FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DANIA ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Lewis Jackson

SAC Chair: Patricia Moncrieffe and Keith Miller

Superintendent: Robert Runcie, Superintendent

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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.

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Dania Elementary in 2011-2012 2011-2012 School Grade : B Reading Mastery: 49% Math Mastery: 66% Science Mastery: 47% Writing Mastery:84% Learning Gains in Reading: 66% Learning Gains in Math : 75% Lowest 25% in Reading: 67% Lowest 25% in Math: 63% Principal of Dania Elementary in 2010-2011 School Grade: A Reading Mastery: 66% Math Mastery: 84% Science Mastery: 51% Writing Mastery: 90% Learning Gains in Reading: 62% Learning Gains in Math : 73% Lowest 25% in Reading: 63% Lowest 25% in Math 73% AYP: Black, Hispanic, ELL, SWD & Economically Disadvantaged students did

Principal	Dr. Lewis Jackson	Doctorate in Educational Leadership M.A Educational Leadership School Principal (All Levels) Specialist Ed. Leadership Bachelor of Science Degree in Certification in Early Childhood Education (Nursery- K) Elementary Education (1-6) ESOL School Principal (All Levels)	3	13	not meet AYP criteria in Reading & Math. White students did not make AYP criteria in Reading. Principal of Sunshine Elementary in 2009-2010 2009-2010 School Grade: B Reading Mastery: 64% Math Mastery: 67% Science Mastery: 43% Writing Mastery:90% Learning Gains in Reading: 60% Learning Gains in Math : 61% Lowest 25% in Reading:45% Lowest 25% in Math:65% AYP: Black & Economically Disadvantaged students did not meet AYP criteria in Reading & Math 2008-2009 School Grade : A Reading Mastery:76% Math Mastery: 77% Science Mastery: 62% Writing Mastery:89% Learning Gains in Reading: 68% Learning Gains in Math : 68% Lowest 25% in Reading:55% Lowest 25% in Math:63% AYP: Met AYP 2007-2008 School Grade: B Reading Mastery:70% Math Mastery: 74% Science Mastery 47% Writing Mastery: 74% Learning Gains in Reading: 60% Learning Gains in Math : 74% Lowest 25% in Reading:58% Lowest 25% in Math:45% AYP: SWD did not make AYP In Writing
		Specialist Degree in Educational Leadership Florida Atlantic University, Masters Degrees in Reading Florida Atlantic University Bachelors of Science in			Assistant Principal of Dania Elementary 2011-2012 School Grade : B Reading Mastery: 49% Math Mastery: 66% Science Mastery: 47% Writing Mastery:84% Learning Gains in Reading: 66% Learning Gains in Math : 75% Lowest 25% in Reading: 67% Lowest 25% in Math: 63% Assistant Principal of Dania Elementary School 2010-20111 School Grade : A Reading Mastery: 66% Math Mastery: 84% Science Mastery: 51% Writing Mastery:90% Learning Gains in Reading: 62% Learning Gains in Math : 73% Lowest 25% in Reading: 63% Lowest 25% in Math: 73% AYP: Black, Hispanic, ELL, SWD & Economically Disadvantaged students did not meet AYP criteria in Reading & Math. White students did not make AYP criteria in Reading. Assistant Principal of Dania Elementary 2009-2012 School Grade : A Reading Mastery: 67% Math Mastery: 80% Science Mastery: 48% Writing Mastery:88% LearningLowest 25% in Math:52% AYP: Black, Hispanic, ED, & SWD not meting AYP in Reading and Math Assistant Principal of Silver Lakes Elementary in

| Assis Principal | Leslie Phillips | Elementary Education , Florida Atlantic University Certification Educational Leadership, Elementary Education 1-6 ESOL Reading K-12 ESE (K-12) | 4 | 6 | 2008-2009 School Grade: A Reading Mastery: 87% Math Mastery: 89% Science Mastery: 62% Writing Mastery: 95% Learning Gains Reading: 80% Learning Gains Math: 79% Lowest 25% in Reading: 70% Lowest 25% in Math: 67% AYP: All subgroups met AYP

2007-2008 School Grade : B, Reading Mastery: 80% Math Mastery: 81% Science Mastery: 43% Writing Mastery: 91% Learning Gains Reading: 73% Learning Gains Math: 62% Lowest 25% in Reading: 56% Lowest 25% in Math: 45%

AYP: Blacks did not make AYP in Math and SWD did not make AYP in Reading and Math

2006-2007 School Grade: A Reading Mastery: 83% Math Mastery: 86% Science Mastery: 49% Writing Mastery: 93% Learning Gains Reading: 66% Learning Gains Math: 72% Lowest 25% in Reading: 67% Lowest 25% in Math: 63%

AYP: All subgroups met AYP Gains in Reading: 60% Learning Gains in Math : 67% Lowest 25% in Reading: 66% |
| Principal | | | | | |

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)
		Bachelor of Science Elementary Education			Reading Resource Specialist Dania Elementary 2011-2012 School Grade : B Reading Mastery: 49% Math Mastery: 66% Science Mastery: 47% Writing Mastery: 84% Learning Gains in Reading: 66% Learning Gains in Math : 75% Lowest 25% in Reading: 67% Lowest 25% in Math: 63% Reading Resource Specialist Dania Elementary: 2010 – 2011 School Grade A Reading Mastery: 66% Math Mastery: 84% Science Mastery: 51% Writing Mastery: 90% Learning Gains in Reading: 62% Learning Gains in Math: 73%

Reading	Rebecca Gunn	Certification Reading (K-12) Elementary Education Pre K – 3 Elementary Education K – 6	3	8	Lowest 25% in Reading: 63% Lowest 25% in Math: 73% AYP: : Black, Hispanic, ELL, SWD & Economically Disadvantaged students did not meet AYP criteria in Reading & Math. White students did not make AYP criteria in Reading. Curriculum Facilitator Sunshine Elementary 2009-2010 School Grade B Reading Mastery: 64% Math Mastery: 67% Science Mastery: 43% Writing Mastery: 90% Learning Gains in Reading: 60% Learning Gains in Math : 61% Lowest 25% in Reading: 45% Lowest 25% in Math: 65% AYP: Black & Economically Disadvantaged students did not meet AYP criteria in Reading & Math Reading First Coach 2004 - 2009
Curriculum, Math, Science	Cheryl Burton	Bachelor of Science Elementary Education Certification: Elementary Education (1-6) Gifted Certification	3	11	Curriculum Specialist Dania Elementary 2011-2012 School Grade : B RReading Mastery: 49% Math Mastery: 66% Science Mastery: 47% Writing Mastery: 84% Learning Gains in Reading: 66% Learning Gains in Math : 75% Lowest 25% in Reading: 67% Lowest 25% in Math: 63% Curriculum Specialist Dania Elementary 2010 -2011 School Grade A Reading Mastery: 66% Math Mastery: 84% Science Mastery: 51% Writing Mastery: 90% Learning Gains in Reading: 62% Learning Gains in Math: 73% Lowest 25% in Reading: 63% Lowest 25% in Math: 73% AYP: Black, Hispanic, ELL, SWD & Economically Disadvantaged students did not meet AYP criteria in Reading & Math. White students did not make AYP criteria in Reading. Curriculum Specialist / Math Coach 2004 - 2010 Sunshine Elementary School Grade : B Curriculum Specialist / Math Coach North Fork Elementary 2002 - 2004 4th / 5th Grade Gifted Teacher 1999 – 2002 3rd, 4th and 5th Grade Gifted Teacher 1997 - 1999 4th Grade Teacher 1996 - 1997

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. Regular meetings of new teachers with Assistant Principal	Assistant Principal	Ongoing	
2	2. Partnering new teachers or teachers with less than 3 years experience with veteran staff	New Educators Support System (NESS) Liaison	Ongoing	
3	3. Mentoring Teachers interested in being National Board Certified	National Board Certified Teachers	Ongoing :	
4	4. Leadership Mentoring for Teacher Leaders and Aspiring Administrators	Administration	Ongoing	

| 5 | 5. Mentoring and Support for new teachers | Team Leaders NESS 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
There are none.	

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
40	5.0%(2)	10.0%(4)	35.0%(14)	50.0%(20)	42.5%(17)	95.0%(38)	7.5%(3)	5.0%(2)	90.0%(36)

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
Bonita Rudnick	Nicole Schweinfurth	Similar Curriculum	NESS Meetings
Zoila Delmonte	Luisa Dugas	Similar Curriculum	NESS Meetings
Petra Cardova	Joyce Ann Williams	Similar Curriculum	NESS Meetings
Susan Lee	Michele Harmer	Similar Curriculum	NESS Meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parent Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation, and increasing family literacy, are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials, and provide stipends for teacher presenters. Extended learning opportunities may be supported with district Title I funds.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops regarding differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. Services are provided through the district for education materials and English Language Learners(ELL) district support services to improve the education of immigrant and ELL stuents.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district.

The District Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters and transportation to and from school.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide small class size for academically fragile students.

Violence Prevention Programs

Dania Elementary implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy. The school offers a Non-violence and Anti Drugs program through our School Resource Officer, School Guidance Counselor, and community partnerships.

Nutrition Programs

Dania Elementary adheres to implementing the nutrition requirements stated in the District Wellness Policy. We also participate in the Fresh Fruit initiative.

Nutrition Education as per state statue is taught through Physical Education.

The School Food Service Program, school breakfast, school lunch and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Local Pre-K programs are invited to participate in a K orientation to support smooth transitions. Pre-K programs are sent school newsletters to keep them abreast of transitional opportunities at our school.

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 is comprised of :
• The Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.
• School Guidance Counselor will schedule student referral discussions on a team-decided priority basis. She supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans. Offers support and information regarding the student's family and academic issues to provide a broader picture of the whole child.
• Select General Education Teachers (Primary/Intermediate) Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instructions with Tier 2/3 activities.
• ESE Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
• Reading Coach: Will facilitate the RtI process. She provides guidance on the K-12 Reading Plan facilitates and supports data collection activities, assists in data analysis; provides Professional Development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans.
• School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for intervention, fidelity and documentation; provides Professional Development and technical assistance for problem –solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.
• Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
• School Social Worker: Offers support and information regarding the student's family and environmental conditions to provide a broader picture of the whole child. She also is an informational conduit between families and the school.

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 Reading Coach will facilitate the RTI process. She will schedule student referral discussions on a team-decided priority basis. Case managers have been assigned to grade levels. The teacher, case manager, resident expert, (coaches) will meet as the interventions proceed through the process. This team will decide if the student's needs are not being met, at this point the student will become a tier II. As the student moves to Tier III the entire RTI team will become involved in interventions and tracking. Parents will be informed and invited to participate in the continuing process. The Reading Coach will store student data on a school database. Benchmark Assessment, FAIR, EOY Big Idea Assessments, STAR, and Student Portfolio samples based on rubrics are data sources used for academic concerns. Frequency Charts, Anecdotal Records, and Discipline data in cumulative folders are used to address behavioral concerns. Tiers 2 and 3 interventions are the Intervention Records and the progress monitoring graphs generated for individual students. The team meets once a week to engage in the following activities:
• Review universal screening data and link to instructional decisions
• Review progress monitoring data at the grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks
• The team will identify Professional Development and resources based on the above information
• The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills
Benchmark Assessment, FAIR, EOY Big Idea Assessments, STAR, and Student Portfolio samples based on rubrics are data sources used for academic concerns. Frequency Charts, Anecdotal Records, and Discipline data in cumulative folders are used to address behavioral concerns. Tiers 2 and 3 interventions are the Intervention Records and the progress monitoring graphs generated for individual students. The team meets once a week to engage in the following activities:
• Review universal screening data and link to instructional decisions
• Review progress monitoring data at the grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks
• The team will identify Professional Development and resources based on the above information
• The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills
• The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation
• The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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 met with the School Advisory Council (SAC) and Principal to help develop the SIP.
> •The team provided data on Tier 1,2 and 3 targets, academic and social/emotional areas that needed to be addressed and helped set clear expectations for instruction (rigor, relevance, relationship)
> Facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing) and aligned processes and procedures

MTSS Implementation

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

> Baseline Data: Progress Monitoring and Reporting Network(PMRN), Broward Assessment Test (BAT 1& 2 for Reading, Math and Science) Florida Comprehensive Assessment Test (FCAT)
> Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
> Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment in Reading (DAR)
> End of Year: Florida Assessment for Instruction in Reading (FAIR), FCAT
> Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

> Professional development will be provided during teachers' common planning time, bi-weekly Curriculum Meetings, ER and Teacher Planning Days, and small sessions will occur throughout the year as needed.
> The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Leadership Team, comprised of:
> Leslie Phillps, Administrator
> Rebecca Gunn, Reading Resource Specialist
> Cheryl Burton, Curriculum (Math, Science,STEM) Specialist
> Andrica Thomas, ESE Specialist,
> Moniquie Foster,Guidance Counselor

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

> The Principal and Leadership Team will conduct quarterly data chats with teachers, as a team and/or individually. Data binders providing evidence of instruction and assessment will be utilized during these chats. There should be evidence to support differentiating instruction to meet students' needs. The process of teaching, assessing, re-teaching, and re-assessing will be documented through Progress Monitoring Logs.
> The Instructional Coaches will support teachers either by assisting them in providing instruction on the focus lessons or by modeling whole group instruction in addition to providing small group instruction to assist teachers. The Instructional coach will also help with the process of grading, recording and charting student scores.

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

> The major initiatives of the LLT this year will be the implementation of lesson studies centered on planning and utilizing research-based lesson delivery method and the implementation of the Common Core Standards in grades K-2.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/26/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

•Kindergarten Round Up was held in May 2012 for incoming Kindergarten students and their families to familiarize them with the school and expectations for the coming year.
•All students will be assessed upon entering Kindergarten with the areas of Basic Skills/School Readiness. Print/Letter Knowledge and Phonological Awareness.
•Screening data will be collected and disaggregated prior to September 10, 2011. Data will be used to plan daily academic and social/economical instruction for all students, groups of students or individual students who may need intervention beyond core instruction. All Kindergarten students' individual academic needs will be met through his or her instructional level.

•Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will be reinforced throughout the day through the use of common language, re-teaching and positive reinforcement of pro-social behavior.
•Monitoring tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and if needed, changes will be made to the instructional/intervention programs.

*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 April 2013 students scoring a level 3 on the Reading portion of the FCAT will show a 6% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(40)	30% (59)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fourth grade students are not adequately prepared for the comprehension skills involving Main Ideas assessed on the Fourth Grade FCAT.	Implementation of instruction and interventions that focus on summarization skills and the use of Thinking Maps in both fiction and informational text. Implementation of Close Reading procedures.	Classroom Teachers, Resource Teacher, and Reading Coach, and Administrators	Monitoring of instruction and student progress.	Data collection from classroom work and rubrics, Benchmark Assessments, Weekly Assessments, mini-BATs, and data from FAIR assessments
2	Fifth grade students are not adequately prepared for the comprehension skills involving making Comparisons between Texts and Reference and Informational Text items assessed on the Fifth Grade FCAT.	Implementation of Close Reading procedures and the use of Thinking Maps to deepen understanding of text and provide a visual representation of compared text Incorporation of more informational text during the reading block and reading strategies taught in the content area classes.	Classroom Teachers, Resource Teacher, and Reading Coach, and Administrators	Monitoring of instruction and student progress.	Class work and rubrics, Benchmark Assessments, Weekly Assessments, mini-BATs, and data from FAIR assessments
3	The teachers ability to provid multiple opportunities to work with informational text.	Including more informational text during the reading block by incorporating Social Studies materials. The content area teachers will also be teaching reading skills during Math and Science.	Classroom Teachers, Resource Teacher, and Reading Coach, and Administrators	Monitoring of instruction and student progress.	Class work and rubrics, Benchmark Assessments, Weekly Assessments, mini-BATs, and data from FAIR 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 reading. Reading Goal #1b:	By April 2013, students scoring at levels 4,5,6 on the Reading portion of the Florida Alternate Assessment will show a 2% increase.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	66% (6)	68% (11)

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited abilities with processing information.</td><td>Struggling students will be provided with small group instruction using specialized curriculum such as Structured Methods in Language Education (SMILE), Verbalizing and Visualizing (V & V), Reading Mastery, etc.</td><td>Administration Autism Coach Speech & Language Pathologist</td><td>Students' progress is assessed through weekly unit assessments scores.</td><td>On-going Assessment monitoring

Clinician Observation</td></tr>
<tr><td>2</td><td>Lack of comprehension skills.</td><td>Teachers will teach comprehension by using thinking maps. Teachers will teach strategies to summarize text, depict main idea and develop questions.</td><td>Administration Autism Coach Teacher Classroom</td><td>Walkthroughs using cluster standards which will be discussed at Data chats to determine if skills are being effectively addressed.</td><td>Weekly classroom assessment using instructional materials for exceptional students. Classroom walkthroughs.</td></tr>
<tr><td>3</td><td>Limited vocabulary skills</td><td>Teachers will instruct students on how to use context clues and visuals to increase their vocabulary.</td><td>Administration Autism Coach Teacher</td><td>Students' progress will be assessed weekly vocabulary assessment.</td><td>Weekly classroom assessments using instructional materials for exceptional students.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 29% of students will score level 4 or 5 on the 2013 FCAT Reading Score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(39)	29%(55)

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of motivation to read</td><td>Active participation in the Accelerated Reading Program in grades 3-5th.</td><td>Classroom teachers, Reading Coach, and Administrators</td><td>Analyze Accelerated Reader reports, class charts, school-wide charts quarterly. Accelerated Reader Reports</td><td>Accelerated Reader Reports</td></tr>
<tr><td></td><td>Lack of materials that will</td><td>Use of Junior Great Books</td><td>Classroom</td><td>Analyze assessments and</td><td>Reading</td></tr>
</table>

2	meet student needs.	and Internet Resources such as Renzulli Learning.	teachers, Reading Coach, and Administrators	assignments from programs monthly	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 reading. Reading Goal #2b:	By April 2013, students taking the Florida Alternate Assessment scoring at or above Achievement Level 7 in reading will increase 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	55% (5)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of extra support personnel	Students will be taught strategies how to independently utilize prepared reading enrichment lessons at their Independent work station	Administration Autism Coach Teacher	Students' progress will be assessed by monitoring progress at Independent work station using enrichment lesson.	Student friendly Rubric
2	Limited comprehension skills	Teachers will use Talkies and Visualizing and Verbalizing strategies to improve comprehension skills.	Administration Speech & Language Pathology Teacher	Teachers will administer Bi-weekly comprehension assessments.	Florida Alternate Assessment practice materials
3	Limited allowances for teacher training off campus	Mini school-based trainings will be provided to teachers using web-based Ocali learning Modules.	Administration Autism Coach ESE Specialist	Pre & Post Assessments will be administered	PLC Follow-up

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 April 2013, students showing learning gains will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(77)	69%(106)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Scheduling of double dose for reading on a daily basis.	Reading Block will utilize Support Staff, Specials teachers, teacher assistants, and the Reading Resource	Classroom teachers Reading Coach Administrators	Scheduled data chats will determine the effectiveness of the strategy.	Mini-Benchmark Classroom assessments

1		Teacher for push in/pull-out support using research based materials such as Quick Reads, Phonics for Reading, and other supplemental materials.			
2	Lack of opportunities for School wide reading.	Implementation of the A.R. program and opportunities to read during the school day.	Classroom teachers Reading Coach Administrators	Teachers will monitor the use of the program.	Accelerated Reading 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By April 2013, students showing learning gains on the Reading portion of the Florida Alternate Assessment will show a 5% point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3)	65% (4)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	Teachers will create effective classroom Zone Defense schedules to allow for more individualized instruction.	Administration Autism Coach Teacher	Monitor the use of the Zone Defense Schedules.	Classroom Walkthroughs will be utilized to determine effectiveness.
2	Lack of reliable and valid research- based assessment tools.	Teachers will utilize Guide Assessing Reading Multiple Measures 2nd Ed. to determine the best assessment tool for individual students.	Administration Autism Coach Teacher	Data Collection	Review of data will be used to determine effectiveness.
3	Limited exposure to real life experiences	Utilizing United Streaming Videos to expose students to a variety of topics and events	Administration Autism Coach Teacher	Data Chats will be compiled and analyzed to determine if the strategy is effective	Small group projects based on rubrics.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By April 2013, students in the lowest 25% showing learning gains on the Reading FCAT will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(20)	70%(27)

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

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

			Monitoring	Strategy	
1	Scheduling daily double dose assistance.	Support Staff, Special Area Teachers, Teacher Assistants, and Reading Resource Teacher to provide push-in/pullout groups.	Classroom teachers Reading Coach Administrators	Quarterly data chats will analyze gains/needs of students in the Lowest 25%	Mini-Benchmark Assessments
2	Outdated and lack of computers in classrooms	Daily use of the Istation computer program using computers from grade level computer carts.	Classroom Teacher Reading Coach.	Monitoring of Istation reports and classroom assessments.	Individual student reports Graphs provided by Istation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	By 2016-2017, 83% of the students will score a level 3 or above on the Reading FCAT.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	63%	68%	71%	75%	

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 2012-2013, each subgroup will decrease the percentage of students not meeting satisfactory progress in reading by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 44% (20) Black: 64% (31) Hispanic: 43% (25)	White: 42% Black: 62% Hispanic: 41%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Incoming Third Grade students show weaknesses in the Vocabulary and Reading Application Strands assessed on the 2nd Grade End of Year Primary Reading Assessment. Incoming 4th Grade students show weaknesses in the Literary Analysis and Information and Media Literacy Strands accessed on the 3rd Grade FCAT assessment. Incoming 5th Grade students showed weaknesses across the strands with Information	Grade level curriculum meetings will focus on data analysis and best practices to provide instruction in the areas of concern that will not only remediate the weakest areas but will also provide instruction that will enable students to meet the grade level expectation for the strands.	Team Leaders Reading Coach Administrators	Analysis of data shared at Grade Level Curriculum meetings	FAIR, Isation reports, Mini-Benchmarks, and classroom assessments

	and Media Literacy strand the most predominant weakness accessed on the 4th Grade FCAT assessment.				
2	Tracking and analyzing data.	Disaggregate test data to identify groups and identify weak and strong Reading Strands in individual classrooms. Develop an instructional plan that will address these areas and administer Ongoing Progress Monitoring assessments.	Grade Level Team Leader, classroom teachers, and Reading Coach,	Grade Level Curriculum Meetings , classroom observations, and Mini-Benchmark assessments.	Treasures FCAT Benchmark Assessment Forms A and B. BAT 2 Data.
3	Attendance in After school tutoring	Students will participate in After School Tutoring Camps - incentives will be offered to promote attendance.	Administrators, Reading Coach, Curriculum Specialist	Attendance Records will be monitored for compliance.	Leadership Resource Pre/Post Test Classroom Walkthrough data Attendance Records

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 April 2013, English Language Learners(ELL) will show a 6% increase on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(13)	49%(15)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The levels of parental involvement with parent school relationships	Increase parental involvement through SAC and Title 1 Parent Nights	Classroom Teachers Administrators	Compare the previous year's Parental involvement data with the current year's data	Analysis of sign in sheets Follow up surveys
2	Language Acquisition for A1, A2, and B1 classified students	Daily use of the Rosetta Stone Program during a pullout session	Rosetta Stone Manager	Teacher Classroom observation and Data Chats	Reports from the Rosetta Stone Program
3	ELL students' mastery of vocabulary knowledge	Classroom use of vocabulary graphic organizers, student made dictionaries, and ESOL strategies	Classroom Teachers Administrators	Monitor results of classroom assignments and assessments	Mini-Benchmark Assessments Beep assessments Data Chats

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 April 2013, Students with Disability will show a 4% point increase on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (10)		37% (12)

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	ESE Specialist will be working closely with the Varying Exceptional Education teacher in addition to consulting with classroom teachers to ensure that students are exposed/taught grade level appropriate reading material and that the opportunity is provided for lots of scaffolding and support. After school tutoring will be made available to assist struggling Students with learning disabilities.	Administration ESE Specialist Classroom Teacher	Students progress is assessed using District minibats bi-monthly Program Specific Assessments Soar to Success	District Mini-benchmarks. Weekly and Unit Assessments. BAT 1 and BAT 2. Program Specific assessments FCAT
2	Lack of extra support personnel	Targeted strategies for specific needs will be addressed at Support Meetings to provide interventions using Support Personnel SWD and Blacks will both receive triple dose reading instruction outside of the 90 minutes reading block utilizing Support Staff, Administrators, and Special Area Teachers	Administration Reading Coach ESE Specialist	Students progress is assessed using District minibats bi-monthly	District Mini-Benchmarks data will be used to determine progress from District BAT 1 to District BAT 2 Assessments released Test

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 April 2012, Economically Disadvantaged students will show a 6% point increase on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (90)	65% (99)

		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
	Tracking, analyzing, and disseminating data to all appropriate stakeholders	Data will be shared with parents during teacher conferences. Students will be referred to the MTSS (CPS/RtI) Leadership team.	Classroom teacher Grade Level Case Manager MTSS Leadership Team	Data collected from OPM of interventions and Data Chats	Prescribed monitoring tool recommended by the MTSS/Rti team (may vary)

1		Instructional decisions will be made based upon the finding of the MTSS/Response to Intervention Team (RTI) and implemented in the classroom. Parents will be a part of the intervention process.				

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
Defining the Core Reading Podcasts	K-5	Reading Coach	School-Wide	August-May	Classroom Observations	Reading Coach Administrators
Thinking Maps Training	K-5	Reading Coach	School-wide	September-May	Classroom Observations	Reading Coach Administrators
District Training for Common Core	1-2	District Staff	1st & 2nd Grade Teachers	September-May	Classroom Observations	Reading Coach Administrators
Book Study Grades K - 2 Common Core	K - 2	Reading Coach	K - 2 Teachers	November - January	Classroom Observations	Reading Coach Administration

Reading 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
Developing and implementing knowledge of Common Core	Pathways to the Common Core Books	Title I	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By April 2013, there will be an increase of 4%(1) in students scoring proficiency in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:
4%(1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English Language skills needed to communicate in an academic setting.	Classroom use of Sentence Summary Frames and Comparison Frames. Teacher questions that focus on "W" questions.	Classroom teacher	Active monitoring of student participation in classroom activities and progress	Classroom assessments and rubrics
2	Lack of opportunities to practice English Language Skills	Pairing of ELL students with classmates for cooperative learning activities.	Classroom teacher	Active monitoring of student participation in classroom activities and progress	Classroom assessments and rubrics
3	Lack of Models for acquiring English Language skills	Use of audio books and teacher read a-louds to model fluency	Classroom teacher	Active monitoring of student participation in classroom activities and progress	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By April 2013, there will be an increase of 7%(2) in students scoring proficiency in reading.

2012 Current Percent of Students Proficient in reading:
12%(3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Comprehension skills	Use of graphic organizers focusing on story structure and summarizing.	Classroom teacher Reading Coach	Assessing the graphic organizers to determine effectiveness and student progress.	Classroom assessments Mini-Benchmarks BATS
2	Lack of vocabulary knowledge.	Pre-teach vocabulary, to identify idioms and figurative language prior	Classroom teacher Reading Coach	Monitoring of Mini-Benchmarks and classroom verbal	Mini-Benchmarks Classroom

		to reading of the text.		responses.	assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	By April 2013, there will be an increase of 2%(1) in students scoring proficiency in writing.

2012 Current Percent of Students Proficient in writing:

6%(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
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
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By April 2013, students scoring a level 3 on the Math FCAT will show a 5% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34(51)	39%(77)

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	Due to the volume of mathematical concepts that need to be taught before the FCAT, it is necessary to follow the Math Instructional Focus Calendar (IFC), the time-constraints in the daily school schedule make it difficult to keep pace with the IFC.	Teachers in grades K-5 will follow the IFC for mathematics. The math coach will assist in classrooms to provide added support to ensure that the IFC is manageable. More time will be allocated for math lessons in Grades K-2. Grade 5 will be departmentalized, enabling the teachers to have more time for core subject areas.	Administrators Curriculum Specialist	Bi-weekly Curriculum Meetings will provide a forum for discussion and tracking of these students. School created benchmark assessment results will be used to track the progress of these students. These data will be analyzed on a three week rotation.	Chapter Tests BATs I & II School Generated Mini-BATs
2	The transient nature of our student population (2009-2011 BESP data indicated a 46% mobility rate).	New students entering the school will be assessed and placed in classes/groups to accommodate their needs. Additional support will be provided by the teacher to help these students assimilate and narrow gaps. Computer programs will be made available before school and during class time so that these students will be able to gain the additional information they need to be on par with their peers.	Administrators Curriculum Specialist	Bi-weekly Curriculum Meetings will provide a forum for discussion and tracking of these students. School created benchmark assessment results will be used to track the progress of these students. These data will be analyzed on a three week rotation	Chapter Tests BATs I & II School Generated Mini-BATs
	The need for teachers to understand both the new Common Core Standards that are being fully implemented in grades K	In order to help teachers adjust to the new curriculum, in-house workshops will be presented, monthly. At	Administrators Curriculum Specialist	Compiled Classroom Walkthrough data will be discussed at Data Chats to determine if the lessons being taught use	Chapter Tests Teacher observation

3	– 2, and the Blended Curriculum that is being used in grades 3 – 5.	these workshops, podcasts of the Common Core Standards will be shown and discussed. Teachers will be encouraged to attend the Math Common Core Workshops presented by the district. The math coach will model Common Core lessons.		the information presented in the monthly workshops.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By April 2013 students scoring at levels 4,5, and 6 in mathematics on the Florida Alternate Assessment will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (6)	68% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Math Vocabulay	Teachers will utilize the word walls to infuse math vocabulary to assist students in understanding basic math vocabulary	Administration Autism Coach Teacher	Autism Coach will ensure the use of word walls during walkthroughs and analyze the student math data to determine effectiveness	Walkthrough data weekly math assessments
2	Limited communication between the Gen Ed teacher and the ESE teacher or Autism Coach	Teachers receiving mainstreamed students will meet regularly with the ESE teacher and Autism Coach) to discuss student progress and individual needs.	Administration Autism Coach Teacher	Administration will review the coach's logs and provide feedback.	Autism Coach Log
3	Lack of the pre-requisite skills needed to be successful	Teachers will administer Key Math 3 assessment to determine any gaps in learning and assign or utilize strategic and intensive interventions to teach the pre-requisite skills.	Administration Autism Coach Teacher	Program based assessments will be used to determine student progress and additional interventions needed for success.	Program based 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By April 2013, students scoring Levels 4 and/or 5 on the Math FCAT will show a 5% increase
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | 31% (51) | | 36% (65) |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Problem-Solving Process to Increase Student Achievement	
1	Lack of sufficient time to authentically enrich math for high achieving students.	Grade 5 will be departmentalized based on the 2011 - 2012 Math FCAT scores. There will be two instructional groups in each class; this will give the teachers more time to enrich instruction for high achieving students. For students in grades 3 and 4, we will schedule additional time for a more enriched math program. This will include frequent use of technology.	Administrators Math Coach Teachers	Classroom projects results, based on rubrics, will be used to determine the effectiveness of engaging high achieving students.	BATs School Generated Mini-BATs iObservation
2	Lack of enrichment materials and strategies to hold the interest of high achieving students.	Faculty will engage in "Shared Best Practices". Staff will actively seek and share effective enrichment materials in the District and on the internet. Students will participate in Investigations mathematics; they will do problems that involve finding, creating, and solving problems with multiple solutions. Students will also investigate relationships among numbers.	Administrators Math Coach Teacher	Data Chats, Classroom Walkthroughs, Lesson Plans, and FCAT results will be analyzed quarterly to determine the effectiveness of these strategies. Daily classroom walkthrough by Support or Administrators will be used to gather data which will be discussed at biweekly curriculum meetings.	BATs School Generated Mini-BATs Chapter Tests iObservation
3	Mixed ability levels in classes make it difficult to differentiate for high achieving students.	Gifted and high achieving students will be ability grouped in grades 3 & 4; this will enable the teachers to work at a higher level and at a faster pace.	Administrators Math Coach Teacher	Data Chats, Classroom Walkthroughs, Lesson Plans, and FCAT results will be analyzed quarterly to determine the effectiveness of these strategies. Daily classroom walkthrough by Support or Administrators will be used to gather data which will be discussed at biweekly curriculum meetings.	District BAT's School Generated Mini-BATs iObservation Chapter Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By April 2013, students scoring at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment will increase 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (3)		41% (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	Limited real life connections to math concepts	Teachers will model verbalizing math related word problems and encourage students to create their own real world math problems and utilize visual strategies to solve them.	Administration Autism Coach Teacher	Review of Student Products, Math Journals	Chapter Assessment Student Portfolios
2	Limited enrichment opportunities	Utilizing United Streaming Videos to expose students to a variety of enriching math related videos	Administartion Autism Coach Teacher	Data Chats will be compiled and analyzed to determine if the strategy is effective.	small group projects based on rubrics
3	Limited availablity of Interactive technology & Software	Teachers will be scheduled to utilize the Promethean Interactive Board to incorporate math technology program.	Administartion Autism Coach Teacher	Autism Coach will monitor the effectiveness of the use of the technology.	Data Chats

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By April 2013, students making learning gains on the Math FCAT will show a 2% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (86)	77% (98)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of authentic differentiated instruction during the Math Block.	Differentiation in math instruction will be provided to meet the needs of ALL students during the Math Block. Teachers will be provided with the information they need to differentiate	Administrators Curriculum Specialist	Classroom Walkthrough, data compilation and End of Lesson assessments will be used to determine if differentiated instruction is having a positive impact on student	Chapter tests District BAT's Projects

1		math instruction to meet the wide-ranging learning needs of their increasingly diverse classroom populations. The use of Open Questions and Parallel Tasks will be encouraged. These strategies give students multiple options for comprehending information and making sense of ideas.		achievement.	
2	Deficiency in a common Math vocabulary throughout the school.	All classroom teachers will implement a unified math vocabulary, math word walls, that will be used on a daily basis across grade levels. Our strategy is based on the premise that Mathematics is a language, and to be fluent in that language one must be able to use and understand vocabulary, as students begin to understand the language of math their scores on the FCAT should began to improve.	Administrators Math Coach Teachers	Progress Monitoring, Data Chats, and Classroom Walkthrough information will be compiled and analyzed to determine if this strategy is being effective	Big Idea tests District BAT's School Generated Mini-Bats
3	Students do not set explicit learning goals for themselves.	Teachers will learn goal-setting strategies to pass on to their students. Students will then be taught to set goals for themselves. Effective learning involves planning and goal setting by the students along with the teachers. They will also be encouraged to monitor their progress, and adapt their plans as needed.	Classroom teachers Math Coach	A process of ongoing monitoring of instruction and student progress will be put in place and reviewed each quarter.	Big Idea tests District BAT's School Generated Mini-Bats Student and Teacher Designed Rubrics iObservation

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By April 2013, students showing learning gains on the Mathematics portion of the Florida Alternate Assessment will show a 6% point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3)	66% (4)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited exposure to real life experiences</td><td>Utilizing United Streaming Videos to expose students to a variety of math related topics and concepts.</td><td>Administration Autism Coach Teacher</td><td>Data Chats will be compiled and analyzed to determine if the strategy is effective.

.</td><td>Small group projects based on rubrics</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Limited explicit direct instruction meeting individual needs	Teachers will differentiate instruction and instruct students in small level based groups and/or individually for the majority of the day.	Administration Autism Coach Teacher	Classroom Walkthroughs will conducted to determine that direct explicit individualized instruction is occurring.	Florida Alternate Assessment practice materials

Teacher-made assessments |
| 3 | Limited extended learning opportunities available for students with significant cognitive disabilities | Students will participate in Extended Learning Opportunities such as After School/FAA Camp and Educational Field trips | Administration Autism Coach Math Specialist | Data Collection reviewed to compare if increased attendance rates reflect academic improvement. | Attendance Records |

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 April 2012-2013, students in the lowest 25% making learning gains will increase by 5% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% 20/31	68% 22/30

			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	Inability to accurately identify students who may be in jeopardy of being in the lowest 25% (mobility issues and third grade students) at the beginning of the school year.	Screen all students who may be at risk of being in the lowest 25% to identify those with potential mathematics difficulties. Interventions will be put in place for students identified as "at risk". Screening will occur in the beginning and middle of the year. The screening will measure content they covered and be used in combination with prior year state testing results	Classroom Teacher Math Coach Administrators	A process of ongoing monitoring of instruction and student progress will be put in place and reviewed each quarter.	Inventory Assessments FAIR iObservation
2	Frequently, a lack of prior knowledge and deficiencies in basic math skills are found.	Teachers will use podcasts, provided by Go Math and United Streaming, to provide students will background knowledge of specific content area(s). Instruction will include solving word problems that are based on a common underlying structure, using daily life situations in order to make the information relevant to the students.	Administrators Math Coach Classroom teacher	Progress Monitoring, Data Chats, and Classroom Walkthrough information will be compiled and analyzed to determine if this strategy is being effective.	Big Idea Tests District BAT's School Generated Mini-Bats iObservation End of Chapter Tests.
	Not using manipulatives and visual representation to enforce student understanding of many math concepts.	Intervention materials will include opportunities for students to work with manipulatives and visual representations of mathematical ideas.	Administrators Math Coach Classroom teacher	Monitoring of instruction and student progress through classroom walkthroughs, and the analyzing of compiled information will be used	Big Idea Tests District BAT's School Generated Mini-Bats Rubrics iObservation

3		Student understanding of the relationships between these visual aids and the mathematical concepts will strengthened their ability to solve equations, understand fraction equivalence, and the commutative property of addition and multiplication. Such representations will include number lines, graphs, simple drawings of concrete objects such as blocks or cups, or simplified drawings such as ovals to represent birds.		to determine if these strategies are working.	End of Chapter Tests.

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 #
	Students will increase Math proficiency scores by 21% over the next 5 years as indicated by 2016-2017 Math FCAT (PARCC) results. ▲ 5A : ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	71%	74%	77%	80%	

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 April 2012-2013, each subgroup will decrease the percentage of students not making satisfactory progress in Math by 2% (Asian and Am. Indian will be a larger percentage due to low enrollment).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 25% 11/45 Black: 42% 20/48 Hispanic: 32% 18/57 Asian: 100% 5/5 American Indian: 50% 1/2	White: 23% 10/45 Black: 40% 19/48 Hispanic: 30% 17/57 Asian: 80% 4/5 American Indian: 100% 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	Students need instruction in concrete manipulatives in order to correctly understand many of the math concepts. Some teachers believe that instruction in concrete manipulatives requires too much time.	The understanding of many basic math ideas often rely on foundational concepts and procedures, the use of instruction at the concrete level allows for reinforcing and making explicit the foundational concepts and operations. It is necessary to plan for the use of manipulatives when introducing a new or not well-understood math	Administrators Math Coach	Monitoring of instruction and student progress through classroom walkthroughs, and the analyzing of compiled information will be used to determine if these strategies are working.	Chapter tests District BAT's School Generated Mini-Bats

		concept. By planning ahead teachers can allow time in their lessons for the use of manipulatives.			
2	Weak ability to retrieve arithmetic facts is likely to impede understanding of math concepts.	A math challenge for retrieving multiplication facts is plan for students in grades 2 – 5.	Math Coach Classroom Teacher	Monitoring of instruction and student progress through charts kept by the classroom teacher.	Results on the weekly multiplication quizzes
3	Many students have had experiences of failure and frustration with mathematics.	Teachers should reinforce or praise students for their effort and for attending to and being engaged in the math lesson. The praise should be immediate and specific and highlight student effort and engagement	Administrators Math Coach	Monitoring of instruction and student progress through classroom walkthroughs, and the analyzing of compiled information will be used to determine if these strategies are working.	Chapter tests District BAT's School Generated 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By April 2012-2013, ELL students not making satisfactory progress in Math will decrease by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% 14/21	61% 13/21

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 time needed to enhance understanding of math vocabulary to improve comprehension skills.	Use computer programs during independent center times to enhance math vocabulary, Soar to Success, FCAT Explorer, etc. Have a print rich environment with an interactive math word wall - use as part of daily math discussions, no extra time required	Administrators Math Specialist Teacher	Classroom walkthrough data and review of data will be used to determine effectiveness	School Generated Mini-BATs Lesson tests
2	A lack of teacher training in the use of hands on manipulatives	Manipulatives are important tools that make math content comprehensible. They give students ways to construct physical models of abstract mathematical ideas; they build students' confidence by giving them a way to test and confirm their reasoning; they are useful for solving problems; and they make learning math interesting and enjoyable. To be sure that teachers are proficient in using manipulatives they will participate in school and district math tutorial	Administrators Math Coach ELL Teacher Assistant Classroom Teachers	Classroom Walk through data will be used to determine effectiveness. Data from classroom assessments will be analyzed. Teacher observation	School Generated Mini-BATs District BAT'S Lesson Tests

		programs that stress the use of math manipulatives to assess, remediate, maintain, and/or enhance individual instruction.			
3	English language learners are not always able to answer the questions posed to them because of their limited understanding of English	Teachers will practice providing support for and improve the participation of students with lower levels of English proficiency by using a prompt that requires a physical response, like "Show me the circle" or "Touch the larger number."	Administrators Math Coach Ell Teacher Assistant Classroom Teacher	Classroom Walk through data will be used to determine effectiveness. Data from classroom assessments will be analyzed. Teacher observation	School Generated Mini-BATs District BAT'S Mid and End of Year Tests Lesson Tests

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By April 2012-2013, SWD students not making satisfactory progress in Math will decrease by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (14/20)	64% (12/20)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Finding which SWD have problems with math at an early age	Screening students in kindergarten or first grade to identify those who will have difficulty with math, the screening will be done for number sense. Then to develop games and teach curriculum to build students' number sense.	Classroom teacher Math Coach	Data from classroom assessments will be analyzed. Teacher observation	Lesson Tests Mid and End of Year Tests
2	SWD's with reading difficulty will have problems with math.	Teach students to solve math problems is have them draw a diagram of the pertinent information.	Classroom teacher Math Coach	Data from classroom assessments will be analyzed. Teacher observation	Lesson Tests Mid and End of Year Tests
3	All computers in working order.	Students will use Integrated Learning Systems and other forms of technology to increase knowledge in basic and advanced math skills. Technology Specialist will assess technology needs and provide procedures to ensure technology compliance (software and hardware) to meet instructional needs.	Administrators Math Specialist Technology Specialist	Ongoing Progress Monitoring	District BAT's FCAT School Generated Mini-Bats Classroom Tests

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

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By April 2012-2013, students not making ED satisfactory progress in Math will decrease by 4%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	37% 54/146	34% 50/146

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 enough time to provide additional student support.	Teachers will use the prerequisite beginning of the year "Go Math" test and data from the on going school generated mini-bat tests to determine those students in need of additional support. After the determination is made extra time will be available in Departmentalized classes in grade 5,to provide supplemental instruction. In grades K - 3 support staff and pares will pull students in need of additional help to work with them during free time.	Teacher and Math Coach	Ongoing Progress Monitoring	District BAT's FCAT School Generated Mini-Bats Classroom Tests
2	Poor attendance during Extended Learning Opportunities (ELO)	Students will participate in Extended Learning Opportunities such as After School Camp. Students will be offered incentives for attendance at ELO. Parents will be contacted for students not compliant with attendance policies.	Administrators Curriculum Specialist	Attendance records will be kept on a daily basis and analyzed to determine if increased participation is noted. Data will be collected to compare attendance rates from 2011-2012 to 2012-2013 to determine if increased attendance rates reflect academic improvement.	ELO Attendance Records

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
District Coaches Trainings	All grades	Math Department	Math Coach	September - May	Follow-up with monthly teacher training	Administration
Thinking Maps	K - 5	Math Coach	School-wide	September - May	Classroom Observations	Math Coach

Common Core Monthly Pod-casts	K - 5	Math Coach	School-wide	September - May	Classroom Observations	Math Coach 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. Science Goal #1a:	By April 2012-2013, fifth grade students scoring Level 3 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (24/58)	44% (29/66)

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
	The time needed to properly use hands-on experimentation.	In grades K – 2 the teachers will plan a hands-on science day twice a month. The students rotate from class to class, each class is divided into groups and asked work together to solve	Classroom teachers Science Coach Administrators	Unit Test will be used to follow student progress. Rubrics will be used to help the students complete the experiments.	Student generated science lab report results based on rubrics. Daily classroom walkthrough by support or

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		different scenarios. It is the teacher's job to provide scenarios and see if groups can figure out what happened and possibly what the next step might be. Encourage problem solving and teamwork in figuring out the scenarios. Students in Grades 3 – 5 have a specific time scheduled in the day for science. Teachers should plan hands-on experimentation at least twice a week during this scheduled time.			Administrators will be used to gather data that will be discussed at biweekly curriculum meetings.
2	The students lack real life Science experiences.	Implement real-world science experiments and engaging activities (e.g. hands on experiments and in-house science field trips) for students in grades K - 5	Administrators Science Coach Classroom teacher	Teacher observation, rubric based classroom projects, and student generated science lab reports based on rubrics will be used to determine the effectiveness of this strategy.	District Science BAT in September and November Science mini-assessments 5th grade Science "Write Score" assessments
3	Attendance in After School Camp	After School Science Tutoring will be offered to 5th grade students. After school instruction will be provided to students strengthen scientific skill areas. Incentives will be offered to encourage participation.	Administrators Curriculum Specialist Tutoring Teacher	Daily attendance records will be monitored.	Attendance Records

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By April 2013 all students taking the Florida Alternate Assessment will score at Levels 4,5,and 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (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	Limited use of experiments and hands-on Science Kits	Teachers will utilize Science Kits to expose students to basic Science concepts.	Administration Autism Coach Teacher	Science Journal questions will be used to review understanding of basic Science concepts.	Florida Alternate Assessment Science practice materials.
	Limited Science Vocabulary	Teachers will utilize the word walls to	Administration Autism Coach	Autism Coach will ensure the use of word	Walkthrough data

2		infuse Science vocabulary to assist students in developing basic Science vocabulary bank.	Teacher	walls during walkthroughs and analyze the student Science data to determine effectiveness	Monthly Science Assessments
3					
4					

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 April 2012-2013, fifth grade students scoring Level 4 or 5 will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (3/58)	13% (9/66)

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	The time needed to give high achieving students an enriched science program.	Departmentalizing science so that high achieving students will placed with gifted endorsed teachers and have additional time in class to work on enriched science projects. Teacher will use Differentiated Instruction in all classrooms. Differentiation could include process, product, and/or interest of content.	Administrators Science Coach Classroom teacher	Standardized assessments, "Write Score tests, and students continuing to show growth in science using rubrics for individualized projects and assignments	District Benchmark Assessment Test Mini-Assessments Daily classroom walkthrough by support or Administrators will be used to gather data which will be discussed at biweekly curriculum meetings. Rubrics "Write Score" assessments
2	The ability to keep the high achiever and gifted students interested in science.	Gifted, high achieving students need activities that will keep them engaged. It is important that they know why they are learning what they are learning and how it will be useful for them. The student's interests must be taken into consideration and we must integrate these	Administrators Science Coach Classroom teacher	Student designed projects based on rubrics	Daily classroom walkthrough by support or Administrators will be used to gather data which will be discussed at biweekly curriculum meetings

		interests into the lessons.			

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:	By April 2013 students scoring at or above Achievement Level 7 in science on the Florida Alternate Assessment will show a 10% point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	60% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources for enrichment	Teachers will provide students with project-based learning opportunities.	Administration Autism Coach Teacher	Data Chats will be compiled and analyzed to determine if the strategy is effective.	Small group Science projects based on rubrics
2	Limited Science Vocabulary	Teachers will utilize the word walls to infuse Science vocabulary to assist students in developing basic Science vocabulary bank.	Administration Autism Coach Teacher	Autism Coach will ensure the use of word walls during walkthroughs and analyze the student Science data to determine effectiveness	Walkthrough data Monthly Science Assessments
3	Limited hands on opportunities for enhanced learning	Teacher will utilize hands on experiments to enhance students knowledge and understanding of science concepts.	Administration Autism Coach Teacher	Science Journal questions will be used to review understanding of basic Science concepts.	Florida Alternate Assessment Science practice materials

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
Thinking Maps	K - 5 Science Coach	School-wide	School-wide	September - May	Classroom Observations	Science Coach
Coaches District Trainings	All	District Trainers	Science Coach	September - May	Follow-up with monthly teacher training	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
materials used during hands-on science experiments	replacements for materials used	general budget	$650.00
			Subtotal: $650.00
			Grand Total: $650.00

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:	On the 2013 administration of the FCAT Writing Test 86% (58) of the students in 4th grade will meet or exceed proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (55)	86% (58)
Problem-Solving Process to Increase Student Achievement	

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

1	Teachers new to grade level or teachers that have not taught writing before do not have FCAT Writing experience.	Provide teachers with opportunities to attend professional development at the school and district level.	Reading Coach and Administrators	Student writing samples, CWT, lesson plans	Monthly writing prompts and rubrics
2	Students lack grammar and writing conventions necessary for FCAT writing success.	Teachers incorporate grammar and writing conventions mini-lessons prior to writing instruction.	Classroom teacher, Reading Coach, Administrators	Student writing samples	Monthly writing prompts and rubrics

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By April 2013 students scoring 4 or higher in writing on the Florida Alternate Assesssment will show a 25% point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	100% (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	Limited Organizational Skills	Teachers will thinking maps to help students organize thoughts for pre-writing skills to follow the writing process.	Administration Autism Coach Teacher	Writing samples	Teacher-made student friendly writing rubric
2	Deficiency in Vocabulary	Teacher will implement a unified use of the word walls. Students will have daily practice with visualizing and verbaling/Talkies	Administration Autism Coach Teacher	Data collection forms for Alternate writing programs.	Writing Samples

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
Core Connections	Grades 3 - 4	Consultant	All teachers in grades 3 & 4	September 14 November 21 January 10	Student Produced Essays	Reading Coach Administration
Thinking Maps	All Grades	Reading Coach	School-wide	September - May	Classroom Observations	Reading Coach Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Development of effective writing strategies	Writing Consultant	In-service monies	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June, 2012 the attendance rate will increase by 3%. By June 2013, the number of students with excessive absences will decrease by 3%. By June 2013, the number of students with excessive tardies will decrease by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.6%(452)	97% (466)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
88	85
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
110	107
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
	Excessive accumulation of excused absences	Request written documentation for all	Administration Teachers	. Review attendance records monthly	Attendance records

		absences. After the 5th absence have school Social Worker contact family. Begin RtI process. Parent Link home notification. If needed an attendance contract with parents.	IMT/BTIP School Social Worker	Monitoring of Interims/Progress Reports	Data Warehouse Reports
1					
2	Tardiness of students	Excessive tardiness will result in staff follow up with phone call, letter and/or conference If needed an attendance contract with parents	Administration Teachers IMT/BTIP School Social Worker	Review attendance/tardy records monthly Monitoring of Interims/Progress Reports	Attendance records Data Warehouse Reports

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
District meeting where policies and procedures were reviewed and updated	K-5	District Student Support Staff	Administrators Guidance Counselor	August, 2012	BTIP Attendance Reports Questions through CAB Conference	Administration Support Staff
Faculty meeting at which District policies were shared.	K-5	Assistant Principal	BTIP Liaisons IMT, and staff	September, 2012	Ongoing review of BTIP	Administration Support Staff

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Used to keep track of student absences.	Broward Truancy Intervention Program	District	$500.00
			Subtotal: $500.00
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

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:	By June 2013, the total number of In-School Suspensions will decrease by 25% (122/487)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
42	31
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
25	22
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10	6

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Lack of school-wide Positive behavior plan.	Develop and implement a positive discipline	Administration Discipline Committee Support Staff	iObservation data Referral data monitored and analyzed to determine effectiveness	Number of behavior referrals submitted to administration (BMS), ESE Specialist and Guidance Counselor Number of RtI behavior referrals
2	Lack of student motivation to follow school behavior plan.	Positive reward system will be put in place to recognize good behavior. Behavior contracts will be utilized. Do-Gooder program will be continued. Classes will earn Dania Café for good cafeteria behavior.	Administration Discipline Committee Support Staff RtI Teachers	iObservation data Referral data monitored and analyzed to determine effectiveness Dania Café data tallied and charted by class.	Number of behavior referrals submitted to administration (BMS), ESE Specialist and Guidance Counselor Number of behavior referrals submitted to Rti

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
Staff Professional Development in CHAMPS	All	Leadership team	school-wide	October - May	Number of student referals on DMS	Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June, 2013 , Parental Involvement will increase by 5% (21) as compared to June 2011.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

	35% (100)		42% (126)		
	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	Families speak multi-languages	Provide language translators (speakers of native languages) at parent meetings	SAC Chair Administration	Compare previous year parent participation with this year's participation rate(s)	Sign In sheets
2	Family obligations conflict with school activities	Survey parents to discover what times are most available for maximum parent participation Provide free/low priced meals to entice families to come to evening school events. Provide free/low priced meals to alleviate meal time obligations from keeping families away from school events.	SAC Chair Administration PTO	Compare previous year parent participation with this year's participation rate(s).	Sign In sheets
3	Many of the parents work and cannot come to school activities	Arrange to vary the time of school meetings.	SAC Chairperson Title 1 Facilitator	Compare attendance rates as related to time of offered parent involvement event	Sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement Orientation	All	Assistant Principal	school-wide	year long	parent involvement in school and sign-in sheets at parent events. Star system used for classroom involvement.	administration support staff

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 STEM Goal #1:	During the 2012 – 2013 school year, students will use technology in innovative ways to solve problems, conduct research, use discovery and exploratory learning methods, and develop better critical learning skills.

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	The technology in the school is in need of refurbishing and upgrading.	The school will form a grant writing committee to obtain grants that programmatically embed technology as part of their educational scope.	Administrators Grant Writing Committee	Effectiveness will be determined by the number and quality of the grants obtained.	Quarterly Technology Inventory
2	The teachers' ability to direct the students in using discovery and exploratory learning.	PLCs will be used to investigate exploratory learning. These PLC's will inspire teachers to approach teaching and training that encourages the learner to explore and experiment to uncover relationships, with much less of a focus on didactic training (teaching students by lecturing them). This type of teaching means that students may discover unexpected lessons and reach conclusions following various paths.	Classroom teachers Science Coach Administrators	Results of student designed rubric-based projects.	District BAT's FCAT School Generated Mini-Bats Classroom Tests
3	The pedagogical knowledge needed to develop stronger critical thinking skills in our students.	Teachers will use Bloom's Taxonomy and Webb's higher order thinking question while preparing lesson objectives for their students. This form of questioning will be used	Classroom teachers Science Coach Administrators	Monitoring of instruction and student progress.	District BAT's FCAT School Generated Mini-Bats

		across the curriculum.			Classroom Tests

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
Grant Writing In-house Workshop	All Teachers Pre-K - 5	Assistant Principal	School-wide	October - May	Grants Awarded	Administration
PLC on Investigate Exploratory Learning	K - 5	Curriculum Coach Reading Coach	School-wide	October -May	Student Work	Curriculum Coach Reading Coach

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
Attendance	Used to keep track of student absences.	Broward Truancy Intervention Program	District	$500.00
				Subtotal: $500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Developing and implementing knowledge of Common Core	Pathways to the Common Core Books	Title I	$600.00
Writing	Development of effective writing strategies	Writing Consultant	In-service monies	$3,000.00
				Subtotal: $3,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	materials used during hands-on science experiments	replacements for materials used	general budget	$650.00
				Subtotal: $650.00
				Grand Total: $4,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/10/2012)

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
The SAC committee plans to use part of the Accountability money on AR.	$2,500.00

The SAC committee plans to use part of the Accountability money on Agendas for 2013-2014.	$1,700.00
The SAC committee plans to use part of the A+ money on ELO materials.	$7,160.00

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

SAC will be meeting to go over parent and community concerns. As a group they will review the School Improvement Plan, the Parent Compact for 2013 - 2014, and the Parent Involvement Plan. They will also be involved in the planing of parent nights and activities.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
DANIA ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	84%	90%	51%	291	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	62%	73%			135	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?	63% (YES)	73% (YES)			136	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					562	
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
DANIA ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	80%	88%	48%	283	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	60%	67%			127	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?	66% (YES)	52% (YES)			118	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested