

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALMVIEW ELEMENTARY SCHOOL

District Name: Broward

Principal: Robert Gibson

SAC Chair: Jurea Allen

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 School Grade: C Reading Mastery: 48% Math Mastery: 52% Science Mastery: 35% Writing Mastery: 77% Learning Gains in Reading: 66% Learning Gains in Mathematics: 52% Lowest 25% in Reading: 69% Lowest 25% in Mathematics: 38%
					2010-2011 School Grade: B Reading Mastery: 72% Math Mastery: 75% Science Mastery: 38% Writing Mastery: 91%

Principal	Robert Gibson	Masters in Educational Leadership/Certification in Educational Leadership and Music K – 12, ESOL endorsement	7	14	<p>Learning Gains in Reading: 59%  Learning Gains in Math: 60%  Lowest 25% in Reading: 67%  Lowest 25% in Math: 57%  AYP: Hispanic, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks, Economically Disadvantaged, ELL and Hispanic did not meet AYP in Math.</p> <p>2009-2010  School Grade : C  Reading Mastery: 68%  Math Mastery: 74%  Science Mastery: 46%  Writing Mastery: 89%  Learning Gains in Reading: 60%  Learning Gains in Math : 61%  Lowest 25% in Reading: 46%  Lowest 25% in Math: 49%  AYP: Blacks, Economically Disadvantaged and ELL students did not meet AYP in Reading,  Blacks and Economically Disadvantaged did not meet AYP in Math.</p>
Assis Principal	Judith Pitter	<p>Master of Science in Early Childhood  Bachelor of Science in Elementary Education</p> <p>Certification:  Educational Leadership (k-12)  Primary Education (K-3)  Elementary Education (1-6)  ESOL</p>	3	3	<p>2011-2012  School Grade: C  Reading Mastery: 48%  Math Mastery: 52%  Science Mastery: 35%  Writing Mastery: 77%  Learning Gains in Reading: 66%  Learning Gains in Mathematics: 52%  Lowest 25% in Reading: 69%  Lowest 25% in Mathematics: 38%</p> <p>2010-2011  School Grade: B  Reading Mastery: 72%  Math Mastery: 75%  Science Mastery: 38%  Writing Mastery: 91%  Learning Gains in Reading: 59%  Learning Gains in Math: 60%  Lowest 25% in Reading: 67%  Lowest 25% in Math: 57%  AYP: Hispanic, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks, Economically Disadvantaged, ELL and Hispanic did not meet AYP in Math.</p> <p>Curriculum Specialist Dania Elementary in 2009-2010  School Grade: A  Reading Mastery: 67%  Math Mastery: 80%  Science Mastery: 48%  Writing Mastery: 88%  Learning Gains Reading: 60%  Learning Gains Math: 67%  Lowest 25% in Reading: 66%  Lowest 25% in Math: 52%  AYP: Blacks, Hispanic, Economically Disadvantaged and SWD did not make AYP</p>

## 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)
					<p>2011-2012  School Grade: C  Reading Mastery: 48%  Math Mastery: 52%</p>

Reading	June Carey	Elementary 1-6 Reading	32	6	<p>Science Mastery: 35%  Writing Mastery: 77%  Learning Gains in Reading: 66%  Learning Gains in Mathematics: 52%  Lowest 25% in Reading: 69%  Lowest 25% in Mathematics: 38%</p> <p>2010-2011  School Grade: B  Reading Mastery: 72%  Math Mastery: 75%  Science Mastery: 38%  Writing Mastery: 91%  Learning Gains in Reading: 59%  Learning Gains in Math: 60%  Lowest 25% in Reading: 67%  Lowest 25% in Math: 57%  AYP: Hispanic, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks, Economically Disadvantaged, ELL and Hispanic did not meet AYP in Math.</p> <p>2009-2010  School Grade : C  Reading Mastery: 68%  Math Mastery: 74%  Science Mastery: 46%  Writing Mastery: 89%  Learning Gains in Reading: 60%  Learning Gains in Math : 61%  Lowest 25% in Reading: 46%  Lowest 25% in Math: 49%  AYP: Blacks, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks and Economically Disadvantaged did not meet AYP in Math.</p>
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## 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	Ongoing Professional Development and Professional Learning Communities	June Carey/ Patricia Del Gaudio	Ongoing/6/30/13	
2	1.New Educator Support System (NESS)	Kathy Barnes	Ongoing	
3	2. Protected Hour" – grade level teams meet with support staff and administration to discuss curriculum, data and share best practices	June Carey/ Patricia Del Gaudio	On-going approximately every eight days for two hours	
4	Recruitment of teachers at Broward County Job Fair	Robert Gibson	August,2012	

## 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
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
41	0.0%(0)	90.2%(37)	78.0%(32)	75.6%(31)	100.0%(41)	243.9% (100)	29.3%(12)	24.4%(10)	165.9%(68)

### 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
Evadne Johnson	Julie Himmelsbach	Ms. Himmelsbach is a beginning teacher and learning the curriculum. Ms. Johnson will provide support, model classroom strategies/instruction and work with Ms. Trowbridge	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence based strategies. Time will be given for feedback, coaching and planning
Christine Pacitti	Kimberly Robinson	Ms. Robinson is new to second grade and learning the curriculum. Ms. Pacitti, the team leader will provide support, model classroom strategies/instruction and work with Ms. Sellers	The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence based strategies. Time will be given for feedback, coaching and planning

## 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

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Title I, Part C- Migrant

One migrant student has been identified. Collaboration with community agencies will take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring services will be provided as needed.

Title I, Part D

N/A

Title II

Teachers participate in district developed workshops in differentiated instruction and academic standard training. Summer leadership and curriculum workshops are supported with district Title 1 funds.

#### Title III

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

#### Title X- Homeless

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 additional tutoring before and after schools.

#### Violence Prevention Programs

Palmview Elementary school implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. The school offers a non-violence and anti drugs program through Gang Resistance Education and Training (GREAT) that includes field trips, community service and counseling.

#### Nutrition Programs

- Palmview Elementary adheres to implement the nutrition requirements stated in the District Wellness Policy
- Nutrition Education as per state statute is taught through Physical Education
- Palmview is a participant in the Fresh fruits and vegetable programs (FFVP)

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

Palmview has one full time Head Start class and one Head Start/Place combination classroom. To ensure school readiness, the Head Start Program provides literacy, math and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepared students to succeed in Kindergarten. An end of the year Creative Curriculum Continuum report detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the Head Start students' progress in the program.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The RTI Leadership is comprised of :

- Robert Gibson Principal & Judith Pitter Assistant 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.

- 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.

- Robin Friedman, 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.

- June Carey, Reading Resource Specialist: Develops leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of students' need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and Data Analysis participates in the design and delivery of Professional Development; and provides support for assessment implementation monitoring.

- Patricia Del Gaudio, Reading Resource Teacher: 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.

- Stacy Alexa, 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.

- Nancy Cadet, ELL Representative:

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.

- Sophia Lebeau, School Social Worker

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

The team meets bi-weekly 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

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; 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.

The data sources are: Data Warehouse, Virtual Counselor, and the Progress Monitoring and Reporting Network (PMRN).

The following Data Management Systems are utilized:

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

Behavior: Daily or weekly behavior progress report/charts, motivation check lists, ABC charts, observations, frequency charts, FBA (Functional Behavioral Assessment), PBIP (Positive Behavioral Intervention Plan).

The following data management systems are used in the course of RtI/CPST implementation

Tier 1: Intervention Checklist

Tier 2: Document Tier 2 Intervention Plan

Tier 3: School generated RtI/CPST forms – paperwork tracking, note taking, RtI/CPST Student Folders

Tier 2 & 3: Data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided through the Protected Hour, where grade levels meeting with Support and Administration 3 times monthly and small sessions will occur throughout the year.

The RtI team will also evaluate additional staff professional development needs during bi- 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:

Administrators- Robert Gibson, Principal & Judith Pitter, Assistant Principal

Reading Resource Specialist- June Carey

ESE Specialist- Robin Friedman

Guidance Counselor- Jurea Allen

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

The Principal and Leadership Team will conduct monthly data chats with teachers, as a team/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?

Lesson study centered on planning and utilizing the research –based lesson delivery method. Data Analysis of common assessments and FCIM mini-assessments results.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/10/2012)

## \*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.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	By April, 2013 students scoring level 3 will show a 5% point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (54)	31% (90)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of experience and practice with increasing complex texts.	Students in grades K-5 will receive 15 minutes of I-Station daily  All students will participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities  •Strategically incorporating more complex texts through read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.	Administration Reading Coach	Pull Reports bi-weekly Bi-weekly data chats to analyze and discuss assessment  Classroom walkthroughs  Ongoing monitoring and feedback for administration	Benchmark Assesmcnts 3-5 FAIR K-2 Rigby k-2 AR Report  I-Observation
2	Lack of Comprehension skill	Students in grades K – 5 will receive core reading instruction in the Treasures Reading Series	Reading Coach and Assistant Principal	Classroom Walkthroughs	KG – FAIR Assessment 1ST – 5th Unit Assessments and Treasures Oral Reading Fluency Treasures Assesment
3	Targeted reading instruction	1.3. Develop a school wide Instructional Focus Calendar for Reading and Language Arts targeting benchmarks	Reading Coach	Administration will be aware of the IFCs, upcoming focus and monitor implementation through walkthroughs.	Benchmark Assesmcnts 3-5 FAIR K-2 Rigby k-2 AR Report  I-Observation
	Deficiency in grade level appropriate vocabulary.	Teachers will increase vocabulary based on students' through •Explicit classroom instruction and word study/ etymology	Administrator Reading Coach	Progress monitoring to ensure effectiveness of curriculum  Monthly data chats to discuss assessments	Core and Intervention program Assessments Mini benchmark Assessments

4	<ul style="list-style-type: none"> <li>Targeted Close Reading strategies</li> <li>Grades K-2 will utilize Elements of reading vocabulary to provide targeted vocabulary instruction</li> </ul> <p>Develop a school wide Instructional Focus Calendar for Reading and Language Arts targeting benchmarks</p>		FAIR K-2 I_Observation
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	By April 2013, students scoring Levels 4 and 5 will show a 5% point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (75)	31% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of FCAT resources to supplement the academic curriculum that will provide enrichment to students	Students will participate in project-based activities, hands on activities in addition to utilizing computerized instructional activities such as Istation, FCAT Explorer and Florida	Administration	Lesson plans will be reviewed during classroom walkthroughs and submitted quarterly to Assistant Principal	Classroom Walkthrough Computer generated Reports Rubric
	Opportunities for Higher	Implementing the	Administration	Lesson plans will be	Classroom

2	Order Thinking	utilization of higher order thinking questions.	Reading Coach	reviewed during classroom walkthroughs and submitted quarterly to Assistant Principal	Walkthrough Computer generated Reports
3	Effective strategies to interpret complex texts such as scaffolding, close reading, analyzing text, anticipation guides,	Utilizing thinking maps and graphic organizers	Administration Reading Coach Classroom Teachers	Classroom Walkthrough Teacher observation, utilization of and training students in use of graphic organizers to develop language skills/background knowledge	Core Assessments K-5 Rigby K-2 FAIR K-2 Minibats 3-5 I-Observation

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By April 2013, students showing learning gains on the Reading portion of the FCAT will show a 5 % point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(137)	71%(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	Students' motivation and willingness to perform	Student Data chats will be conducted with all students in August, 2012 and on monthly basis throughout the the year.	Administration Reading Coach Guidance Counselor	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.	BAT 1 and 2, ISTATION Reports, Minibats, Rigby and FAIR K-2
	Infusion of Reading benchmark in content	Teachers will infuse the Reading Benchmarks in	Principal, Reading Coach and	When visiting classrooms during Content Area	Assessments will be disaggregated

2	area text.	Content Area Lesson plans Utilizing non-fiction materials Time for Kids , Science and Social Studies books (K-5) Buzz About it (K-2)	Classroom Teachers	instruction, administrators will focus their attention to frequency to teaching the Reading Benchmarks in content area.	by teachers to determine the effectiveness of Reading benchmark instruction in content area.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By April 2013, students in the lower 25% showing learning gains on the Reading portion of the FCAT will show a 5 % point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(37)	74%(39)

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	Determine Core Instructional needs by reviewing 2010 test scores and District BAT assessment	Reading Coach	Students' progress is assessed using District minibats bi-monthly.	District mini assessment data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
	Lack of Support Personnel for supplemental instruction	Plan supplemental instruction/ Intervention for students not responding to core	Reading Coach	Students' progress is assessed using District minibats bi-monthly.	District minibats data will be used to determine progress from

2	instruction. Focus on instruction is determine by reviewing District BATs and minibats and will include explicit instruction, modeled instruction, guided and independent practice	District BAT 1 to District BAT 2 Assessment and FCAT released Test
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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 April, 2013 52% of the students will show proficiency on the Reading portion of the FCAT 2.0					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	52%	57%	61%	66%	

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 April 2013, Students in each subgroup will show a decrease in students not showing proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black-56%(129) Hispanic-38%(20)	Black-50%(115) Hispanic-33%(17)

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	Differentiating Instruction	Plan targeted instruction for students not responding to core plus supplemental instruction Utilize district provided supplemental instructional materials i.e Buzz About It and CCSS text exemplars.  Facilitate PLC for Informationa Literacy/FINDS to ensure teachers are proficient in incorporating CCSS utilizing BEEP resources and supplemental instructional	Administration Reading Coach Media Specialist	Classroom Walkthroughs Data Chat Progress Monitoring	District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
2	Lack of Support Personnel for supplemental instruction	Students will be provided with additional small group targeted instruction in small group reading instruction.	Administration Reading Coach Teachers	Students progress is assessed using District minibats bi-monthly	District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test

3	Attendance in Before and After School Camp	Students will participate in Before and After School Tutoring Camp	Administration Reading Coach	Weekly assessments and computer generated Reports from Istation	Leadership Resource Pre/Post Test Classroom Walkthrough
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By April 2013, ELL Students will show a decrease in students not proficient on the Reading portion of the FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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61%(23)	52%(20)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary and comprehension skills	Students will receive a double-dose of reading instruction provided by push-in support utilizing Treasures and ISTATION	Administration Reading Coach Support Staff	Pulling Monthly ISTATION reports	Progress Monitoring Tools District minibats and progress from District BAT 1 to District BAT2 Monthly ISTATION Reports
2	Targeted Reading Instruction	Plan targeted instruction for students not responding to core plus supplemental instruction.	Administration Reading Coach	Students progress is assessed using District minibats bi-monthly	District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
3	Lack of Attendance in Before and After School Camp	Students will be offered before school Computer Camp utilizing ISTATION	Administration Reading Coach Computer tech	Weekly assessments	Computer generated 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By April 2013, Students with Disabilities will show a decrease in students not showing proficiency on the Reading portion of FCAT 2.0
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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79% (22)	76%(21)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students' motivation and	ESE Specialist will be	Administration	Classroom Walkthroughs	District minibat

1	willingness to perform	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	ESE Specialist	Data Chats Data Monitoring	data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test Minibats Classroom Assessment
2	Scheduling	SWD students will receive triple dose reading instruction outside of the 90 minutes reading block utilizing Phonics for Reading and Ladders to Success	Administration ESE Specialist	Classroom Walkthroughs Data Chats Data Monitoring	District minibat data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test Minibats Classroom Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	By April 2012, Economically Disadvantaged students not showing proficiency will show a decrease on the Reading portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(148)	50%(140)

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 skill	Determine Core Instructional needs by reviewing 2010 test scores and District BAT assessment	Administration Reading Coach	Classroom Walkthroughs Data Chat	District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
2	Scheduling	Plan supplemental instruction/ Intervention for students not responding to core instruction. Focus on instruction is determine by reviewing District BATs and minibats and will include explicit instruction, modeled instruction, guided and independent practice.	Administration Reading Coach	Classroom Walkthroughs Data Chat	District minibats data will be used to determine progress from District BAT 1 to District BAT 2 Assessment and FCAT released Test
3	Differentiating Instruction	Plan targeted instruction for students not responding to core plus supplemental instruction	Administration Reading Coach	Classroom Walkthroughs Data Chat Progress Monitoring	District minibats data will be used to determine progress from District

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
Best Practices in effective reading strategies Reading	Reading	Reading Coach Classroom teachers	K-5	Ongoing	classroom Observation	Administration Reading Coach
Six minute Solution Reading	Reading	District Trainers	3-5	October, 2012	Classroom Observation	Administration Reading Coach
Common core Standards	Reading	District Trainers	K-2	September, 2012	Classroom Observation	Administration Reading coach
Reading PLC focusing on Common Core Standards, Integration of Social Studies and Science in Reading instruction	Reading	Chairperson selected by the committee	Representative from each grade level PK-5	Ongoing , Monthly	Book Study Classroom Observation and peer collaboration	Administration Reading Coach Committee Chair
Small Group Instruction	Reading	District Trainer	k-5	Ongoing	Lesson Plans and Classroom Observation	Administration Reading Coach
Differentiating Instruction	Reading	District Trainer	K-5	Ongoing	Classroom Observation	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Six Minute Solution	Binders, sleeves , timers, folders	Title One	\$500.00
Common core Standards	Substitutes	Title One	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ISTATION	Substitutes for coverage	Title One	\$500.00
			Subtotal: \$500.00
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
Extended Learning Opportunity	Ladders to Success	Accountability Fund	\$1,500.00
			Subtotal: \$1,500.00



## 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 students showing proficiency on the listening/speaking portion of the CELLA will increase by 5%			
2012 Current Percent of Students Proficient in listening/speaking:					
43% (6) of the ELL students showed proficiency on the listening/speaking portion of the CELLA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary and comprehension skills	Students will receive a double-dose of reading instruction provided daily utilizing ISTATION .  Utilize ESOL Dictionaries with students for instruction	Administration Reading Coach Support Staff ESOL Contact	Progress Monitoring Data Chats Walkthroughs IStation Reports	Mini bats District Bat End of Chapter Tests FAIR (K-2) Rigby (1-2) Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013
2	Difficulty in language acquisition	Teachers will implement Let's Go and which incorporates listening and speaking	Administration Reading Coach District ESOL facilitator ESOL Liasion	Progress Monitoring Data Chats Skills assessment	Mini bats District Bat End of Chapter Tests FAIR (K-2) Rigby (1-2)  Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013
	Insufficient opportunity for students to converse with Creole/Spanish speaking instructors, staff, and peers on each grade	Provide students with varied opportunities to communicate with Creole/Spanish speaking instructors, staff, and peers throughout the	Administration Reading Coach District ESOL facilitator	Teacher observation, self-assessment, peer assessment and portfolios.	Mini bats District Bat End of Chapter Tests FAIR (K-2) Rigby (1-2)

3	level.	school			Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013
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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 students showing proficiency on the Reading portion of the CELLA will increase by 5%

2012 Current Percent of Students Proficient in reading:

50% (7) students showed proficiency on the Reading portion of the CELLA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient individualized instruction	Students will be given the opportunity to go the computer lab daily for 30 minutes, utilizing ISTATION	Reading Coach/ESOL Contact	Teacher observation, intervention assessment, classroom portfolios and ISTATION report	Mini bats District Bat End of Chapter Tests FAIR (K-2) Rigby (1-2)  Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of
2	Small Group instruction	Plan targeted instruction for students not responding to core plus supplemental ESOL materials such as CAVS, STEPS and Let's Go, English in My Pocket and Reading Basic	Administration Reading Coach District ESOL Facilitator and ESOL Contact	Progress Monitoring Data Chats Skills assessment	Mini bats District Bat End of Chapter Tests FAIR (K-2) Rigby (1-2)  Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013
	Lack of comprehension, Phonics, and Fluency	Teachers will implement English in My Pocket K-	Administrator Reading Coach	Progress Monitoring Data Chats	Mini bats District Bat

3	skill	2 and Reading Basics 3-5	ESOL Contact	Skills assessment	End of Chapter Tests FAIR (K-2) Rigby (1-2)  Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013
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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 students showing proficiency on the Writing portion of the CELLA will increase by 5%

2012 Current Percent of Students Proficient in writing:

50% (17) of the ELL students showed proficiency on the writing portion of the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient exposure to English language structure in Writing	Utilize multicultural trade books to Expose students to writing .	Administration Reading Coach ESOL Facilitator ESOL Contact	Classroom Walkthroughs	Writing samples
2	Insufficient written work and visual aids displayed across the classroom.	Labeling items and showing students visual aids related to words in the classroom will assist the ELL students in the identification of items and in relating them to written words.	Administration Reading Coach ESOL Facilitator ESOL Contact	Administration Reading Coach ESOL Facilitator ESOL Contact	Writing Samples

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Reading Basics	Non –consumable materials previously purchased	ESOL Department	\$0.00
Implementation of English In my Pocket	Non –consumable materials previously purchased	ESOL Department	\$0.00
Lets' Go	CD's, Kits	ESOL Department (previously purchased)	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
ISTATION	Computer-based program	ESOL Department	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing ESOL dictionaries for instruction	Haitian Creole and Spanish Dictionary	Title 11	\$500.00
English in my pocket	Books	ESOL Department (previously purchased)	\$0.00
Reading Basics	Books	ESOL Department (previously purchased)	\$0.00
			Subtotal: \$500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
PLC/Book Study	Professional Books	Title 1	\$2,230.00
			Subtotal: \$2,230.00
			<b>Grand Total: \$2,730.00</b>

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By April 201 students scoring a level 3 on the Math portion of the FCAT will show a 5 %point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (80)	33% (96)

### 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	Delivery of Instruction with fidelity	Students in grades 3 -5 will receive Go Math Instruction	Administration Reading Coach	Classroom walkthroughs will be utilized to determine trends in grade levels. Data Chats	District minibats data will be used to determine progress from District BAT 1 to District BAT 2
2	Teacher knowledge of new generation standards 3-5  Implementation of Common Core Standards K-2	Teachers in Grades 3-5 will utilize the New Generation Standards Teachers in Grades k-2 will implement Common Core standards	Administration Reading Coach	Classroom walkthroughs will be utilized to determine trends in grade levels. Data Chat Lesson Plans Grade level lesson plans will be monitored to ensure implementation of new standards	Acaletics Monthly Assessments 3-5 Go Math Big Idea K-5 Minibats District BAT Frequent data chats with teachers and support staff.  Frequent data chats with teachers and students.
3	Limited student engagement during mathematics instruction.	Teachers will use the Concrete, Representational, and Abstract (C-R-A) Strategies to engage students during mathematics instruction Teachers will utilize Calendar math in Grades K-5	Administrators Reading Coach	Regular progress monitoring to determine effectiveness of instruction of curriculum. Ongoing monitoring via common planning sessions. Observation of Student performing task outcomes	District End of Year Math Assessment, pre requisite assessment, Beginning of the year, Big Idea Assessment , Unit and Assessment 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 group:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By April 2013, students scoring a levels 4 and 5 on the Math portion of the FCAT will show a 5 %point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (72)	30% (87).

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	Go Math	High Achieving students will receive enrichment during the Math Block Teachers will provide students with opportunities to build critical thinking skills through: Open ended questions.	Administration Reading Coach	Ongoing evaluations Ongoing assessments Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance instruction as needed	District Benchmark Assessment Test Mini-Assessments Big Idea K-5 Acaletics 3-5
2	Supplementary material for enrichment	Assigning small group problem solving activities. Utilizing enrichment activities from the Go Math series	Administration Reading Coach	Ongoing monitoring and feedback by administration and coach Data Chats Classroom Walkthroughs Lesson Plans	District Benchmark Assessment Test Mini-Assessments Big Idea K-5 Acaletics 3-5
3	Lack of differentiated activities to meet the needs of high functioning students.	Teachers will provide opportunities to support the students through- Using Differentiated teaching activities from the Go Math series Providing students with a variety of leveled center activities PLC's on differentiated center activities	Administration Reading Coach	Classroom Walkthrough	District Benchmark Assessment Test Mini-Assessments Big Idea K-5 Acaletics 3-5

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	By April 2013 students showing learning gains on the Math portion of the FCAT will show a 5 % point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (107)	57%(117)

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	Participation	Students in grades 3 – 5 will receive additional instruction through morning tutoring utilizing I-Station and/or FCAT Explorer Programs	Reading Coach Technology Specialist	Classroom Walkthrough	I-Station and FCAT Explorer Reports Administration checklist Data from monitoring tools
2	Differentiating Instruction	Students in grades 3 – 5 will receive small group instruction with Acaletics as supplemental material with modified pacing	Administration Reading Coach	Classroom Walkthroughs	BATs Classroom Walkthroughs Minibats Chapter Tests Quizzes. Acaletics Comprehensive
3	Difficulty initially understanding math concepts.	Teachers will provide small group instruction to meet the needs of the students addresses the needs of the students on a daily basis.	Administration Reading Coach	Classroom walkthrough Progress monitoring	BATs Classroom Walkthroughs Minibats Chapter Tests Quizzes.

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By April 2013 students showing learning gains on the Math portion of the FCAT will show a 5% point increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (21)	43% (23)

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 utilization of small group instruction during Math	Differentiating Instruction will be provided to meet the needs of All students during the Math Block	Administration Reading Coach	Classroom walkthroughs will be conducted by Administration	Minibats Chapter tests September and December District Bats Data Chats
2	Deficiency in basic math skills	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress	Administration Reading Coach	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	BATs Classroom Walkthroughs Minibats Chapter Tests Quizzes.
3	Lack of Math vocabulary	Students will be provided additional support to these students through Voyager Passport Math, targeting specific skill /strategies/strands that students need to strengthen or improve.	Administration Reading Coach	Progress Monitoring Data Chats Classroom Walkthrough	Minibats Chapter tests September and December District Bats Data Chats

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	Elementary School Mathematics Goal # By April, 2012 64% of the students will score proficiency of he Math portion of the FCAT 2.0
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by 50%.		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	64%	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 mathematics.  Mathematics Goal #5B:	By April, 2013 Blacks and Hispanic students not showing proficiency will show a decrease on the Math portion of the FCAT test
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 53% (122) Hispanic: 26% (14)	Black: 38% (87) Hispanic: 24% (13)

**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 usage of manipulative and Hands on manipulative	Increase the use of manipulative and hands-on activities to reinforce math concepts.	Administration Reading Coach	Classroom walkthroughs will be utilized to determine trends in grade levels. Data Chats	Progress of students on assessments Minibats Chapter Tests District BAT September and November
2	Attendance during Extended Learning Opportunity	Students will participate in Extended Learning Opportunities such as Before and After School Camp	Administration Reading coach	Classroom walkthroughs will be utilized to determine trends in grade levels. Data Chats	Classroom Walkthrough Minibats District September and November BAT  Data chats Chapter and weekly tests
3	Students limited critical thinking skills.	Teachers will provide students with opportunities to build critical thinking skills through: Open ended questions. Assigning small group problem solving activities. Utilizing enrichment activities from the Go Math series. Embedding the 8 Common core mathematical standards in all assignments.	Administration Reading coach	Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance instruction as needed.	Checkpoint assessments, and coach will monitor teacher's use of improving mathematical practices through questioning.

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 2013 ELL students that are not proficient will show a decrease on the Math portion of the FCAT
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
44% (17)			36% (14)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not using manipulatives exposed to Hands on manipulative	Students will participate in math tutorial programs and use math manipulative to assess, remediate and maintain and/or enhance individual instruction	Administration Reading Coach	Classroom walkthroughs will be utilized to determine trends in grade levels	Classroom Walkthrough Data Chats
2	Attendance in Before and After School Tutoring	ELL students will participate in Before After School Tutoring utilizing ISTATION and After School	Tutors	Classroom Walkthroughs Data Chats	ISTATION Report Camp Participation Log Minibats District BATs
3	Deficiency in Math Vocabulary	K-5 students will be exposed to grade level appropriate math vocabulary in their classrooms including, but not limited to Word Walls, Journals, charts, etc	Classroom Teachers	Classroom Walkthroughs Data Chats	Chapter Tests/Quizzes

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 2013 SWD that are not proficient will show a decrease on the Math portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (23)	72%(20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students usage of manipulative and Hands on manipulative	Students will participate in math tutorial programs and use math manipulative to assess, remediate and maintain and/or enhance individual instruction	Administration Reading Coach	Classroom walkthroughs will be utilized to determine trends in grade levels. Data Chats	Minibats District September and November BAT Data chats Chapter and weekly tests
2	Deficiency in Math Vocabulary	K-5 students will be exposed to grade level appropriate math vocabulary in their classrooms including, but not limited to Word Walls, Journals, charts	Administration Reading Coach	Walkthroughs will be utilized to determine trends in grade levels. Data Chats	Minibats District September and November BAT Data chats Chapter and weekly tests
3	Insufficient opportunities for students to effectively engage with mathematical content	Economically Disadvantaged students will participate in Before After School Tutoring	Administration Reading Coach	walkthroughs will be utilized to determine trends in grade levels. Data Chats	Minibats District September and November BAT Data chats

	utilizing ISTATION and After School		Chapter and weekly tests
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	By April 2013 Economically Disadvantaged students that are not proficient will show a decrease o on the Math portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (134)	37%(103)

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 usage of manipulative and Hands on manipulative	Students will participate in math tutorial programs and use math manipulative to assess, remediate and maintain and/or enhance individual instruction	Administration Reading Coach	Classroom Walkthrough Data Chats	Minibats Chapter tests District September and November BAT 1.
2	Deficiency in Math Vocabulary	K-5 students will be exposed to grade level appropriate math vocabulary in their classrooms including, but not limited to Word Walls, Journals, charts, etc	Administration Reading Coach	Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance instruction as needed.	Minibats Chapter tests District September and November BAT 1.
3	Attendance in Before and After School Camp	Economically Disadvantaged will participate in Before School Tutoring utilizing Odyssey and After School Tutoring	Administration Reading Coach	Classroom Walkthrough Data Chat Camp Attendance Log	ISTATION Report Camp Participation Log Minibats District BATs
4	Students limited critical thinking skills.	Teachers will provide students with opportunities to build critical thinking skills through: Open ended questions. Assigning small group problem solving activities. Utilizing enrichment activities from the Go Math series. Embedding the 8 Common core mathematical standards in all assignments.	Administration Reading Coach	Periodic evaluations by the teachers, coach, and administration to assess students' progress and achievement in order to modify or enhance instruction as needed.	BATs Classroom Walkthroughs Minibats Chapter Tests Quizzes.
5	Differentiating Instruction	Students in grades 3 – 5 will receive small group instruction in Acaletics with modified pacing	Administration Reading Coach	Classroom Walkthroughs	BATs Classroom Walkthroughs Minibats Chapter Tests Quizzes.

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
Think Central	Mathematics	District Trainer	K-5	September, 2012	Monitor student progress and differentiation of instruction	Administration Reading Coach
Professional Learning Communities focusing on Common Core Standards and Go Math Strategies	Mathematics	Chairperson selected by Committee	PK-5	Ongoing, Monthly	Administrative observation and peer collaboration	Administration Reading Coac
Small Group Instruction	Mathematics	District Trainer	K-5	September, 2012	Monitor student progress and differentiation of instruction	Administation Reading Coach
Common core Standards	Mathematics	District Trainer	K-2	October, 2012	Monitor student progress and differentiation of instruction	Administration Reading Coach
Utilizing Manipulative effectively for Math	Mathematics	District Trainer	K-5	October, 2012	Monitor student progress and differentiation of instruction	Administration Reading Coach
Destination math	Mathematics	District Trainer	K-5	Ongoing	Monitor student progress and differentiation of instruction	Administration Reading Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Ladders to Success	Books	Accountability Fund	\$1,500.00
Acaletics	Teachers' Resource Kits , training and resources	Title 1	\$12,000.00
			Subtotal: \$13,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Destination Math (Riverdeep)	Computer-based	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Think Central	Computer based	District purchased	\$0.00
Small Group	Substitutes	Title 1	\$500.00
Common Core Standards	Substitutes	Title 1	\$500.00
Grab and Go Centers	Resources	Non consumables already purchased	\$0.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunity	After School Tutoring	Accountability Fund	\$1,500.00
			Subtotal: \$1,500.00
<b>Grand Total: \$16,000.00</b>			

## 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 2013, students scoring level 3 will show a 5% point increase on the Science portion of the FCAT
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(26)	31% (32)

## 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 Science experience	Major/Minor Science Special for targeted groups of students in grade 5	Administration Science Coach	Classroom Walkthroughs	District Science BAT in September and December Science mini-assessments notebooks, Authentic Student work, STEM Portfolios K-1 Teacher Checklist School generated monthly mini benchmark assessments Grades 2-5
2	Utilizing hands-on Science	Students in grades K – 5 will utilize the scientific method while conducting hands-on experiments Students will use science notebooks to keep written records of their investigations, science concept notes, reflections, and other authentic uses when applicable. Teachers will provide written feedback with specific suggestions or questions asking for clarification. Rubrics will be created and provided to students for clarification on their work expectations.	Administration	Classroom Walkthrough	notebooks, Authentic Student work, STEM Portfolios K-1 Teacher Checklist School generated monthly mini benchmark assessments Grades 2-5
3	New Science Adoption	Implementation of New Science series with fidelity	Administration Reading Coach	Data Chats Classroom Walkthrough Lesson plans	District Benchmark Assessment

					Tests Mini Assessments
4	Teacher knowledge of New Generation Standards	Teachers in Grades K-5 will implement the new Generation Standards in Science	Administration Reading Coach	Classroom Walkthroughs Data Chats	District Benchmark Assessment Test  Mini 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 science.  
  
Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  
  
Science Goal #2a:

By April 2013, students scoring level 4 and 5 will show a 5% point increase on the Science portion of the FCAT

2012 Current Level of Performance:

2013 Expected Level of Performance:

10% (10)

15% (15).

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 Science Vocabulary	Daily exposure to Science vocabulary	Class Teacher Science Teacher	Students will use science notebooks to keep written records of their investigations, science concept notes, reflections, and other authentic uses when applicable. Teachers will provide written feedback with specific suggestions or questions asking for clarification.	Student assessment data, Science notebooks, Authentic Student work, lesson quizzes, chapter tests, and unit test. K-1 Teacher Checklist School generated monthly

				Rubrics will be created and provided to students for clarification on their work expectations.	mini benchmark assessments Grades 2-5
2	Utilizing Hands on lab	All students will complete hands-on lab activities weekly and document hands-on investigations.	Administration	Grade-level teams will review results of common assessments data every 6 weeks to determine progress toward benchmarks. Classroom Walkthrough	Common assessments tied to Florida Science Standards administered weekly
3	New Science Adoption	Teachers in Grades K-5 will utilize the Science Fusion Program	Administration Reading Coach	Data Chats Classroom Walkthroughs	District Science Benchmark Assessment Tests Mini benchmarks
4	Exposure to higher order thinking	Science teachers will plan and implement Project Based Lessons (PBL) that enhance students' understanding of concepts and enhance their problem solving skills. Teachers will strategically incorporate in their lessons projects encompassing current scientific issues and problems in order to improve students' ability to research, inquire, and problem solve. Teachers will participate in Project Based Learning professional development and utilize strategies learned in the delivery of lessons	Administration Reading Coach Science Teacher	Administrators, and Science Coach, will monitor instructional delivery to ensure PBL initiatives are being implemented Lesson Plans	Student assessment data, Science notebooks, Authentic Student work, lesson quizzes, chapter tests, and unit test. K-1 Teacher Checklist School generated monthly mini benchmark assessments Grades 2-5

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Questioning (HOQ) Strategies	Science	District Trainer	K-5	October, 2012	Evidence of Higher Order Questions in lesson plans and instructional delivery	Administration Reading Coach science Teacher
Professional Learning Community focusing on standards and implementation of programs in the primary grades	Science	Chairperson selected by committee	PK-5 teachers	Ongoing Monthly	Administration observation and peer collaboration	Administrator Reading Coach Science Teacher
Project Based Learning Strategies	K-5	District Trainer	K-5	November, 2012	Evidence of Project Based Learning in lesson plans and instructional delivery	Administration Science Coach
STEM	K-5	District Trainer	K-5	November, 2012	Evidence of STEM projects in lesson plans and instructional delivery	Administration Science Teacher

Science Budget:

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



## 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:	80% of the 4th Grade students will score 4.0 and above on the 2013 administration of the FCAT Writing portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(77)	80% (85)

### 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 entering the fourth grade adequately prepared for Writing	Students in grades K-5 will receive daily writing workshop consisting of whole group instruction, independent writing/conferencing, and sharing focusing on language arts, including spelling, handwriting, and grammar	Administration Reading Coach	Writing Journals, Writing Portfolios, and Monthly Writing Assessments	CWTs, Student Writing Portfolios, and monthly writing assessment data
2	Students not exposed to the Florida Writes Rubric	Students in grades 3 and 4 will participate in cross grade level cooperative learning groups	Administration Reading Coach	Writing Journals, Writing Portfolios, and Monthly Writing Assessments	CWTs, Student Writing Portfolios, and monthly writing assessment data
3	Attendance and participation	Students in grade 4 will be offered after school writing tutoring	Grade Team Leader	Attendance Sheets	Monthly Writing prompt
4	Lack of Interest for Writing	Students in grades K-5 will be exposed to a print rich classrooms, writing traits, strategy charts, and reference and resource materials. Provide students opportunities, environments, and mentor text to foster good witing.	Administrator Reading coach	Writing Journals, Writing Portfolios, and Monthly Writing Assessments	CWTs, Student Writing Portfolios, and monthly writing assessment data

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Writing Process	Writing	District Trainer	Grades 3-4	September, 2012	CWT's, Writing Journals, Writing Portfolios	Administration Reading Coach
Expository/Narrative Writing	Writing	District Trainer	K-5	October, 2012	CWT's, Writing Journals, Writing Portfolios	Administration Reading Coach
Common Core Writing	Writing	District Trainer Reading Coach	K-2	Ongoing	CWT's, Writing Journals, Writing Portfolios	Administration Reading Coach
Persuasive/Informational	Writing	District Trainer	K-5	November, 2012	CWT's, Writing Journals, Writing Portfolios	Administration Reading Coach

Writing Budget:

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

## 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, 2013 attendance rate will increase by 2%. Absences and tardiness will decrease by 2%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.1%		98.2			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
32		29			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
142		132			
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' Tardiness due to lack of parent involvement and/or students motivation	Parent Link call, staff telephone call, letter to parent or parent conference with administrator  Utilization of the Broward Truancy Intervention Program	Administration Teachers IMT	Attendance Record Review	Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes
2	Chronic accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence. Family assessment	Administration IMT School Social Worker	Review Attendance record	Pinnacle Attendance printout

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
BTIP (Broward Truancy Intervention Program) Training	K-5	Administrators Support Staff Guidance Counselor	K-5	September, 2012	Ongoing review of BTIP processes to Ensure appropriate implementation of model	Administration in Collaboration with Student Services staff
BTIP (Broward Truancy Intervention Program) Training	K-5	Administrators Support Staff Guidance Counselor	K-5	September, 2012	Ongoing review of BTIP processes to Ensure appropriate implementation of model	Administration in Collaboration with Student Services staff
Attendance Symposium – Full review of Attendance Policy, Procedural Manual, Principal Matrices etc.	K-5	Administrators Support Staff	Administrator Guidance Counselor	August, 2012	Attendance CAB Conference to field questions and address concerns	Administrators

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June, 2012, Suspension rate will decrease by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

30	25
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
20	15
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7	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 implementation	Provide CHAMPS Classroom Management training to new staff	Administration Support Staff	Number of referrals submitted to Administration	Discipline Management System (DMS) Rubric or Time on Task Instrument
2	Lack of student motivation	Pair up students needing additional assistance with mentor or advisor	Guidance Counselor	Student Focus group	Discipline Referrals
3	Alternate to Suspension (AES) This option is made available to students in lieu of external suspension.	Teachers will utilize school wide Behavior Matrix to reduce referral rate	Assistant Principal Guidance Counselor	Number of referrals submitted to Administration	Discipline Management System (DMS)

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
Discipline PLC	K-5	School Resource Officer	PLC	Ongoing	Walkthrough to ensure implementartin of strategies	Administration Leadership Team

CHAMPS	New Teachers and Teachers experiencing disciplinary issues	Assistant Principal in collaboration with Office of Prevention	School wide training, follow up through PLC	Pending Follow-up in PLC	Number of referrals to Administration Discipline Management System (DMS)	Administration
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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:		By June, 2013 , Parental Involvement will increase by 5%			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
50%		55%			
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	Parents attending scheduled workshops such as parent nights, conferences, etc.	Use parent link, flyers, school newsletter and website to inform parents of scheduled	Administration, Office Manager, Community Liasion	Parent sign-in sheets	Parent Survey

		workshops			
2	Lack of child care services	Provide child care services for parents attending workshops.	Administration	Parent Sign in Sheets	Parent Survey
3	Communication	Utilize translation machine during parent meetings/workshops	Administration Community Liaison	Parent Sign In Sheets	Parent Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading strategies to use at home	Reading	Classroom Teachers	Schoolwide	October, 2012	Parent Sign in sheet	Administrator Title 1 Liason
Effective communication with school	K-5	Classroom Teachers	School wide	August, 2012	Parent sign in Sheet Agenda Books	Administration Teachers
Math Strategies	Mathematics	Classroom Teachers	School wide	November, 2012	Parent sign in Sheet	Administrator Title 1 Liason

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Communication	Agenda Books	Title 1	\$3,838.00
			Subtotal: \$3,838.00
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
Parent Curriculum Nights	Materials, handouts	PTA	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Seminar		Title 1	\$200.00
			Subtotal: \$200.00
			Grand Total: \$4,538.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Six Minute Solution	Binders, sleeves , timers, folders	Title One	\$500.00
Reading	Common core Standards	Substitutes	Title One	\$500.00
CELLA	Implementation of Reading Basics	Non –consumable materials previously purchased	ESOL Department	\$0.00
CELLA	Implementation of English In my Pocket	Non –consumable materials previously purchased	ESOL Department	\$0.00
CELLA	Lets' Go	CD's, Kits	ESOL Department (previously purchased)	\$0.00
Mathematics	Ladders to Success	Books	Accountability Fund	\$1,500.00
Mathematics	Acaletics	Teachers' Resource Kits , training and resources	Title 1	\$12,000.00
Parent Involvement	Effective Communication	Agenda Books	Title 1	\$3,838.00
				Subtotal: \$18,338.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ISTATION	Substitutes for coverage	Title One	\$500.00
CELLA	ISTATION	Computer-based program	ESOL Department	\$0.00
Mathematics	Destination Math (Riverdeep)	Computer-based	District	\$0.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Utilizing ESOL dictionaries for instruction	Haitian Creole and Spanish Dictionary	Title 11	\$500.00
CELLA	English in my pocket	Books	ESOL Department (previously purchased)	\$0.00
CELLA	Reading Basics	Books	ESOL Department (previously purchased)	\$0.00
Mathematics	Think Central	Computer based	District purchased	\$0.00
Mathematics	Small Group	Substitutes	Title 1	\$500.00
Mathematics	Common Core Standards	Substitutes	Title 1	\$500.00
Mathematics	Grab and Go Centers	Resources	Non consumables already purchased	\$0.00
Parent Involvement	Parent Curriculum Nights	Materials, handouts	PTA	\$500.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning Opportunity	Ladders to Success	Accountability Fund	\$1,500.00
CELLA	PLC/Book Study	Professional Books	Title 1	\$2,230.00
Mathematics	Extended Learning Opportunity	After School Tutoring	Accountability Fund	\$1,500.00
Parent Involvement	Parent Seminar		Title 1	\$200.00
				Subtotal: \$5,430.00
				Grand Total: \$26,268.00

## School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/14/2012)

## 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.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
After School Tutoring	\$3,079.00

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

The School Advisory Council (SAC) has an important function to the success of Palmview Elementary. Listed below are some of the functions of the SAC.

- Palmview Elementary School Advisory Council (SAC) is the sole body responsible for final decision-making at the school related to implementation of the provisions of section 10001.42 and 1008.345.F.S. School Improvement.
- The SAC Committee will oversee the implementation of the School Improvement Plan.
- Sponsor drives to increase parent involvement.
- Organize FCAT Family Night Events
- Assist the school to create and analyze school climate surveys for parents and students
- Organize FCAT/SAT Incentive Awards

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District PALMVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	75%	91%	38%	276	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	59%	60%			119	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	57% (YES)			119	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					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District PALMVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	74%	89%	46%	277	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%	61%			121	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	46% (NO)	49% (NO)			95	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					493	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested