FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SILVER PALMS ELEMENTARY SCHOOL

District Name: Broward

Principal: Amada Walker

SAC Chair: Jacqui Arnaez, Mona Rabbat

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2010: A and AYP 606 points earned from previous year, 25% on Free Reduced Lunch, 74% Minority Rate 89% at level 3 or Higher in Reading 90% at level 3 or Higher in Math 90% Meeting the Writing Standard 60% at level 3 or Higher in Science 76% Making learning Gains in Reading 69% Making learning Gains in Math 63% of the lowest 25% Making Learning Gains in Reading 69% of the lowest 25% Making Learning Gains in Math 2011: A and AYP total for reading and math, but AYP was not met for the following subgroups in reading: Black,Hispanic, economically disadvantaged, and English Language Learners. In math, AYP was not met for the economically disadvantaged subgroup. 631 points earned from previous year, 25% Free and Reduced Lunch, 75% Minority Rate

Role	Name	Credentials			Performance Record
Principal	Amada Walker	•Certification in Educational Leadership •Master's Degree in Guidance and Counseling •Bachelor's Degree in Science	7	14	85% at level 3 or Higher in Reading 92% at level 3 or Higher in Math 94% Meeting the Writing Standard 72% at level 3 or Higher in Science 70% Making learning Gains in Reading 78% Making learning Gains in Math 61% of the lowest 25% Making Learning Gains in Reading 79% of the lowest 25% Making Learning Gains in Math 2012: A 75% at level 3 or Higher in Reading 82% at level 3 or Higher in Math 86% Meeting the Writing Standard 72% at level 3 or Higher in Science 77% Making learning Gains in Reading 77% Making learning Gains in Math 76% of the lowest 25% Making Learning Gains in Reading 60% of the lowest 25% Making Learning Gains in Math AMO's - All Students Reading 2011 Proficient: 75% 2012 AMO Target: 77% 2012 Proficient: 75% 2013 AMO Target: 79% Math 2011 Proficient: 79% 2012 AMO Target: 81% 2012 Proficient: 82% 2013 AMO Target: 83%
Assis Principal	Brenda Helman	•Certification in Educational Leadership •Master's Degree in Guidance and Counseling •Bachelor's Degree in Art/Education	11	8	2010: A and AYP 606 points earned from previous year, 25% on Free Reduced Lunch, 74% Minority Rate 89% at level 3 or Higher in Reading 90% at level 3 or Higher in Math 90% Meeting the Writing Standard 60% at level 3 or Higher in Science 76% Making learning Gains in Reading 69% Making learning Gains in Math 63% of the lowest 25% Making Learning Gains in Reading 69% of the lowest 25% Making Learning Gains in Math 2011: A and AYP total for reading and math, but AYP was not met for the following subgroups in reading: Black,Hispanic, economically disadvantaged, and English Language Learners. In math, AYP was not met for the economically disadvantaged subgroup. 631 points earned from previous year, 25% Free and Reduced Lunch, 75% Minority Rate 85% at level 3 or Higher in Reading 92% at level 3 or Higher in Math 94% Meeting the Writing Standard 72% at level 3 or Higher in Science 70% Making learning Gains in Reading 78% Making learning Gains in Math 61% of the lowest 25% Making Learning Gains in Reading 79% of the lowest 25% Making Learning Gains in Math 2012: A 75% at level 3 or Higher in Reading 82% at level 3 or Higher in Math 86% Meeting the Writing Standard 72% at level 3 or Higher in Science 77% Making learning Gains in Reading 77% Making learning Gains in Math 76% of the lowest 25% Making Learning Gains in Reading 60% of the lowest 25% Making Learning Gains in Math AMO's - All Students Reading 2011 Proficient: 75% 2012 AMO Target: 77% 2012 Proficient: 75% 2013 AMO Target: 79% Math 2011 Proficient: 79% 2012 AMO Target: 81% 2012 Proficient: 82% 2013 AMO Target: 83%

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)
K - 12	Ivette Concepcion-Gonzalez	Master of Science, Reading Endorsement, Pre-k Endorsement, ESE Certified K-12	8	8	2010: A and AYP 606 points earned from previous year, 25% on Free Reduced Lunch, 74% Minority Rate 89% at level 3 or Higher in Reading 90% at level 3 or Higher in Math 90% Meeting the Writing Standard 60% at level 3 or Higher in Science 76% Making learning Gains in Reading 69% Making learning Gains in Math 63% of the lowest 25% Making Learning Gains in Reading 69% of the lowest 25% Making Learning Gains in Math 2011: A and AYP total for reading and math, but AYP was not met for the following subgroups in reading: Black,Hispanic, economically disadvantaged, and English Language Learners. In math, AYP was not met for the economically disadvantaged subgroup. 631 points earned from previous year, 25% Free and Reduced Lunch, 75% Minority Rate 85% at level 3 or Higher in Reading 92% at level 3 or Higher in Math 94% Meeting the Writing Standard 72% at level 3 or Higher in Science 70% Making learning Gains in Reading 78% Making learning Gains in Math 61% of the lowest 25% Making Learning Gains in Reading 79% of the lowest 25% Making Learning Gains in Math 2012: A 75% at level 3 or Higher in Reading 82% at level 3 or Higher in Math 86% Meeting the Writing Standard 72% at level 3 or Higher in Science 77% Making learning Gains in Reading 77% Making learning Gains in Math 76% of the lowest 25% Making Learning Gains in Reading 60% of the lowest 25% Making Learning Gains in Math AMO's - All Students Reading 2011 Proficient: 75% 2012 AMO Target: 77% 2012 Proficient: 75% 2013 AMO Target: 79% Math 2011 Proficient: 79% 2012 AMO Target: 81% 2012 Proficient: 82% 2013 AMO Target: 83%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Advertisements of teacher vacancies are made via the district website: www.browardschools.com/departments/employment/index.htm.	Principal and Office Manager	As needed	
2	2. Received resumes are reviewed and kept on file.	Principal	As needed	

3	3. When hiring at the school level, only certified applicants are interviewed to ensure in-field qualification.	Principal and Assistant Principal	As needed	
4	4. School-based induction program is in place, coordinated by the assistant principal and New Educators Support System (NESS) liaison, for all new educators and teachers new to Broward County.	Assistant Principal and NESS Liaison	Annually	
5	5. Beginning teachers are assigned to co-teach whenever possible.	Principal and Assistant Principal	Annually	
6	6. NESS-trained peer coaches are assigned to mentor the new educator.	Principal and Assistant Principal	One year and continued if needed.	
7	7. The reading specialist provides counseling/support in the areas of teaching challenges and strategies for success.	Reading Specialist	On-going	
8	8. Staff development workshops are provided.	In-service committee	During monthly faculty meeting and learning communities, available early release days, and planning days.	
9	9. All teachers will take ESOL classes to be ESOL endorsed	Principal or Assistant principal	As needed	

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
0 - All instructional staff are highly qualified.	N/A

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
50	0.0%(0)	2.0%(1)	46.0%(23)	50.0%(25)	36.0%(18)	100.0%(50)	10.0%(5)	16.0%(8)	98.0%(49)

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
Donna Gasbarro	Monica Justin	An experienced teacher is paired with the new teacher.	The school induction plan is followed for all new educators when applicable.
Jacqui Arnaez	Simone March	An experienced teacher is paired with the new teacher.	The school induction plan is followed for all new educators when applicable.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Instructional Inservice $13,564.00

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Reading Resource Instruction $15,429

Violence Prevention Programs

•Women in Distress: Pre-K through 2nd grade "Hands are not for Hitting,"
3rd through 5th grade "Get Real about Violence"
•Classroom Anti-Bullying guidance program
•Gang Resistance and Drug Education (GRADE)
•Social worker provides anger management lessons
•The Power of One assembly
"Silence Hurts" school-wide

Nutrition Programs

•"Commit 2B Fit" strategies implemented in PE and in 3rd grade classes
•Health Services department sends a nurse guest speaker to address nutrition with children
•Sampling of fresh fruits and vegetables at no charge during lunch time on special days

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career Day

Job Training

NA

Other

- •Mental Health "Listeners Program"
- •"I'm Thumb-Body" self-esteem program for 2nd grade classes
- •Volunteer fluency program
- •"Rise and Shine Readers"

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- • Principal
- • Assistant Principal
- • Guidance Counselor
- • Reading Specialist
- • ESE Specialist
- • School Psychologist
- • School Social Worker
- • School Speech Pathologist, as needed
- • School Nurse, as needed

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 school-based Multi-Tiered System of Supports (MTSS)/Response to Intervention(RtI) Team is the Leadership Team. When a classroom teacher determines that a student needs assistance beyond Tier 1, the teacher then proceeds with the referral process in place for such students needing Tier 2 or 3 interventions to address academic/behavioral concerns. First, based on a student's needs as evidenced through analysis of diagnostic and progress monitoring data, the teacher will determine the level and intensity of services required for that student. The information is then presented and reviewed by the Team. This is the central repository for academic and/or behavioral concerns about general-education students, and it is the primary vehicle by which interventions are planned, implemented, monitored, and evaluated. Collaborative problem solving at all tier levels is a cyclical process that involves analyzing data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the instructional plan to ensure effective response to the interventions.

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 school-based MTSS Leadership Team recommends goals, successful strategies and interventions, action steps, and professional development to the SAC committee to increase students' learning gains.
The Team follows a problem-solving method to match instructional resources with educational needs across all three tiers. The method involves defining a student's specific problem, analyzing the problem using data, establishing performance goals, implementing a plan by delivering interventions of increasingly higher intensity, monitoring progress, and evaluating the effectiveness of the interventions.

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.

All students' progress is monitored weekly. Additional assessments will be used for evaluation which includes a baseline, mid-year, and end-of-the year assessment.

Tier 1: Core Curriculum
Initial instruction is provided through Treasures, comprehensive core reading program, to target all students, including students who require curricular enhancements for acceleration. The program's weekly tests will be used to assess students' academic progress. In addition, data from Accelerated Reader (AR), STAR tests, ORal Reading Fluency (ORF), Benchmark Assessment Test (BAT) scores, and pre/post tests will be used to help monitor students' progress. The information gathered from this data will be shared with parents during conferences, interim reports, and report cards. Progress Monitoring Plans (PMPs), databases, and portfolios may also be used to disseminate information. A meeting will be held with parents to discuss the implementation of Tier 2 after data is gathered for 6 to 8 weeks.

Tier 2: Strategic Interventions
Immediate intensive interventions will be provided to groups of struggling students who exhibit a deficiency and need more support in addition to the core curriculum. The MTSS Leadership Team members provide support to the teacher with Tier 2, and if needed, Tier 3 interventions. Progress monitoring of the interventions and evaluation of their effectiveness is reviewed periodically. Problems may be redefined or validated. In addition, other measures specific to the targeted skill, or the supplemental intervention implemented, will be conducted. These interventions will be selected from specific components of the Broward County's "Struggling Readers/Math Chart." In science, writing, and behavior, the effectiveness of a Tier 2 intervention is established when students demonstrate that they have reached their goal. The small percentage of students who do not respond to Tier 2 levels of intervention will require Tier 3 levels of intervention, which is the most intensive. A meeting will be held with parents to discuss the implementation of Tier 3 after data is gathered for 6 to 8 weeks.

Tier 3: Comprehensive & Intensive
Tier 3 interventions are developed for students who need individualized interventions. Additional formal and informal diagnostic assessments will be used to determine the need of further interventions. If progress is made, interventions will continue, while ongoing progress is monitored. If no progress is noted, the team will conduct a meeting with parents to review the data collected with recommendation for a comprehensive evaluation.

Describe the plan to train staff on MTSS.

•Training on the RtI process will be conducted through Professional Development training during pre-planning days, early release days, and teacher work days.
•Team leaders will meet with their grade-level teams, and they will disseminate the information.
•Support staff member will offer assistance to individual teachers as needed.

Describe the plan to support MTSS.

The MTSS Leadership Team will meet by the end of the second quarter, with each teacher, to review and discuss each individual student's progress and data. This is different from the RtI process. However, students can be referred to the RtI process based on these meetings. These meetings are called "School-wide Child Study."

To support MTSS, bi-monthly meetings are scheduled to monitor the progress of students who have an RtI plan. Also, an online program called Behavioral and Academic Support Information System (BASIS), is used by teachers to track a student through the RtI process. The support staff also has access to BASIS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based literacy Leadership Team consists of the Principal, the Assistant Principal, the Reading Coach/Reading Resource Specialist, the ESE Specialist, the Team Leaders, and Nationally Board Certified Teachers who have strong backgrounds in teaching reading and literacy.

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

The School Leadership team will meet at least monthly to support the Reading Coach/Reading Resource Specialist to achieve the school's reading goals through a whole-school approach. This approach would include learning communities that would work collaboratively to create a school literacy culture and support the transition to Common Core State Standards. The School Literacy Leadership Team will guide, facilitate, implement and monitor the collaborative problem solving work of the school. It will monitor the RtI (Response to Intervention) process.

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

The major initiatives of the LLT this year will be to implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading
Programs and scientifically based reading instruction and strategies with fidelity. The major initiatives of the LLT this year will be to support:
• the reading related goals and objectives for the School Improvement Plan
• the school professional development plan
• the development of learning communities

- to identify reading initiatives throughout the school
- to monitor the collaborative problem solving and the Response to Intervention process
- to mentor teachers and participate in classroom demonstrations and the modeling of research-based strategies
- to support the transition to Common Core State Standards.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

*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?

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?

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

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:	The greatest area of weakness for students who achieve proficiency level in reading is vocabulary skills. In general, teachers also need to focus on the reading-writing connection to help improve skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.6% (79)	24.5 % (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	1.1 Instructional delivery should be aligned across grade levels. However, students may need to have certain skills re-taught.	1.1 Instructional Focus Calendars will be implemented in grades K-5, and teachers will provide reading instruction to students through the Treasures reading series. Adjustment will be made to the Focus Calendar as needed to allow for students' needs.	1.1 Principal or Assistant Principal	1. 1 The results from the Treasures reading series assessments will be analyzed and monitored in order to provide remediation, maintenance, and enrichment.	1. 1 •District-provided MiniBATs by monthly results will assess students' mastery of benchmarks and guide instruction for grades 2-5 •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
2	1.2 Students have poor test-taking skills.	1.2 Students in grades 1-5 will participate in test-taking skills and strategies throughout the year to improve primary end of the year assessment or the Florida Comprehensive Assessment Test (FCAT) 2.0.	1.2 Administration and support staff	1.2 Treasures weekly assessments and other FCAT test preparation material assessments	1.2 • Students in K-2 will be evaluated using one or more of the following: FLKRS, Fluency (ORF),STAR, and Destination. •District-provided MiniBATs bi-monthly results will assess students' mastery of benchmark and guide instruction for grades 2-5. •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
3	1.3 Students need more practice on the skills tested on the FCAT 2.0.	1.3 Teachers and students in grades 3-5 will actively participate in the Department of	1.3 Administration and support staff	1.3 Bi-weekly reports	1.3 Students are expected to actively work from the website with

		Education's Internet FCAT Explorer Website.			at least 80% accuracy.
4	1.4 Students may not be motivated to read.	1.4 Students in grades 1-5 will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	1.4 Reading Specialist	1.4 Bi-weekly Accelerated Reader Reports AR story tests	1.4 Accelerated Reader reports will be used to compare with baseline data.
5	1.5 Students have specific individualized needs.	1.5 Students will be pulled to receive small group instruction targeted for their specific needs as described according to RtI Tier 2 interventions.	1.5 Administration and support staff	1.5 On-going assessments	1.5 Progress monitoring data will be used.
6	1.6 Students do not spend enough time reading.	1.6 •Students will participate in reading incentive programs, including but not limited to "Rise and Shine Readers" and Dol-Fin Mall. •Support staff members will visit classrooms to congratulate students who working toward their AR goals.	1.6 Reading Specialist	1.6 Use AR story tests	1.6 AR reports will be reviewed weekly by each classroom teacher to assess students' performance.
7	1.7 Students are not motivated to read independently.	1.7 Students in grades K-5 will participate in a balanced reading program involving activities such as, but not limited to, Reading Across Broward, Book-It Program, "Reading Under the Stars," and AR.	1.7 Administration and support staff	1.7 •Fluency tests •Reading logs	1.7 •Students in K-2 will be evaluated using one or more of the following: FLKRS, Fluency (ORF), Destination, and weekly reading. •District-provided MiniBATs bi-monthly results will assess students' mastery of benchmark and guide instruction for grades 2-5. •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
8	1.8 Students have difficulty with vocabulary recognition.	1.8 •All teachers will implement word wall activities. •Teachers in K-2 will use the vocabulary component of Elements of Reading.	1.8 Administration and support staff	1.8 Classroom walkthroughs	1.8 •District-provided MiniBATs bi-monthly results will assess students' mastery of benchmark and guide instruction for grades 2-5. •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In past years, students who achieve above proficiency have steadily improved their Main Idea skills. However, more attention needs to be focused in this area as well as on vocabulary skills. In general, they also need to improve on their short and extended responses.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52.7% (184)	55.3% (193)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2.1 Students lose interest and need to be challenged across grade levels.</td><td>2.1 Students will participate in:
• novel studies
• collaborative groups to produce multimedia presentations
• the "Beyond" activities of the Treasures reading series
• in reading more non-fiction selections</td><td>2.1 Administration and support staff</td><td>2.1 Teacher observation and student end-product</td><td>2.1 Students' performance will be evaluated using a rubric.</td></tr>
<tr><td>2</td><td>2.2 Ensure that the curriculum is differentiated for higher level students.</td><td>2.2 Use of literature circles, project-based learning projects, and varied texts to foster higher level comprehension skills</td><td>2.2 Administration and support staff</td><td>2.2 Classroom walkthrough to identify appropriate lesson differentiation</td><td>2.2 Student portfolios will be used to assess progress.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The student has been progressing steadily over the past few years.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	100% (1)	100% (1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student has difficulty with comprehension.	Resources will be taken from the Struggling Readers' Chart.	Administration and support staff	Teacher-made tests	STAR test
2					

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:	In order to ensure that students continue to make learning gains, several initiatives have been undertaken. First, a volunteer run fluency program has been instituted in all grades. In addition, the school has purchased a web-based Accelerated Reader (AR) program. Also, additional programs to encourage reading such as Rise and Shine Reader and Reading Under the Stars program have been adopted.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78.2% (179)	80%(184)

	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	3.1 Students are poor test takers.	3.1 Students will receive test taking skills instruction one-on-one and in small groups.	3.1 Administration and support staff	3.1 Practice tests	3.1 Data growth comparison over time will be used to assess progress.
2	3.2 Students lose focus when they read.	3.2 Teachers will use reciprocal teaching.	3.2 Administration and support staff	3.2 Observation	3.2 Weekly tests will assess students' mastery of benchmarks and guide instruction.
3	3.3 Students have difficulty identifying the main idea in a text.	3.3 Teachers will implement Marzano's High Yield Strategies, such as nonlinguistic representation, classification, and note taking in order to identify Main Idea/ Details.	3.3 Administration and support staff	3.3 Skills assessments from Treasure's reading series	3.3•District- provided MiniBATs bi- monthly results will assess students' mastery of benchmark and guide instruction for grades 2-5.
4	3.4 Students have difficulty with Reference and Research skills.	3.4 Teachers will use various tables, charts, and pictures, along with a variety of other tools, including computer technology, to improve students' Research and Reference skills.	3.4 Administration and support staff	3.4 Textbook resources, Scholastic News magazine, and various other print materials	3.4 Weekly tests will assess and track students' mastery of benchmarks and guide instruction.

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:	Student has shown steady progress over the past few years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100 (1%)	100 (1%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student has great difficulty with reading comprehension.	Resources will be selected from the Struggling Reader's Chart.	Administration and support staff	Teacher made tests Treasure's assessments	STAR iStation reports

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In order to reduce the number of students performing in the lowest 25%, several initiatives have been undertaken. First, a volunteer-supported fluency program has been instituted in all grades. In addition, an afterschool "Coaching in Academics" is available to students who score below a level 4, and who for students who struggle in reading and math in the primary grades.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79.5%(46)	84% (49)

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	4.1 Students are reading below level and need interventions.	4.1 Students will receive additional small group remediation daily using the following programs: Great Leaps, Quick Reads, Soar to Success, Question-Answer Relationship, Triumphs intervention program assessment.	4.1 Reading Specialist	4.1 Weekly vocabulary assessments specific to the program, and comprehension benchmark assessments	4.1 District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction for grades 2-5. •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
	4.2 Students may have deficiencies in: Phonics Phonemic awareness Fluency Vocabulary Comprehension	4.2 Reading strategies will be selected from the Struggling Readers Chart in each of the reading components.	4.2 Reading Specialist	4.2 •Running Records (DRA) Developmental Reading Assessment by Pearson •Yopp Singer •Weekly Treasures fluency test	4.2 District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction

2	Speaking			•Informal Reading Inventory (IRI) by Burns and Roe •STAR quarterly reports	for grades 2-5. •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
3	4.3 Students lack stamina during test-taking.	4.3 Additional instruction through an afterschool program called "Coaching in Academics" will help students maintain their focus.	4.3 Administration and Reading Specialist	4.3 On-going weekly assessments	4.3 Comparison of pre- and post-tests will be used.
4	4.4 Students require more time to grasp concepts.	4.4 RtI Tier 2 interventions will be implemented in order to provide additional small group instruction.	4.4 Administration and support staff	4.4 Skills assessments from Treasure's reading series with 70% accuracy	4.4 District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction for grades 2-5.
5	4.5 Students have deficiencies in reading skills and are up to a year below grade placement level.	4.5 Students will be instructed in the "Approaching" component of the Treasures reading series.	4.5 Administration and support staff	4.5 Skills assessments from Treasure's reading series with 70% accuracy	4.5 District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction for grades 2-5.
6	4.6 Students have deficiencies in reading skills and are up to two years below grade placement level.	4.6 Students will be instructed in the Triumphs Intervention component of the Treasures reading series.	4.6 Administration and support staff	4.6 Skills assessments, Triumph's, from the Treasure reading series	4.6 District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction for grades 2-5.

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 # The percent of students scoring 3.0 of level 3 and above will decrease by 10% each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	79	81	83	85	

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:	Historically, students in this sub-group have always made AYP. However, some students may require additional academic support. This will be provided through small-group instruction and one-on-one re-teaching by the classroom teacher using intervention materials.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (13) White students, 30% (17) Black students, 32% (44) Hispanic students, 14.6% (7) Asian students	83% (11) White students, 27% (15) Black students, 30.7% (42) Hispanic students, 10.4% (5) Asian students
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	5B.1 Students require additional time to master concepts.	5B.1 Students will receive small group intervention.	5B.1 Reading Specialist	5B.1 Teacher observation, anecdotal notes, running records, CWT	5B.1 One or more of the following assessments will be used to monotior students' benchmark mastery: •STAR Report •Triumphs weekly test •weekly Fluency assessment •Destination Reading •FLKRS
2	5B.2 Students have deficiencies in reading skills and are up to a year below grade placement level.	5B.2 Students will be instructed in the "Approaching" component of the Treasures reading series.	5B.2 Administration and support staff	5B.2 Skills assessments from Treasures reading series with 70% accuracy.	5B.2 •For student in K and 1, one or more of the following assessments will be used to monitor students' benchmark mastery: •STAR Report •Triumphs weekly test •Fluency assessment •Destination Reading •FLKRS •District-provided MiniBATs for grades 2-5 bi-monthly results will assess students' mastery of benchmark and guide instruction.
3	5B.3 Students' vocabulary is deficient.	5B.3 Teachers need to implement research-based strategies according to the districts' Struggling Readers' Chart to teach vocabulary	5B.3 Administration and support staff	5B.3 Weekly tests	5B.3 Treasures vocabulary weekly unit and quarterly assessments will help monitor students' mastery of benchmarks and guide instruction.

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:	ELL students' greatest area of weakness is vocabulary and language. Teachers use a variety of ESOL strategies in the classroom to assist students. Volunteers assist whenever possible. Also, students may receive additional small group instruction in class with the teacher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (10)	53% (8)
Problem-Solving Process to Increase Student Achievement	

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 Students have to overcome language barriers.	5C.1 Teachers use ESOL strategies in the classroom.	5C.1 Administration and support staff	5C.1 on-going weekly assessment	5C.1 •One or more of the following assessments will be used to monitor students' benchmark mastery: •Destination •STAR/AR •FLKRS •Destination Reading •ORF (fluency) •Soar to Success
2	5C.2 Students' vocabulary is deficient.	5C.2 Teachers need to implement research-based strategies according to the district's Struggling Readers' Chart and use ESOL strategies to teach vocabulary.	5C.2 Administration and support staff	5C.2 Weekly tests	5C.2 Treasures weekly unit and quarterly vocabulary assessments will be used to guide instruction.

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:	SWD students receive services either through a pull-out program with the SWD teacher or through an inclusion program with their classroom teacher. This determination is made based on individual student needs and/or their IEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (20)	43% (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	5D.1 Students have specific individual needs.	5D.1 •Teachers will use strategies/provisions outlined the students' Individual Educational Plan (IEP) •SWD students will participate in either a consultation, collaboration, support facilitation, or receive services in a VE resource room to better focus on their Individual Educational Plan (IEP) and to improve their learning gains.	5D.1 Administration and support staff	5D.1 Annual IEP meeting	5D.1 One or more of the following assessments will be used to monitor students' benchmark mastery: •DAR •STAR Report every 6 to 8 weeks •Triumphs weekly test •weekly Fluency assessment •Destination Reading •FLKRS
2	5D.2 Students are below level in phonemic awareness.	5D.2 SWD students in grades 1 and 2 will use the interventions textbook "Triumphs", from the Tresures reading series, for their reading instruction.	5D.2 Administration and support staff	5D.2 Program specific evaluation tools	5D.2 Weekly Triumphs assessments will be used to evaluate students' progress.
	5D.3 Students' decoding skills are deficient.	5D.3 SWD students who need to improve decoding skills will be instructed with	5D.3 Administration and support staff	5D.3 Program specific evaluation tools	5D.3 •Students in K-2 will be assessed using or more of the following:

					STAR Report, Triumphs weekly test, weekly Fluency assessment,Destination Reading, and FLKRS •District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction for grades 3-5 •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
3		strategies outlined in the Struggling Reader's chart.			
4	5D.4 Students do not read fluently.	5D.4 Teachers will use Great Leaps to improve fluency.	5D.4 Administration and support staff	5D.4 Weekly fluency assessments	5D.4 Fluency pre, mid, and end-of-the-year assessments will be used.
5	5D.5 Students' comprehension is below grade level.	5D.5 Teachers will use Soar to Success.	5D.5 Administration and support staff	5D.5 Program specific evaluation tools	5D.5 Weekly tests will assess students' mastery of benchmarks and guide instruction.

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:	In the past, economically disadvantaged students have always met AYP. However, due to the state of the economy, more parents are working outside of the home and are less available to assist their child.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (46)	43% (43)

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	5E.1 Teachers' may not be aware of the impact of poverty on education.	5E.1 Teachers will be in-serviced on how poverty affects teaching and learning.	5E.1 Guidance counselor	5E.1 Collected classroom weekly data, mini BATs, BATs	5E.1 Results will be reviewed quarterly during Data Chats.
2	5E.2 Students may be deficient in fluency.	5E.2 Grades 2-5 teachers will administer the beginning-of-the year oral reading passage to assess fluency in order to identify this target group.	5E.2 Administration and support staff	5E.2 Weekly fluency passages to students not making sufficient progress in grades 2-5	5E.2 Compare pre, mid-year, and post-tests in fluency in grades 2-5.
3	5E.3. Students may not be proficient in vocabulary.	5E.3. Teachers will supplement vocabulary instruction by teaching word origins (latin and greek root words) in grades 2-5.	5E.3 Administration and support staff	5E.3 On-going vocabulary tests, STAR tests	5E.3 Results will be reviewed quarterly during Data Chats.

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
Marzano/Common Core Standards	All	Team leaders	All grade level teams	Bi-monthly meetings	Track students' mastery of benchmarks as they are introduced and practiced, or as students needs are determined after assessments	Team Leaders/ Reading Specialist / Administration
Common Core	All	Mark Truitt	All grade levels	October 26th, 2012	Classroom walk-through	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use Great Leaps to improve students' fluency.	Great Leaps photocopies	General Budget	$500.00
Students require extra practice to understand a concept.	Supplemental resources	Internal Accounts	$600.00
			Subtotal: $1,100.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Students in grades K-5, will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	Renaissance Learning Enterprise web-based STAR and web-based STAR Early Literacy	Accountability	$556.20
Students in grades K-5, will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	Renaissance Learning Renewal Hosting Fee	Accountability	$216.30
Students in grades K-5, will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	Accelerated Reader	Accountability	$2,326.80
			Subtotal: $3,099.30

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: $4,199.30

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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:	Number of students who took the CELLA varies by grade level. It is difficult to make a comparison from year to year because new incoming students are tested in each year.

2012 Current Percent of Students Proficient in listening/speaking:

Number of students who took the CELLA by grade level:
29 in Kindergarten: 9(31%) were proficient
24 in First Gr.: 18 (75%) were proficient
16 in Second Gr.: 15 (94%) were proficient
8 in third Gr.:1 (13%) was proficient
13 in Fourth Gr.: 4 (31%) were proficient
8 in fifth Gr.: 4 (50%) were proficient

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are exposed to a limited amount of English spoken at home.	Students will receive ESOL strategies in the classroom.	Administrators and support staff	Classroom assessments	Teacher made tests and Treasures resources will be used to evaluate students' progress.

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:	The number of students who took the CELLA varies by grade level. It is difficult to make a comparison from year to year because new incoming students are tested in each year. Funding limitations have also prevented the hiring of a ESOL resource teacher to help provide much needed services.

2012 Current Percent of Students Proficient in reading:

Number of students who took the Reading portion of the CELLA by grade level:
29 in Kindergarten: 2(7%) were proficient
24 in First Gr.: 11 (46%) were proficient
16 in Second Gr.: 14 (88%) were proficient
8 in third Gr.:3 (38%) was proficient
13 in Fourth Gr.: 4 (31%) were proficient
8 in fifth Gr.: 4 (50%) were proficient

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited vocabulary.	Teachers will use word wall activities, and grades K-3rd will use the vocabulary of Elements of Reading. Teachers in grades 4-5 will implement language enrichment activities.	Administrators and support staff	Classroom walkthroughs	•Grades K-1 will use one or more of the following assessments to evaluate students' benchmark mastery: weekly vocabulary tests, STAR Report, Triumphs weekly test, weekly Fluency

					assessment, Destination Reading, and FLKRS. •District-provided MiniBATs administered bi-monthly will assess students' mastery of benchmark and guide instruction for grades 2-5. •BAT assessment results will be discussed during data chats to focus instruction on areas of weakness.
1					

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The number of students who took the CELLA varies by grade level. It is difficult to make a comparison from year to year because new incoming students are tested in each year. Funding limitations have also prevented the hiring of a ESOL resource teacher to help provide much needed services.

2012 Current Percent of Students Proficient in writing:

Number of students who took the Writing portion of the CELLA by grade level:
29 in Kindergarten: 0(0%) were proficient
24 in First Gr.: 13 (54%) were proficient
16 in Second Gr.: 12 (71%) were proficient
8 in third Gr.: 2(25%) was proficient
13 in Fourth Gr.: 5 (33%) were proficient
8 in fifth Gr.: 3 (38%) were proficient

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need time and practice to produce writing samples in a second language.	Teachers will use graphic organizers to help students generate ideas.	Administrators and support staff	Classroom walkthrough	Writing samples will be used to assess students progress.

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In order to improve and maintain students' FCAT level, the school recognizes the importance of improving basic computation skills, as well as providing opportunities for enrichment. This is accomplished through computer programs such as First in Math projects as well as center activities and projects.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.4% (92)	28% (99)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students need to practice basic skills.	1.1 "First in Math"	1.1 Administration and support staff	1.1 "First in Math" reports	1.1 Compare "First in Math" baseline reports to consecutive reports.
2	1.2 Time has to be managed appropriately in order to cover the curriculum.	1.2 Teachers in grades 1-5 will implement an instructional focus calendar.	1.2 Administration and support staff	1.2 •Harcourt "Go Math" lesson assessments/ review •Open response tests	1.2 The following assessments will be used: •Harcourt "Go Math" end of chapter assessments •BAT assessments in grades 3-5
3	1.3 Instructional delivery should be aligned across grade levels.	1.3 The Harcourt "Go Math" basal will be the core Mathematics program.	1.3 Administration and support staff	1.3 Assessment instruments from the Harcourt program	1.3 The following assessments will be used: •Harcourt Math assessments •BAT assessments in grades 3-5
4	1.4 Students need more than one way to reinforce Sunshine State Standards.	1.4 Students in grades 1-5 will utilize the Harcourt "Math Center" program on the server.	1.4 Administration and support staff	1.4 BAT assessments	1. Harcourt "Go Math" activities will be used.
5	1.5 Kinesthetic learners have specific learning styles that need to be addressed.	1.5 Students in grades K-5 will utilize manipulatives to promote a hands-on/kinesthetic approach to problem solving and critical thinking.	1.5 Administration and support staff	1.5 Teacher evaluation of students' correct use of manipulatives during lessons	1.5 The following assessments will be used: •Harcourt "Go Math" end of chapter assessments •BAT assessments in grades 3-5
6	1.6 Students have specific individualized needs.	1.6 Students will utilize "First in Math" software to reinforce basic mathematics skill, increase problem solving, and provide enrichment.	1.6 Administration and support staff	1.6 First in Math reports will be generated monthly	1.6 "First in Math" reports will be used to determine learning gains.
	1.7 Students need more time to practice the skills	1.7 Students in grades 3-5 will actively participate	1.7 Administration and support staff	1.7 Teachers will register and monitor students	1.7 •Student

				participation on a regular basis.	participation on "FCAT Explorer" will be monitored on a regular basis. •Students will actively work from the "FCAT Explorer" website with at least 80% accuracy.
7	tested on the Florida Comprehensive Assessment test.	in the Department of Education's Internet "FCAT Explorer" Website. In addition, grade 4 will use either "FOCUS" or additional textbook practice.			
8	1.8 Students may not be motivated to read.	1.8 Students will utilize web resources available through BEEP.	1.8 Administration and support staff	1.8 Teachers will review pre and post-test evaluation reports generated from online programs.	1.8 Online reports of web-based programs will be used to monitor growth.

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:	It is crucial to maintain and improve high achieving students' performance in math. In order to accomplish this, students need to be motivated. Therefore, students are given the opportunity to engage in enrichment activities such as math projects and the use of computer programs to hone their skills and develop higher order thinking skills. According to WEBB's Depth-of-Knowledge levels, math projects are selected to improve strategic and extended thinking. Attention must be given to 4th grade students to ensure they have a strong foundation in number sense and algebraic thinking so that they may transfer these skills to the next grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.6% (194)	58.7% (205)

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
2.1 Students lose	2.1 Differentiate	2.1 Administration	2.1 The following will be	2.1 The following

1	interest and need to be challenged.	instruction using the new "Go Math" series.	and support staff	used: •Teacher observation during seat-work •practice activities results •Quiz results	assessments will be used: •"Go Math" Benchmark evaluation tools •BAT assessments
2	2.2 Students don't see real world math application.	2.2 Math projects which may include technology.	2.2 Administration and support staff	2.2 Teacher observation	2.2 Rubric
3	2.3 Students have difficulty with multi-step algebra problems.	2.3 Students will practice this skill using the online program "First in Math."	2.3 Administration and support staff	2.3 "First in Math" reports	2.3 "First in Math" reports will be used.

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:	The student has difficulty with basic computation and math skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student has difficulty with basic computation.	Student will need to use manipulatives.	Administration and support staff	teacher made test	•"First in Math" reports •Destination Math

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:	In order to ensure that students continue to make learning gains several initiatives have been undertaken. First, an Elementary Honor Society (EHS) student run multiplication flashcard program has been instituted in grade 3-5. In addition, the school subscribes to a web based "First in Math" program to provide basic skills practice and enrichment activities in school and at home.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.7% (178)	80.7% (186)

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	3.1 Students forget skills previously taught.	3.1 •Students in grades K-2 will use "Calendar math" on a daily basis to increase math reasoning and awareness skills.	3.1 Administration and support staff	3.1 Harcourt Go Math lesson assessments	3.1 The following assessments will be used: •Harcourt "Go Math" chapter assessments •BAT assessments

			• Students in grades K-5 will also use the "Problem of the Day" daliy from the "Go Math" series.			
2	3.2 Students have specific deficiencies and need differentiated instruction.	3.2 Students will utilize the mathematics "First in Math" software weekly to reinforce basics mathematics skill, increase problem solving, and provide enrichment	3.2 Administration and support staff	3.2 "First in Math" reports	3.2 Compare baseline "First in Math" reports to subsequent reports to assess learning gains.
3	3.3 Students may not have grasped certain skills.	3.3 Students will need skill to be re-taught in small group as prescribed by (RtI) Tier 2 level intervention.	3.3 Administration and support staff	3.3 Harcourt Math chapter assessments	3.3 The following assessments will be used: • Harcourt "Go Math" chapter assessments • BAT assessments
4	3.4 Students have difficulty reading and understanding word problems.	3.4 Students will write, recognize, and solve expressions as well as practice word problems. In addition, they will learn specific vocabulary to develop algebraic thinking and understanding.	3.4 Administration and support staff	3.4 Teacher observation of students' correct use of Math vocabulary	3.4 Harcourt Go Math lesson and chapter assessments will be used.
5	3.5 Kinesthetic learners need specific instruction to meet their learning style.	3.5 Teachers will use models and programs displaying representations of 3 dimensional figures to increase geometry and spatial skills.	3.5 Administration and support staff	3.5 Harcourt "Go Math" Resources	3.5 Weekly check-point quizzes and chapter tests will be used.
6	3.6 Students' interest wanes.	3.6 Teachers will use Math games and projects specifically designed to increase skills in data analysis and probability.	3.6 Administration and support staff	3.6 • Teacher observation • Quizzes	3.6 Project Rubric will be used to monitor students' progress.

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:	The student has difficulty with basic computation ans math skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (!)	100 % (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student has difficulty reading word problems.	Student needs one-on-one assistance.	Administration and support staff	Anecdotals and work samples	Teacher made tests and Go math resources will be used.

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%	In order to reduce the number of students performing in the

	making learning gains in mathematics. Mathematics Goal #4:	lowest 25%, the following initiatives have been undertaken: an afterschool "Coaching in Academic" is available to students who score below a level 4 and who struggle in reading and math in the primary grades.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	63.4% (27)	60% (24)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>4.1 Students need individualized targeted interventions to meet students' individual needs.</td>
<td>4.1 Struggling students receiving (RtI) Tier 3 level intervention will be instructed one-on-one in addition to small group instruction to reinforce skills.</td>
<td>4.1 Administration and support staff</td>
<td>4.1 Teacher observation</td>
<td>4.1 Sample work will be used.</td>
</tr>
<tr>
<td>2</td>
<td>4.2 Students grasp concepts more slowly.</td>
<td>4.2 Students will be provided with intensive small group math remediation and strategy sessions through "Coaching in Academics."</td>
<td>4.2 Administration and support staff</td>
<td>4.2
•GMADE to target their level/weaknesses
•Weekly tests</td>
<td>4.2 Pre and post-test comparisons will be used.</td>
</tr>
<tr>
<td>3</td>
<td>4.3 Students are easily distracted.</td>
<td>4.3 Students receive small group instruction lesson daily or as needed.</td>
<td>4.3 Administration and support staff</td>
<td>4.3
•Anecdotal
•Weekly tests</td>
<td>4.3 The following assessments will be used:
•FCAT scores
•BAT scores
•Harcourt textbook assessments</td>
</tr>
<tr>
<td>4</td>
<td>4.4 Students need additional interventions.</td>
<td>4.4 (RtI) Tier 2 level intervention will be implemented in order to provide additional small group instruction.</td>
<td>4.4 Administration and support staff</td>
<td>4.4
•Teacher observation
•Test results</td>
<td>4.4 Weekly textbook assessments will be used.</td>
</tr>
<tr>
<td>5</td>
<td>4.5 Students have deficiencies in math skills and may be up to a year below grade placement level</td>
<td>4.5 Students will be instructed in the "Go Math" intervention series</td>
<td>4.5 Administration and support staff</td>
<td>4.5 Harcourt Math lesson assessments</td>
<td>4.5 The following assessments will be used:
•Harcourt Math chapter assessments
•BAT assessments</td>
</tr>
<tr>
<td>6</td>
<td>4.6 Students have deficiencies in math skills and may be up to two years below grade placement level.</td>
<td>4.6 Students will be instructed in the Intensive Intervention component of the "Go Math" series.</td>
<td>4.6 Administration and support staff</td>
<td>4.6 Harcourt Math lesson assessments</td>
<td>4.6 The following assessments will be used:
•Harcourt Math chapter assessments
•BAT assessment</td>
</tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # The percent of students scoring 3.0 or level 3 and above will decrease by 10% each year. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82%	83%	84%	86%	88%	

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:	In order for students to show improvement and to attain mastery, it is essential that they first acquire basic skills regardless of the ethnicity or background.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.8% (10) White students, 19.6% (11) Black students, 32% (23.4) Hispanic students, 10.4% (5) Asian students	8% (7) White students, 16% (9) Black students, 21% (29) Hispanic students, 6% (3) Asian students

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 don't know their basic math facts.	Review basic skills through technology.	Administration and support staff	First in Math Reports	"First in Math" reports will be reviewed to monitor students' progress.

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:	ESOL students math skills transfer if they had a strong foundation. However, we focus on improving their vocabulary and reading skills to help them understand and answer mathematical questions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (6)	27%(4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' vocabulary is deficient.	Teachers will use applicable ESOL strategies to instruct students.	Administration and support staff	Anecdotals	Teacher made tests will be used to monitor students' progress.

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:	ESE students receive services either through a pull-out program with the ESE teacher or through an inclusion program with their classroom teacher. This determination is made based on individual student needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.5% (17)	37.5% (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	5D.1 Students have specific learning disabilities.	5D.1.Strategies/provisions outlined in SWD students' Individual Educational Plan (IEP) will be used.	5D.1 Administration and support staff	5D.1 Annual IEP meeting	5D.1 GMADE assessment will be used to evaluate students' progress.
2	5D.2 Students' foundation skills are weak.	5D.2 SWD students will receive services either on a consultation basis, through collaboration, support facilitation, or they will receive services in a VE resource room to better focus on their Individual Educational Plan (IEP) and to improve their learning gains	5D.2 Administration and support staff	5D.2 Annual IEP meeting	5D.2 GMADE assessment will be used to evaluate students' progress.
3	5D.3 Students may lack confidence in their math skills and may need to be motivated to practice math skills.	5D.3 SWD students will utilize web resources available through BEEP	5D.3 Administration and support staff	5D.3 Harcourt Go Math lesson assessments	5D.3 Students' progress will be evaluated using the following Harcourt Go Math resources: •web-based •textbook assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Historically, economically disadvantaged students have always met AYP. However, due to the state of the economy, the priority at home may have shifted away from education. In addition, teachers will be informed about the impact of poverty on education by the guidance counselor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (32)	29% (29)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Teachers may not be aware of the impact of poverty on education.	5D.1 Teachers will be in-serviced on how poverty affects teaching and learning.	5D.1 Guidance counselor	5D.1 Collected classroom weekly data, mini BATs, BATs	5D.1 Student progress will be discussed during "Data Chats."
2	5D.2 Parents may not be able to help at home or may not know how to model every day math applications.	5D.2 Teachers will provide a rich math learning environment in the classroom.	5D.2 Classroom teacher and Administration	5D.2 Classroom walkthroughs will be conducted daily in up to 6 classrooms. The walkthrough focus will be on evidence of differentiated instruction. The results will be shared via emails or notes.	5D.2 Student progress will be evaluated using the following: •BAT 2 •Chapter Assessments •Chapter Check-Point Assessments

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students need extra time to practice certain skills.	Supplemental resources	Internal Accounts	$750.00
		Subtotal: $750.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students need to master basic skills and practice multi-step problems (algebra skills).	First in Math to practice and enhance basic skills	Accountability	$3,091.62
		Subtotal: $3,091.62	
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: $3,841.62	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2009, 25% of the 170 tested students scored a level 3. In 2010, 29% of the 150 tested students tested scored a level 3. In 2011, 39% of the 123 tested students tested scored a level 3. In 2012, 39% of the tested students scored at a level 5. The teachers have elected to set up science labs to better insure the use of science lab kits in order to improve students' content learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (48)	43% (53)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students lack understanding of the scientific method of investigation.	1.1 All grade levels will utilize district-provided hands-on science kits.	1.1 Administration and support staff	1.1 bi-weekly assessment	1.1 Student progress will be monitored using the following evaluation tools: •Unit tests for grades 1-5 •Separate assessments will be used for K. •Sample work •Lab reports •Oral assessments
2	1.2 Students forget previously taught concepts.	1.2. Students in grades 4-5 will be instructed using Science review questions.	1.2 Administration and support staff	1.2 performance on tests and quizzes	1.2 Student progress will be monitored using the following evaluation tools: •Unit tests •Science MiniBATs in grades 3-5
3	1.3 Visual, auditory, and tactile learners strategies need augmentation.	1.3 Students in grades 3-5 will watch "Science Alive" (BECON pre-recorded broadcasts or videos). Student in grades K-2 will watch "Sid the Science Kid" on PBS. In addition to videos, a variety of media, including grade-level science activities, science-center lessons, and computer technology, will be used to further develop understanding and mastery of the science benchmarks.	1.3 Administration and support staff	1.3 Related video activity	1.3 Teacher-made tests will be used to monitor students' progress.
4	1.4 Students have poor study skills.	1.4 Teachers will implement Marzano's high yield strategies to increase life and environmental science skills.	1.4 Administration and support staff	1.4 Students notebooks	1.4 Sample work will be used to monitor students' progress.

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

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:	In order to enrich students in Science, it is important to give them extensive opportunities to engage in scientific investigation. This is made possible by providing activities and investigations both in classroom centers and science grade-level labs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32.5% (40)	35.8% (44)

	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	2.1 Students need adequate test preparation relating to increasing vocabulary and reading stamina.	2.1 .Students in grades K-5 will practice FCAT format-type questions in the classroom. A list of Essential vocabulary will be made available through the school's website over the summer and throughout the school year.	2.1 Administration and support staff	2.1 Science Fusion series assessments	2.1 FCAT scores will be used.
2	2.2 Students have limited exposure to real life investigations.	2.2 Student will participate in: •a Science project in order to apply the Scientific Processes to increase skills in physical and chemical science •Science Fusion inquiry activities	2.2 Administration and support staff	2.2 Teacher observation during	2.2 A science project rubric will be used.

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

		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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades K - 5 will use hands-on science materials to increase knowledge and engage in hands-on experiences.	Replacement of science kit materials	General Budget from State Adopted Materials	$1,072.00
		Subtotal: $1,072.00	
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: $1,072.00	

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2009: •96% of the students scored 3.0 and above •79% scored a level 4.0 and above In 2010: •97% of the students scored a level 3.0 and above •81% of the students scored a level 4.0 and above. This data shows a steady increase in students achieving adequate progress in writing. However, the in 2011, 96 4th grade students out of 111 who took the writing test scored a level 3 or above. This decrease is due to the fact that the test was scored using a different criteria. The decrease was state wide. More focus needs to be directed toward improving students' use of support, paragraph development, grammar, and spelling. In addition, teachers will adjust instruction to meet the new writing expectations of the FCAT Writing Assessment. They will prepare students for the increased rigor of writing to the source on the Partnership for Assessment of Readiness for College and Careers (PARCC Assessment).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86.5% (96)	92% (102)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Instructional delivery should be aligned across grade levels and subject areas.	1.1 Teachers will follow BEEP lessons in conjunction with the Core Connections program (Writing to the Common Core.) A pacing chart created by each team level will serve as an instructional focus calendar for K-5 writing curriculum.	1.1 Administration and support staff	1.1 All students in grades 2 and 5 will be given quarterly narrative, expository, or persuasive writing prompts. Students in grade 3 will receive prompts quarterly. Students in grade 4 will receive their prompts weekly. Teacher/grade-level team members will score prompts, based on the FCAT writing rubric (and ideas which correlate to performance on FCAT Writing). All student-writing samples will be kept in individual student writing portfolios	1.1 •Students in grades 2-4 will take a September pre-test(selected by each grade level), which will be compared to December post-test (selected by each grade level.) •The writing rubric developed by the Florida Department of Education will be used for grades 3-5. Grade 2 will use a teacher-developed rubric following provided by the Writers in Control program anchor paper standards.
2	1.2 Writing is viewed as an isolated skill	1.2 Teachers in grades 1-5 will integrate writing into all content area subjects	1.2 Administration and support staff	1.2 All students in grades 3-5 will turn in a minimum of two projects having utilized word processing, or presentation software to increase their computer proficiency as well as writing skills. These will be scored and placed in individual students' writing portfolios	1.2 The following assessments will be used: •Project rubrics •Writing samples

3	1.3 Students writing lacks convention	1.3 K-5 students will receive a daily instructional block in the areas writing and grammar. This will include textbooks, daily oral language, and daily teacher model of writing.	1.3 Administration and support staff	1.3 Evaluation of student writing samples.	1.3 Language Arts assessments will be used.
4	1.4 Students' vocabulary is deficient	1.4 Word Walls will be used in the classroom	1.4 Administration and support staff	1.4 Students will be monitored and assessed periodically during conferencing	1.4 Writing samples will be evaluated using the writing rubric developed by the Florida Department of Education
5	1.5 There is an unclear connection between Reading and writing	1.5 Teachers will develop lesson plans following the South Florida Writing project strategies and follow up with lesson studies to increase Narrative writing skill. Students will read complex text and then be prompted to present a clear and coherent analysis in writing.	1.5 Administration and support staff	1.5 Evaluation of student writing samples.	1.5 •Students in grades 2-4 will take a September pre-test (selected by each grade level), which will be to compared to a December post-test (selected by each grade level). •The writing rubric developed by the Florida Department of Education will be used for grades 3-5. Grade 2 will use a teacher-developed rubric following provided by the Writers in Control program anchor paper standards.
6	1.6 Students have difficulty generating ideas	1.6 Students will keep a Writer's Journal	1.6 Administration and support staff	1.6 Anecdotal notes Teacher observation	1.6 Writing samples will be evaluated using the writing rubric developed by the Florida Department of Education.
7	1.7 Students don't use writing for a variety of purposes	1.7 Students will use software programs, such as: Kidspiration, Inspiration, Keynote, or Garage Band to present projects with embedded writing	1.7 Administration and support staff	1.7 Observation Conferencing	1.7 A teacher-developed project rubric will be used.
8	1.8 Lack of motivation to write	1.8 Students will have the opportunity to publish a book	1.8 Administration and support staff	1.8 Observation	1.8 The writing rubric developed by the Florida Department of Education will be used for grades 3-5. Grade 2 will use a teacher-developed rubric following provided by the Writers in Control program anchor paper standards.

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

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						

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)).

<table>
<tr><td colspan="2">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td></tr>
<tr><td>1. Attendance

Attendance Goal #1:</td><td>216 students had excessive absences in the 2010-2011 school year. This number has decreased to 30 in the 2011-2012 school year.

130 students had excessive tardies in the 2010-2011 school year. This number has dropped to 104 in the 2011-2012 school year.</td></tr>
<tr><td>2012 Current Attendance Rate:</td><td>2013 Expected Attendance Rate:</td></tr>
<tr><td>96.3% (705)</td><td>97% (711)</td></tr>
<tr><td>2012 Current Number of Students with Excessive Absences (10 or more)</td><td>2013 Expected Number of Students with Excessive Absences (10 or more)</td></tr>
<tr><td>30</td><td>28</td></tr>
<tr><td>2012 Current Number of Students with Excessive Tardies (10 or more)</td><td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td></tr>
<tr><td>104</td><td>98</td></tr>
</table>

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students arrive late to school.	1.1. Tardies are documented, parents are contacted, and patterns of non-attendance are reviewed with them.	1.1. Principal, Assistant Principal, Guidance Counselor	1.1. Documentation for subsequent absences may be requested.	1.1. A reduction in patterns of non-attendance will be monitored.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In the past the suspension rate has been negligible. There has not been more than 3 in a year. This year, there has been 4 internal suspension and 5 external suspensions
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

0		0

2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School
0		0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are sometimes impulsive and don't think of the consequence of their actions.	Programs such as: •"Women in Distress": pre-K through 2nd grade Hands are not for Hitting, 3rd through 5th grade "Get Real about Violence". •Classroom Anti-Bullying guidance program. •Gang Resistance and Drug Education (GRADE). •Social worker provides anger management lessons. •Ronald McDonald assembly about anti-bullying. •Mental Health Listener Program •"I'm Thumb Body" Self-Esteem Program Will help students remember the importance of making good choices and having self-control	Guidance Counselor and Assistant Principal	Observation of student behavior and number review of teacher referrals. CPS/RtI process to implement and review the "Functional Behavior Assessment" (FBA)	Evidence of reduction in the number of teacher referrals.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	**Based on attendance records, 25% of our parents attend Parent Nights or events.*
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25%	28%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The majority of parents do not attend Family Nights events.	1.1 •Invite parents to events that involve their students, or appeal to their interests •Advertise events through the school's website, flyers, Marquee, and the school morning news broadcast	1.1 Principal and Assistant Principal	1.1 Sign-in sheets	1.1 Sign-in sheets tally will be used to compile data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade level teams will collaborate and share best practices to better inform and communicate with parents during "Meet and Greet" and "Open House."	All grade levels.	Team Leader	Grade level team members	Pre-planning week August, 2012	Sign-in sheet	Administration

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	After anylisis of the data, it was determined that the greatest area in need of improvement was students' knowledge of physical science (67& achieved a level 3 or

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more time to grasp concepts and to perform investigations.	Weekly science labs are set-up with modifications to allow for correct execution due to time constraints.	Classroom teachers	Classroom Walkthroughs	Science miniBats for grades 3-5 will be used.
2	Computer operating systems are dated and does not support the new generation of software needed	Teachers will access virtual labs online and view as whole class lessons.	Classroom teachers	Classroom walktrhoughs	The following assessments will be used: •Lesson quizzes •Students' science journal responses

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	Teachers will use Great Leaps to improve students' fluency.	Great Leaps photocopies	General Budget	$500.00
Reading	Students require extra practice to understand a concept.	Supplemental resources	Internal Accounts	$600.00
Mathematics	Students need extra time to practice certain skills.	Supplemental resources	Internal Accounts	$750.00
Science	Students in grades K - 5 will use hands-on science materials to increase knowledge and engage in hands-on experiences.	Replacement of science kit materials	General Budget from State Adopted Materials	$1,072.00
				Subtotal: $2,922.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in grades K-5, will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	Renaissance Learning Enterprise web-based STAR and web-based STAR Early Literacy	Accountability	$556.20
Reading	Students in grades K-5, will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	Renaissance Learning Renewal Hosting Fee	Accountability	$216.30
Reading	Students in grades K-5, will use Accelerated Reader (AR) Software in the classroom and/or computer lab on a regular basis to increase reading comprehension skills.	Accelerated Reader	Accountability	$2,326.80
Mathematics	Students need to master basic skills and practice multi-step problems (algebra skills).	First in Math to practice and enhance basic skills	Accountability	$3,091.62
				Subtotal: $6,190.92

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $9,112.92

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ◯ Priority | ◯ Focus | ◯ Prevent | ◯ NA |

Are you a reward school: ◯ Yes ◯ No

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used mainly to help improve students' reading and math skill. Most of the money will provide materials for the reading pull-out program and the technology necessary to support Accelerated Reader, Early Literacy, STAR, and First in Math.	$9,112.92

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

The SAC will finalizes the School Improvement Plan, monitor its progress, review results of needs assessments and student evaluations, and will make recommendations to improve students' academic performance. It will also approve the use of accountability funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
SILVER PALMS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	92%	94%	72%	343	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	78%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	79% (YES)			140	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					631	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
SILVER PALMS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	90%	90%	60%	329	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	76%	69%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	69% (YES)			132	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					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested