for fourth grade students.	Inservice	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:	District policy and procedural changes will assist in improving attendance/tardy rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% 83898	97% 84877
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
32 students had excessive absences	24 students with excessive absences

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
97 students with excessive tardies		73 students with excessive tardies			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent bringing students late to school.	Closely monitor and conference with individual parents regarding the importance of attending and coming to school on time.	Assistant Principal, Social Worker, Guidance Counselor, Psychologist	Attendance logs and reports	Logs and reports
2	Traffic pattern involves uses of 54 Avenue which is also used by neighboring high school and is often backed up.	Administration will work with faculty and staff to monitor arrival procedures and will make adjustments to avoid interruption of traffic flow.	Assistant Principal, faculty and staff, School Resource Officer	Observations, tardy receipts	Review of tardy receipts

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						

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		Plantation Park will decrease in many areas or maintain the number of students receiving suspension.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
17		13			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
10		6			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
2		2			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
2		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	No barriers are anticipated in meeting this goal.	Review and maintain current initiatives and directives including schoolwide mutual agreements, TRIBES activities, and schoolwide pledge recited daily.	Assistant Principal	Reports indicating number of suspensions	Discipline Matrix

(PLC) or PD Activity

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

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

Suspension Budget:

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

*End of Suspension Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Plantation Park Elementary has several programs and organizations that encourage parent involvement. They include: PTA, SAC, SAF, and the Music Booster Club PPSBA. These organizations each encourage parent participation by having meetings at various times of the day or evening to accommodate as many parents as possible. Plantation Park has also hosted Family Nights in each of the core subject areas. Recipients of the Golden School Apple Award for 28 years.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70% of parents participated in at least one parent organization activity or event.	75% of parents will participate in at least one parent organization event or activity.

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	Their are no anticipated barriers to meeting this objective.	Maintain current events and activities.	Principal - Ms. Gittelman	Surveys	Parent Survey

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	During the 2012-2013 school year Plantation Park will

STEM Goal #1:		infuse STEM while developing critical thinking, improving math practice, conducting research, and preparing student presentations.			
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 knowledge of STEM Initiative	Science and Math committees will discuss methods of incorporating STEM throughout the school day.	Administration, Committee Chairs	Minutes of committee meetings, Lesson Plans, Analysis of student or class project data	BAT, Mini-bats, Student or Class projects

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

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

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

STEM Budget:

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



## 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	Extended Day Learning Materials	Coach Materials for benchmark instruction	Accountability	\$500.00
Reading	Extended Day AAA Camp	Teacher Salary	Accountability	\$2,000.00
				Subtotal: \$2,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of FCAT Testmaker to monitor student progress.	Scan Tron sheets used by students.	Accountability	\$350.00
				Subtotal: \$350.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development - Teacher Training	TDA - Sub funding	Accountability	\$5,000.00
Writing	Writing planning for 4th grade team.	Team will meet to discuss specific plan for fourth grade students.	Inservice	\$500.00
				Subtotal: \$5,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$8,350.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/18/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for staff development, purchase of materials to support implementation of SIP, and extended day learning.	\$8,350.00

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

The SAC will review, implement, and adjust as needed the school improvement plan. SAC members will monitor student progress and analyze data using the BAT. Members will also offer input and suggest activities to increase student achievement.

# 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 PLANTATION PARK ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	78%	95%	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	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?	58% (YES)	77% (YES)			135	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					586	
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 PLANTATION PARK ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	80%	94%	60%	316	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	70%			137	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)	77% (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					595	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested