# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
# 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINES LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Joanne Nitti

SAC Chair: Ms. Christina DeJean

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

# 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) |
|---|---|---|---|---|---|
| | | | | | Dr. Nitti was appointed as the Principal of Pines Lakes Elementary School during the 2011-2012 school year. <br><br> 2011-2012 <br> Grade-C <br> High Standards Reading-52% <br> High Standards Math-52% <br> High Standards Writing Mastery-81% <br> High Standards Science Mastery-38% <br> Learning Gains Reading - 69% <br> Learning Gains Math - 69% <br> Lowest Quartile Reading - 68% <br> Lowest Quartile Math - 55% <br><br> AMO criteria met in Reading:N <br> Total (57%) <br> Reading (Asian)(64%) Target Met:Y <br> Reading (Black) (40%) Target Met: N <br> Reading (Hispanic)(59%) Target Met:N <br> Reading (White)(55%) Target Met:N <br> Reading (Economically Disadvantaged) |

| | | | | | |
|---|---|---|---|---|---|
| Principal | Dr. Joanne Nitti | Degrees: Educational Doctorate (Curriculum and Instruction) Ed. Specialist (Elementary Education) Master of Science (Reading) Bachelor of Science (Elementary Education) Certificates: Florida Professional Educator (Elementary Ed.and school Principal) New Jersey (School Principal) North Carolina (School Principal) ESOL endorsement | 1 | 26 | (54%)Target Met: N<br>Reading (ELL)(47%) Target Met:Y<br>Reading (SWD)(24%) Target Met:N<br>Reading (FRL)(46%) Target Met:N<br><br>AMO criteria not met in Math:N<br>Total (52%)<br>Math (Asian)(64%) Target Met:N<br>Math (Black) (33%) Target Met: N<br>Math (Hispanic)(61%) Target Met:Y<br>Math (White)(61%) Target Met:Y<br>Math (Economically Disadvantaged)(47%) Target Met: Y<br>Math (ELL)(47%) Target Met:N<br>Math (SWD)(33%) Target Met:N<br>Math (FRL)(47%) Target Met:N<br><br>Prior to the 2011-2012 school year, Dr. Nitti was the Principal of Orange Brook Elementary School for 9 years.<br><br>2010-2011-A-Orange Brook Elementary<br>Reading: 80%<br>Math: 84%<br>Writing: 92%<br>Science: 42%<br>Learning Gains Reading: 65%<br>Learning Gains Math: 77%<br>Lowest Quartile Reading: 58%<br>Lowest Quartile Math: 77%<br>AYP criteria not met in:<br>Total (73%) Reading<br>Black (74% Safe Harbor)<br>Reading Black (78%) Math<br>Hispanic (72%) Reading<br>Ec. Disad.(69%)Reading<br>Ec. Disad.78% Math<br>ELL (63%) Reading<br>ELL (63%) Math<br><br>2009-2010-A-Orange Brook Elementary<br>High Standards Reading 80%<br>High Standards Math 85%<br>High Standards Writing 87%<br>High Standards Science 56%<br>Learning Gains Reading 72%<br>Learning Gains Math 64%<br>Lowest Quartile Reading 59%<br>Lowest Quartile Math 68%<br>AYP criteria not met by Black (70%) subgroup in reading |
| Assis Principal | Ms. Cormic Priester | Degrees:<br><br>Master of Science (Educational Leadership K-12);<br>Bachelor of Science (Elementary Education)<br><br>Florida Professional Certificate:<br><br>Elementary Education (K-6);English Speakers of Other Languages (K-12); Educational Leadership(K-12) | | | Ms. Priester is an Interim Assistant Principal for the 2012-2013 school year. Previously, she served as the Reading Coach at Pinewood Elementary School. |

## 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) |
|---|---|---|---|---|---|

| Reading | Anita Osborne | Certification:<br><br>Elementary Education 1-6<br>Reading K – 12<br><br>Masters Degree: Reading<br><br>Bachelors Degree: Social Work | 7 | 7 | 2011-2012<br>Grade-C<br>High Standards Reading-52%<br>High Standards Math-52%<br>High Standards Writing Mastery-81%<br>High Standards Science Mastery-38%<br>Learning Gains Reading - 69%<br>Learning Gains Math - 69%<br>Lowest Quartile Reading - 68%<br>Lowest Quartile Math - 55%<br><br>AMO criteria met in Reading:N<br>Total (57%)<br>Reading (Asian)(64%) Target Met:Y<br>Reading (Black) (40%) Target Met: N<br>Reading (Hispanic)(59%) Target Met:N<br>Reading (White)(55%) Target Met:N<br>Reading (Economically Disadvantaged) (54%)Target Met: N<br>Reading (ELL)(47%) Target Met:Y<br>Reading (SWD)(24%) Target Met:N<br>Reading (FRL)(46%) Target Met:N<br><br>AMO criteria not met in Math:N<br>Total (52%)<br>Math (Asian)(64%) Target Met:N<br>Math (Black) (33%) Target Met: N<br>Math (Hispanic)(61%) Target Met:Y<br>Math (White)(61%) Target Met:Y<br>Math (Economically Disadvantaged)(47%) Target Met: Y<br>Math (ELL)(47%) Target Met:N<br>Math (SWD)(33%) Target Met:N<br>Math (FRL)(47%) Target Met:N<br><br>10/11<br>Grade B<br>AYP not met - 82%<br>Reading subgroups - no subgroups met AYP<br>Math - Total subgroup met safe harbor, Black subgroup met safe harbor, Hispanic subgroup met safe harbor<br>Reading mastery - 71%<br>Math mastery - 74%<br>Writing mastery - 72%<br>Science mastery - 45%<br>Reading learning gains - 61%<br>Math learning gains - 70%<br>Lowest 25% Reading - 50%<br>Lowest 25% Math - 75%<br><br>09/10<br>Grade A<br>AYP not met - 87%<br>Reading subgroups all met AYP<br>Math - no subgroups met AYP<br>Reading Mastery – 78%<br>Math Mastery – 69%<br>Science Mastery – 46%<br>Writing Mastery – 90%<br>Reading Learning Gains - 66%<br>Math Learning Gains - 61%<br>Lowest 25% Reading - 55%<br>Lowest 25% Math - 65% |

## 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 | The Assistant Principal will meet with new teachers to Pines Lakes Elementary on a regular basis. | Assistant Principal | Ongoing – June, 2013 | |
| 2 | New teachers or teachers new to the grade level will be partnered with an experienced teacher/mentor. | Assistant Principal<br><br>Team Leaders | Ongoing – June, 2013 | |
| 3 | All teachers will participate in district and school based staff development and professional learning communities. | Administration<br><br>Literacy Leadership Team | Ongoing – June, 2013 | |
| 4 | Provide information for teachers to maintain current teaching certificates. | Principal<br><br>District | Ongoing – June, 2013 | |
| | | Administration<br><br>National Board | | |

| 5 | National Board Certified Teachers will mentor new teachers to certain grade levels. | Certified Teachers: Ms. Ochipintti Ms. Robinson Ms. Mucci Ms. Orlin | Ongoing – June, 2013 | |
| 6 | New teachers to Pines Lakes will receive and meet with a teacher mentor. | Administration NESS Liason | Ongoing – June, 2013 | |

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| NONE | NONE |

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 45 | 0.0%(0) | 8.9%(4) | 40.0%(18) | 46.7%(21) | 11.1%(5) | 100.0%(45) | 4.4%(2) | 8.9%(4) | 95.6%(43) |

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Ms. Mucci - Fourth Grade Gifted / High Achiever Teacher | Ms. Robinson | Ms. Mucci is an experienced fourth grade teacher. Ms.Robinson is National Board Certified, however, she is new to the grade level. | The mentor and mentee will: 1. Meet weekly to discuss evidence-based strategies for instruction. 2. Review curriculum frameworks/Instructional Focus Calendars. 3.Review and develop an instructional plan for students that do not score a level of mastery on benchmark, chapter, unit or teacher developed assessments. 4. Monitor students in the Response to Intervention process and implement progress monitoring tools. 5. Develop and monitor Tier 2 and Tier 3 Interventions. 6. Identify the lowest 30% and AMO groups to monitor individual progress. 7. Work collaboratively |

| | | | |
|---|---|---|---|
| | | | and share best practices. |
| Ms. Kelleher - Kindergarten Teacher | Ms. Hemmis | Ms. Kelleher is an experienced Kindergarten Teacher.<br><br>Ms.Hemmis is new to the grade level. | The mentor and mentee will:<br><br>1. Meet weekly to discuss and implement evidence-based strategies for instruction.<br><br>2. Review Curriculum Frameworks/Instructional Focus Calendars.<br><br>3.Review current FAIR Data and develop an instructional plan for students that do are not proficient on various subtest.<br><br>4. Monitor students in the Response to Intervention process and implement progress monitoring tools.<br><br>5. Develop and monitor Tier 2 and Tier 3 Interventions.<br><br>6. Work collaboratively and share best practices. |
| Ms.Orlin - Grade Five Teacher<br>National Board Certified | Ms. O'Sullivan | Ms. Orlin is an experienced Grade Five Teacher.She has taught gifted high achieving /gifted students. She is National Board Certified.<br><br>Ms. OSullivan is new to Pines Lakes. | The mentor and mentee will:<br><br>1. Meet weekly to discuss evidence-based strategies for instruction.<br><br>2. Review curriculum frameworks/Instructional Focus Calendars.<br><br>3.Review and develop an instructional plan for students that do not score a level of mastery on benchmark, chapter, unit or teacher developed assessments.<br><br>4. Monitor students in the Response to Intervention process and implement progress monitoring tools.<br><br>5. Develop and monitor Tier 2 and Tier 3 Interventions.<br><br>6. Identify the lowest 30% and AMO groups to monitor individual progress.<br><br>7. Work collaboratively and share best practices. |
| Ms. Rein - Grade Two Teacher/ Team Leader | Mr. Miller | Ms. Rein is the Grade Two Team Leader.<br><br>Mr. Miller is new to Grade Two. | The mentor and mentee will:<br><br>1. Meet weekly to discuss evidence-based strategies for instruction.<br><br>2. Review curriculum frameworks/Instructional Focus Calendars.<br><br>3.Review and develop an instructional plan for students that do not score a level of mastery on benchmark, chapter, unit or teacher developed assessments.<br><br>4. Monitor students in the Response to Intervention process and implement progress monitoring tools.<br><br>5. Develop and monitor Tier 2 and Tier 3 Interventions. |

| | | | |
|---|---|---|---|
| | | | 6. Identify the lowest 30% and AMO groups to monitor individual progress.<br><br>7. Work collaboratively and share best practices. |
| Ms. Ochipintti - Grade Five - National Board Certified | Mr. Chaney | Ms. Ochipintti is a National Board Certified Teacher.<br><br>Mr. Miller is new to Grade Two. | The mentor and mentee will:<br><br>1. Meet weekly to discuss evidence-based strategies for instruction.<br><br>2. Review curriculum frameworks/Instructional Focus Calendars.<br><br>3.Review and develop an instructional plan for students that do not score a level of mastery on benchmark, chapter, unit or teacher developed assessments.<br><br>4. Monitor students in the Response to Intervention process and implement progress monitoring tools.<br><br>5. Develop and monitor Tier 2 and Tier 3 Interventions.<br><br>6. Identify the lowest 30% and AMO groups to monitor individual progress.<br><br>7. Work collaboratively and share best practices. |
| Ms. Osborne - Kindergarten Team Leader | Ms. Basille | Ms. Osborne is the Kindergarten Reading Coach.<br><br>Ms.Basile is new to Pines Lakes, however, she has 1 year of teaching experience. | The mentor and mentee will:<br><br>1. Meet weekly to discuss and implement evidence-based strategies for instruction.<br><br>2. Review Curriculum Frameworks/Instructional Focus Calendars.<br><br>3.Review current FAIR Data and develop an instructional plan for students that do are not proficient on various subtest.<br><br>4. Monitor students in the Response to Intervention process and implement progress monitoring tools.<br><br>5. Develop and monitor Tier 2 and Tier 3 Interventions.<br><br>6. Work collaboratively and share best practices. |
| Ms. Swetland - Grade One Teacher | Ms. Perez | Ms. Swetland is an experienced Grade One Teacher.<br><br>Ms.Perez is new to Pines Lakes, however, she | The mentor and mentee will:<br><br>1. Meet weekly to discuss and implement evidence-based strategies for instruction.<br><br>2. Review Curriculum Frameworks/Instructional Focus Calendars.<br><br>3.Review current FAIR Data and develop an instructional plan for students that do are not proficient on various subtest. |

| | | has 4 years of teaching experience. | 4. Monitor students in the Response to Intervention process and implement progress monitoring tools. |
| | | | 5. Develop and monitor Tier 2 and Tier 3 Interventions. |
| | | | 6. Work collaboratively and share best practices. |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

<span style="color:red">Note: For Title I schools only</span>

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

> $117,267 is allocated for Title 1. $3,054 is allocated for Title I Parent Involvement activities, $11,475 is allocated for staff development. The remaining $103,267 is allocated to fund two classroom teachers.

Title I, Part C- Migrant

> N/A

Title I, Part D

> N/A

Title II

> N/A

Title III

> N/A

Title X- Homeless

> N/A

Supplemental Academic Instruction (SAI)

> SAI funds, in the amount of $30,500, are used to support academic instruction for grade 4 and grade 5 FCAT Achievement Level 1 and Level 2 students.

Violence Prevention Programs

> Get Real About Violence is a research-based, age-appropriate prevention curriculum for students in grades K-12. Get Real About Violence is an effective and user-friendly tool that helps teachers and school staff build a culture of non-violence. The program targets a wide range of violent behavior, whether it's bullying, teasing, and rumors among younger children or threats and assaults in the later years. The Guidance Counselor also reinforces the district's character education program by hi-lighting a character trait each month. Parents, students and staff are encouraged to report all incidents of bullying or violent behavior to the guidance counselor and/or the administrator.
>
> During the 2012-2013 school year, the guidance counselor host an assembly to explain the reporting process and the school-wide CHAMPS initiative.

Nutrition Programs

> Food and Nutrition Services offers a variety of well-balanced nutritious meals at a low cost. School lunches provide at Pines Lakes consist of an assortment of foods including daily meal salads and fresh fruit. School meals are healthy, meeting the Dietary Guidelines for Americans. By choosing lunch at school, our students learn to make healthy choices, reinforcing nutrition education taught in the classroom. Delicious breakfasts are served daily. Monthly fruit ad vegetable tastings are also scheduled to expose students to a variety of vegetables and fruits.

The United States Department of Agriculture provides free or reduced price meals to children whose families meet income requirements. This helps assure that all children have access to nutritious food during the school day. Eligible students are receiving this meal benefit at both breakfast and lunch each school day. Our children need proper nutrition to grow, be healthy and learn.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Pines Lakes Elementary has three PLACE (Pre-K ESE) classes as well as one Complex PLACE class.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Nitti - Principal
Ms. Priester, Assistant Principal
Ms. Wolfe-Yoloye, Guidance
Ms. Johns-Helms – ESE Specialist
Ms. John– School Social Worker
Ms. Doustorian - School Psychologist
Ms. Osborne – Reading Coach/Kindergarten Team Leader
Ms. Aron-Speech/ESE Team Leader
Team Leaders
Ms. Swetland-Grade One
Ms. Rein - Grade Two
Ms. Calabrese - Grade Three
Ms. Walter - Grade Four Team Leader
Ms. Ochipinti - Grade Five

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 ESE Specialist coordinates and facilitates the MTSS meetings. The MTSS team meets monthly. The primary goal of the MTSS team is to discuss, plan and develop tier 2 and tier 3 interventions, through the implementation of the Response to Intervention (RTI) Process. All MTSS members discuss student discipline and academic concerns. The MTSS is responsible for assisting the classroom teacher with collecting baseline data, identifying an area of need, developing an action plan and monitoring the plan to measure the overall impact on student achievement. and as well as tier 2 and tier 3 interventions being utilized and whether or not they are effective. The MTSS team follows the steps of a problem-solving sequence, which results in the development of an intervention plan that documents the child's area of concern, the interventions implemented, the data reflecting the child's response to the interventions, and recommendations based on the child's response to the interventions. All interventions are discussed at monthly meetings and data provided by the teacher is reviewed to determine the effectiveness of the interventions.

Tier 1 schoolwide data is routinely reviewed and evaluated for adjustment and modification. Teachers are required to complete the county academic/behavioral intervention forms for tier 2 and tier 3 students documenting the specific evidence-based interventions from the Struggling Reader and Math Charts, as well as document parent conferences. Progress

monitoring data is submitted monthly to the school psychologist, who charts and graphs the results using the District approved RTI tracking program. Students are moved forward through the tiers as indicated by the data collected. Parent conferences are done through each step of the process. If the MTSS team determines further assessment is needed, a referral is initiated.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team meets with the School Advisory Council (SAC) and administration to assist in developing and implementing the SIP. For tier 1, all teachers follow Curriculum Frameworks/Instructional Focus Calendars, including on-line BEEP lessons and Pines Lakes Schoolwide Discipline Plan. Tier one data is routinely reviewed for both academics and behavior. This is used to make decisions about modifications needed for all students in academics and behavior. RTI data is also used to screen for at-risk students in need of tier 2 or tier 3 interventions. Students are referred to the CPST/RTI team who will identify problems, analyze data, and develop individualized intervention plans for identified students.

## MTSS Implementation

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

Baseline data is based upon the previous years FCAT score analysis for grades 4 and 5. Grade 3 baseline data is obtained through the BAT 1 assessment. Fourth grade students are administered a baseline BAT Writing prompt in September. All students are considered tier 1 unless they are a retainee or identified as a member of the lowest 30%.

BAT 1 data in grades 3-5 are analyzed to identify student weaknesses and determine the need for tier 2 or tier 3 intensive interventions. BASIS and Virtual Counselor reports are also utilized as a means of reviewing data and "at risk" factors.

Baseline Data Sources:
FAIR/Progress Monitoring and Reporting Network (PMRN)
Benchmark Assessment Test (BAT 1 and 2 for reading, math, writing and science)
Florida Comprehensive Assessment Test (FCAT 2.0)
IRI (Informal Reading Inventory)
DAR
Key Math
WADE
BASIS
Go Math - Beginning of the Year Assessment
Virtual Counselor


Tier 1 -
-Progress Monitoring Plan: PMRN, Mini-Assessments, FCAT Simulation, FAIR, Treasures Oral Fluency (FCAT level 1,2, and 3 students), schoolwide discipline plan, CHAMPS, Go Math! Beginning of the Year Assessment, Rewards Placement Test

-Midyear: IRI, Treasures Oral Fluency, FAIR, DAR, ERDA, Primary Mid-Year Reading Assessment, Go Math! Mid Year Assessment

-End of Year: FAIR, FCAT, SAT, CELLA, IPT, end of book tests, Go Math! End of the Year Assessment, Pre-requisite test for the next grade level, Treasures Oral Reading Fluency Assessment (FCAT Level 1, 2, and 3 students), Rewards Post Assessment

-Frequency of Assessmentss: Once a month for data analysis

Tier 2 and tier 3 –
Research-based interventions from the struggling reader chart are used for tier 2 and tier 3 students. Data sources include classroom assessment data and progress monitoring graphs for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions will occur throughout the year as needed by the ESE specialist. A session will be held during pre-planning to inform the staff of the changes to the process by administration/the ESE specialist. Information The RtI team will also evaluate additional staff Professional Development needs during monthly Leadership Team Meetings. Ms. Yoloye-Wolfe will facilitate MTSS meetings for grades K-2 and Ms. Helms will facilitate MTSS meetings for 3-5. Materials and all documents will be available online on the Pines Lakes CAB Conference.

Describe the plan to support MTSS.

The principal and the assistant principal will monitor the consistency of team members, frequency of meetings, review meeting minutes, and the roles and responsibilities of each MTSS member. Based upon periodic needs assessments and feedback from the MTSS Team, administration and the Reading Coach will make data driven decisions to meet the needs of the MTSS Team to increase the teams ability to create, implement and monitor individual academic progression and positive school wide behavior plans.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Dr. Nitti, Principal
Ms. Priester, Assistant Principal
Ms. Osborne – Reading Coach
Ms. Yoloye-Wolfe- Guidance Counselor
Beth Helms – ESE Specialist
Ms. Sauer- ESE Support Facilitaor
Christine Aron – ESE Grade Chair
Ms. Pitaluga - Media Specialist
Team Leaders
Ms. Osborne-Kindergarten Team Leader
Ms. Swetland-Grade One Team Leader
Ms. Rein - Grade Two Team Leader
Ms. Calabrese - Grade Three Team Leader
Ms. Walter - Grade Four Team Leader
Ms. Ochipinti - Grade Five Team Leader

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

The LLT meets monthly and as needed to discuss progress of initiatives and to work on establishing and maintaining the programs and assessments they coordinate.

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

To ensure literacy (reading and writing) is integrated into all core content areas.
To increase writing across the curriculum areas via academic notebooks.
To promote Reading Across Broward and Sunshine State books across grade levels.
To differentiate instruction to provide enrichment, maintenance, and remediation for all students.
To create a positive reading climate for all students.
To implement Common Core State Standards in grades K-2 with fidelity.

The LLT will also build schoolwide capacity in Reading knowledge, strategies, and instruction and use data to monitor progress and adjust instruction as needed. Members of the LLT assume leadership roles in professional learning communities and support a culture of collaboration and modeling with teachers and students.

## Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/3/2012)

## *Elementary Title I Schools Only: Pre-School Transition

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

Orientation meetings will be held in the Spring of 2013 and prior to the start of the 2012/13 school year for kindergarten students and their families to familiarize them with the school, its procedures and expectations for the coming year.

All students are assessed prior to or upon entering kindergarten within the areas of basic skills/school readiness, oral language, print/letter knowledge, phonological awareness, and language acquisition (if needed).

Screening data will be collected and aggregated prior to August 31, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and social/emotional skills. Social skills instruction will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be administered throughout the year and at the end of the year in order to determine student learning gains and to determine any need for changes to the instructional/intervention programs.

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## *High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | By June 2013, 60% (118) students will score Achievement Level 3 or above on the 2012 Reading FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (51) of students scored Achievement Level 3 on the 2012 Reading FCAT 2.0. | 30% (59) of students will score at Achievement Level 3 on the 2013 Reading FCAT 2.0. |

| 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 identified in the lowest quartile lack basic reading skills therefore, comprehending complex text is difficult | Increase close reading during whole group reading instruction<br><br>Provide scaffolding to students to provoke thought, instructional conversation and independent thinking<br><br>Ask content area questions from a range of question types correlated to Reading FCAT 2.0<br><br>Incorporate opportunities for students to share ideas, evidence and research<br><br>Model strategies for teachers during faculty meetings, collaborative planning and/or instructional chats with administrators<br><br>FAIR data will be analyzed by teachers for students in grades K-2, and students that scored a FCAT Achievement Level 1,2 or 3 in grades 3-5. | Administration<br><br>Reading Coach<br><br>Literacy Leadership Team | Data Chats to identify student strengths and weaknesses will be conducted following each mini benchmark assessment.<br>Based upon results, teachers will provide small group instruction, reflect upon instructional practices, discuss grade level specific data trends, and provide students with explicit, systematic and intensive instruction. | RTI/CPST Tier effectiveness<br><br>BAT I<br><br>BAT II<br><br>Treasures Benchmark Assessment<br><br>Progress monitoring results |
| 2 | Teachers lack extensive knowledge of FCAT 2.0 reporting category benchmarks | Teachers will receive training to analyze and implement the Next Generation Sunshine State Standards in alignment with the expectations of FCAT 2.0 | Assistant Principal<br><br>Team Leaders | Instructional Focus Calendar;Pace of Instruction | I-Observation (snapshots, informal, formal)<br><br>BAT I<br><br>BAT II |
| | Teachers lack the | All K-5 teachers will | Reading Coach | Data chats with | Harcourt Treasures |

| # | | | | | |
|---|---|---|---|---|---|
| 3 | | training to provide specific and corrective feedback to students | utilize high frequency word walls, Curriculum Frameworks (K-2)and/or interactive and subject-related word walls during instruction (K-5)<br>A Daily 5 Professional Learning Community will be facilitated to introduce teachers to the highly effective management strategies<br><br>Teachers will visit a school in the innovation zone to observe a master teacher in a model classroom<br><br>Teachers will also integrate components of the Daily 5/CAFE series during their Reading block | Team Leaders<br><br>ESE Pull-Out Teacher<br>Administration | Administration in grades K-2 for review and modification of instruction,<br>Data chats with teachers Administration and Support Staff for progress monitoring in grades 3-5 to review and modify instruction | Reading Assessments<br><br>Oral Reading Fluency(ORF) assessments<br><br>BAT1 and BAT2<br><br>Mini-BATs<br><br>FAIR |
| 4 | | Some students master concepts at a slower pace than others | Teachers will provide specific instructional pacing to meet the needs of all students in grades 3-5 through the utilization of differentiated and small group instruction, utilize Marzano's High Probability Strategies, and lesson plans provided through BEEP. | Administration<br><br>Literacy Leadership Team (LLT) | Monthly data chats with Administration in grades K-2 for review and modification of instruction,<br>Data chats with teachers Administration and Support Staff for grades 3-5 used to review and modify instruction<br>Classroom Snapshots data and lesson plan checklists will be used to ensure instruction is correlated to Instructional Focus Calendar | Harcourt Treasures Reading Assessments, Oral Reading fluency assessments, BAT1 and BAT2 Mini-BATs, FAIR |
| 5 | | Lack of time for reteaching and reviewing strategies | FCAT "crunch time" calendar and materials used with small differentiated groups of students to review all concepts/skills before standardized testing date | Team Leaders<br><br>Reading Coach<br><br>ESE Support Facilitator | Data chats with Administration in grades K-2 for review and modification of instruction,<br>Data chats with teachers Administration and Support Staff for grades 3-5 used to review and modify instruction | Harcourt Treasures Reading Assessments, Oral Reading fluency assessments, BAT1 and BAT2 Mini-BATs, FAIR |
| 6 | | Some students experience test anxiety | FCAT simulations will be scheduled and results will be reviewed to determine the need to create fluid groups to provide students with remediation of skills not mastered. | Assistant Principal<br><br>Guidance Counselor<br><br>Testing Coordinator<br><br>Literacy Leadership Team(LLT) | The guidance counselor will provide support to students that experience anxiety about the test and create individual learning contracts for students.<br><br>Teams will analyze data to drive instruction. | Harcourt Treasures Reading Assessment<br><br>BAT I<br><br>BAT II<br><br>Mini-Benchmark Assessments<br><br>FAIR |
| 7 | | Some students lack critical thinking skills required to transfer basic reading comprehension skills across all content areas | Special area teachers will integrate critical reading, writing, thinking speaking and listening skills to engage students in rigorous writing and FCAT Reading Strategies through their respective discipline area. | Administration<br><br>ESE Support Facilitator<br><br>Special Area Teachers (Art, Music, Media)<br><br>Administration | Data Chats<br><br>Instructional Focus Calendar<br><br>I-Observation Instructional Practices Report | Harcourt Treasures Reading Assessments<br><br>BAT I<br><br>BAT II<br><br>Mini-benchmark assessments<br><br>FAIR<br><br>I-Observation |

| | | | | | (Snapshots, Formal, Informal observations) |
|---|---|---|---|---|---|
| 8 | Some teachers lack the skills to effectively scaffold lessons and are often resistant to focusing attention on the established content standards | The reading coach will model effective planning and instructional strategies for teachers, train teachers in data analysis,coach and mentor colleagues, work with teachers to ensure the research based reading program is implemented to fidelity, provide training to increase the knowledge base of best practices in reading instruction for teachers,gather resources, and facilitate specific PLC's that target the instructional practice needs of teachers. | Administration  Reading Coach | Florida Continuous Improvement Model (FCIM) is currently implemented to guide instruction, analyze data, and focus instruction on state standards to determine effectiveness of strategies. | Harcourt Treasures Reading Benchmark Assessments  FAIR  BAT I  BAT II  I-Observation (Snapshots, Formal, Informal observations)  Mini-benchmark assessments |
| 9 | Some teachers use lower order questions that do not provoke higher order thinking, prepare students for the complexity of College and Career Readiness, or provide opportunities for students to utilize 21st Century Skills. | Teachers will identify, incorporate Common Core Shifts, and effectively plan lessons that incorporate question stems used to engage students in cognitively complex tasks, and organize students to provide practice and deepen knowledge based upon. | Administration  Team Leaders  Reading Coach  Literacy Leadership Team | Classroom Snapshots  Domain 1: Lesson Segments Addressing Content | I-Observation Performance Indicator 15, 21 and 22 of Domain 1  Teacher Reflection |
| 10 | Although teachers analyze performance data, many have not mastered the ability to select, identify, and implement appropriate intervention strategies to meet the needs of all students. | Teachers will receive training on how to utilize Curriculum Frameworks,identify learning goals, track individual student progress,create learning rubrics and provide other resources to support the implementation of the Common Core State Standards and the Next Generation Sunshine State Standards. | Administration  Leadership Team  Team Leaders | Data Chats | I-Observation (Instructional Practices Report) |
| 11 | Implementation of Common Core Shifts, while still implementing in grades 3-5 NGSSS. | Teachers and identified support staff will utilize shifts in Reading and attend monthly webinars provided by the district through the utilization of the Common Core Website. | Administration  Team Leaders  Reading Coach  Literacy Leadership Team | Classroom Snapshots  Domain 1: Lesson Segments Addressing Content  Domain 2: Planning | I-Observation (Instructional Practices Report)  Mini-benchmark assessments  FCAT Test Maker Benchmark Assessments |
| 12 | Although teachers analyze performance data, many have not mastered the ability to select, identify, and implement appropriate intervention strategies to meet the needs of all students. | Teachers will use reading incentives provided by Business Partners (McDonald's, Chili's, Flanagans, etc.) to encourage students and provide positive reinforcement for mastering a checkpoint assessment. | Administration  Classroom Teachers (2-5) | Data Chats | FCAT Test Maker Benchmark Assessments |
| | Teachers need a management system to organize their reading black,literacy centers, increase sustained reading and provide mini- | Teachers will implement a model Daily 5 Classroom and components of CAFE in specific grades 3-5 classrooms. Teachers will also attend a PLC to | Administration  Reading Coach  Classroom Teachers (3-5 | Data Chats | I-Observation (Instructional Practices Report)  FCAT Test Maker |

| 13 | benchmark lessons for students based upon ability levels. | learn components of CAFE and Daily 5 to implement with students. | Model Classrooms) | | Benchmark Assessments<br><br>Increased Sustained Reading<br><br>Center Rotation<br><br>Daily Schedule |
| --- | --- | --- | --- | --- | --- |

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

| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | N/A |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | By June 2013, students scoring Achievement Level 4 and 5 on the Reading FCAT 2.0 will increase by 3%(7). |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (82) of students scored at Achievement Levels 4 and 5. | By June 2013, 29% (89) of students will score at Achievement Levels 4 and 5. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| --- | --- | --- | --- | --- | --- |
| 1 | Teachers focus on Achievement Level 1, 2 and 3 students, which impacts in-depth planning of enrichment activities, for Achievement Level 4 & 5 students | Integrate reading strategies across all curriculum areas and differentiate reading instruction<br><br>Expose students to complex text and tier 2 and 3 vocabulary words across all curriculum areas | Administration<br><br>Reading Coach | I-Observation, Classroom "Look Fors", Content Specific Word Walls | Mini Benchmark Assessments<br><br>BAT I<br><br>BAT II |

| 2 | Teachers need to provide specific and corrective feedback for students during individual student conferences | Teachers will conference with students to discuss results of school wide benchmark assessments.<br><br>Teachers will teach, model, and assist students with tracking individual progress<br><br>Teachers will schedule time to provide specific and corrective feedback after benchmark assessments to all students | Administration<br><br>Leadership Team<br><br>Team Leaders<br><br>Classroom Teachers | Teacher/Student Data Chats, I-Observation (Snapshot,Informal, Formal), Classroom "Look Fors" | Mini Benchmark Assessment<br><br>BAT I<br><br>BAT II |
|---|---|---|---|---|---|
| 3 | Some students lack critical thinking and vocabulary skills | Teachers will engage students in Word of the Week Activities implement Reading Across Broward (RAB), Literacy Center Activities,and Literature Circles. | Administration<br><br>Reading Coach<br><br>ESE Support Facilitator<br><br>Team Leaders | Frequent data collection including results of the mini-BATs and classroom assessments will be reviewed in data chats to review progress and modify instruction | Harcourt Treasures Reading Assessments<br><br>Mini Benchmark Assessment<br><br>BAT I<br><br>BAT II |
| 4 | Some teachers do not use higher order question stems during instruction | Teachers will attend district workshops, professional learning communities (PLC), observe peers demonstrating higher-order questioning techniques | Administration<br><br>Reading Coach<br><br>Team Leaders | Webbs' Depth of Knowledge(Blooms Revised Taxonomy for Higher Level Questioning)<br><br>Data chats and team meetings. | I-Observation<br><br>Mini Benchmark Assessment |

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

| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| 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 | | | | |

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | By June 2013, students making Learning Gains on the Reading FCAT 2.0 will increase by at least 6% (6). |
|---|---|

| | 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
|---|---|---|---|---|---|
| | 70% (154) of students demonstrated Learning Gains on the Reading FCAT 2.0. | | By June 2013, 76% (160) of students will achieve Learning Gains on the 2012 Reading FCAT 2.0. | | |

| 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 | Some students do not master concepts and skills at the same pace of others | Teachers will establish a minimum of three fluid reading groups, including at least one intervention group within the classroom for small group differentiated instruction. (K – 5)<br><br>All teachers will screen/and or use diagnostic assessments to identify students at risk or reading failure or who are experiencing reading difficulties.<br><br>The teacher will consistently provide "at risk" students with an additional dose of reading outside of the 90 minute reading block. | Administration<br><br>Team Leaders<br><br>Reading Coach<br><br>ESE Support Facilitator | Frequent data collection including results of the mini-BATs and and monthly data chats with administration to review progress and modify instruction. | Harcourt Treasures Reading Benchmark Assessment<br><br>Mini-benchmark assessments<br><br>BAT I<br><br>BAT II<br><br>FAIR |
| 2 | Students require basic foundation skills in reading (phonemic awareness, phonics, comprehension, fluency, vocabulary) to master Next Generation Sunshine State Standards in reading | Teachers will provide students with comprehensive intervention programs, attend trainings to enhance professional practices aligned to Marzano Instructional Frameworks, utilize reading materials proven to accelerate progress of students exhibiting a reading deficiency, implement word-of-the-week activities ,monitor Reading Across Broward,incorporate literacy centers and use leveled readers. | Administration<br><br>Reading Coach<br><br>ESE Support Facilitator<br><br>Team Leaders | Mastery of FCAT sub-skills | BAT I<br><br>BAT II<br><br>FAIR<br><br>Mini-benchmark assessments |
| 3 | Some teachers do not have a full understanding of the impact or importance of identifying students by their respective subgroup in order to maximize each students potential to make a learning gain. | Identify students in grades 4-5 that are eligible to earn learning gain points, Utilize online resources, review lowest quartile list from Virtual Counselor Report, provide teachers with an in depth analysis of each subgroup and review the FCAT Learning Gains by Teacher by subgroup report with the teacher to provide the appropriate support. | Team Leaders<br><br>Administration<br><br>Reading Coach<br><br>ESE Support Facilitator | Frequent data collection including results of the mini-BATs will be reviewed during monthly data chats | I-Observation<br><br>2012-2013 Individual Teacher Learning Gains Report |
| | Teachers do not pace instruction and schedule regular remediation and enrichment sessions | Use of BEEP instructional focus calendars, Struggling Readers Chart, and Treasures resources to plan for and | Team Leaders Administration | Frequent data collection including results of the mini-BATs and classroom assessments will be reviewed in | Mini BATs<br><br>BAT I<br><br>BAT II |

| | | | | | |
|---|---|---|---|---|---|
| 4 | | provide instruction that includes the following: explicit instructional strategies, differentiated instruction, and print-rich instruction. | | data chats with Administration and teachers | |
| 5 | Teachers must identify and implement systematic, research based, and explicit instructional strategies for the lowest quartile students. | The Reading Coach will model, co-teach, and provide resources, and best practice for classroom teachers.<br><br>The Reading Coach will review results of diagnostic reading assessments with teachers to identify areas of concern and resources for remediation. | Administration<br><br>Reading Coach<br><br>ESE Support Facilitator | The Literacy Leadership team will monitor assessment data, including results of the mini-BATs. | BAT1 and BAT 2 Mini-BATs Treasures Reading assessments Oral Reading fluency assessments, FAIR |
| 6 | Teachers may not have a full understanding of the RTI process and may be resistant to implementing strategies and reporting results of interventions from Tier 2 to Tier 3. | Review, practice, and monitor the implementation of these programs to fidelity based on student data. Utilize reading diagnostic data to identify deficiencies to be addressed through appropriate intervention materials. | Administration<br><br>Reading Coach<br><br>ESE Support Facilitator<br><br>K-2 RTI Facilitator<br><br>3-5 RTI Facilitator | Student progress is assessed using ongoing progress monitoring assessment tools and daily work assignments.<br><br>Teachers track the students response to the intervention. | BAT I<br><br>BAT II<br><br>Review and monitor PMP<br><br>RTI Charts and graphs |
| 7 | CPST and teachers must identify and implement systematic, research based, and explicit instructional strategies for the lowest quartile students. | Students will receive specific tier 2 and tier 3 interventions,for 40 minutes daily, provided by special area teachers. Teachers will push in to the classroom and target specific achievement level 1 and 2 students. | Administration<br><br>Reading Coach<br><br>Special Area Teachers<br><br>K-2 RTI Facilitator<br><br>3-5 RTI Facilitator | Student progress is assessed using ongoing progress monitoring assessment tools and daily work assignments.<br><br>Teachers track the students response to the intervention. | BAT I<br><br>BAT II<br><br>Review and monitor PMP<br><br>RTI Charts and graphs |
| 8 | Time alloted to assess students for FAIR. | Teachers and support staff will access all students in grades K-2 and specific grades 3-5 students that which scored achievement levels 1, 2 or 3 on the 11-12 Reading FCAT. | Administration<br><br>Reading Coach<br><br>Classroom Teacher<br><br>Test Coordinator<br><br>ESE Specialist | Data Chats | FAIR |
| 9 | Availability and cost of tutors. | High School Students within the Flanagan Innovation Zone will tutor students after school that attend PLE's after care program. | PLE After Care Supervisor | PLE Aftercare coordinator will schedule and monitor student progress. | 12-13 Reading FCAT |
| 10 | Uninterrupted block of 90 minutes needed to provide Wilson to students by the ESE Support Facilitator. | ESE Students in the lowest quartile will receive 90 minutes of Wilson Instruction daily presented by the ESE Support Facilitator. | Administration<br><br>Reading Coach<br><br>ESE Specialist<br><br>ESE Support Facilitator | Data Chats | BAT I<br><br>BAT II<br><br>WADE<br><br>IEP Goals |

| | |
|---|---|
| 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. | N/A |

| | | | | |
|---|---|---|---|---|
| Reading Goal #3b: | | | | |

| | | | | |
|---|---|---|---|---|
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | |
| N/A | | | N/A | |

<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:

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | By June 2013, students in the lowest 25% making Learning Gains on the Reading FCAT 2.0 will increase by at least 5% (40). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 71% (37) of students in the lowest 25% demonstrated Learning Gains on the 2012 Reading FCAT 2.0. | 76% (40) of students in the lowest 25% will demonstrate Learning Gains on the 2012 Reading FCAT 2.0. |

<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>Students have not mastered all benchmarks from the previous grade level</td><td>Students will receive intensive instruction through the implementation of specialized programs. (Wilson Reading (3-4), Wilson Fundations (1-2), Rewards, Phonics for Reading)</td><td>Administration,<br><br>ESE Specialist<br><br>ESE Support Facilitator</td><td>Frequent data collection including results of the mini-BATs and classroom assessments will be reviewed in data chats with Administration to monitor student progress and adjustment to instruction</td><td>Harcourt Treasures Reading Assessments, BAT1 and BAT2, Mini-BATs, ORF, FAIR</td></tr>
<tr><td>2</td><td>Students have not fully acquired the English language.</td><td>ESOL strategies will be used to provide reading instruction for ELL students during the reading block.</td><td>ESOL Coordinator, K-5 Teachers, Administration</td><td>Frequent data collection including results of the mini-BATs and classroom assessments used to monitor student progress and adjust instruction<br><br>Review of lesson plans by Administration</td><td>Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2, ORF, Mini-BATs</td></tr>
<tr><td>3</td><td>Students need additional small group instruction</td><td>Students in grades 3-5 (lowest 30%) will receive push-in /pull out support and receive instruction based upon individual areas of need.</td><td>Assistant Principal</td><td>Frequent data collection by Literacy Leadership Team<br><br>Support staff will facilitate goal setting and facilitate student conferences frequently</td><td>Diagnostic Assessments<br><br>Harcourt Treasures Reading Assessments, Mini-BATs, BAT I, BAT II, ORF, FAIR</td></tr>
</table>

| | | | | | |
|---|---|---|---|---|---|
| | | | | Master schedule is designed to provide additional support during the reading block for the lowest quartile | |
| 4 | Teachers lack experience with using Curriculum Frameworks and Reading Wiki's | Reading Resource Specialist will model, co-teach, provide instructional resources, and best practices for classroom teachers.<br><br>Administration will train teachers how to access Instructional Wiki spaces and BEEP | Reading Coach Administration | Frequent data collection including results of mini-BATs and classroom assessments will be reviewed in data chats with Administration to monitor student progress and to align and/or adjustment intstruction. | Harcourt Treasures Reading Assessments, BAT1 and BAT2, ORF, Mini-BATs, FAIR |
| 5 | Students on free or reduced lunch often lack the resources for tutoring. | Students in grades three to five will receive Supplemental Education Services (SES) based upon prioritization. | Administration<br><br>SES Provider<br><br>Lead Teachers<br><br>SES Coordinator | Student learning plans will be created and monitored by the Lead Teacher, SES Coordinator, SES Provider and the parent. | Student Learning Plan |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal #<br><br>5A : | Currently, 48% of students did not make satisfactory progress based on 2012 Reading FCAT 2.0 results. By 2016 – 2017, based upon requirements to attain Achievable Measurable Objectives (AMO), the proportion of students |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 57 | 61 | 65 | 69 | 73 | |

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.<br><br>Reading Goal #5B: | According to 2012 Reading FCAT 2.0 results, all student subgroups by ethnicity were unable to report a decrease in the percent of students not making satisfactory progress. Based on the 2012 Annual Measurable Objectives (AMO) targets, the achievement gap was not reduced for the Black, White and Hispanic subgroups. Overall, students in the Asian subgroup continued to make satisfactory progress.<br><br>White: 45%(44) 2012 AYP Target: 51%-AYP Target Met: Yes<br>Black: 67% (72) 2012 AYP Target: 34%-AYP Target Met: No<br>Hispanic: 39% (56) 2012 AYP Target Met: 34%-AYP Target Met: No<br>Asian: N/A<br>Indian: N/A<br><br>All subgroups are to decrease the amount of students not making satisfactory progress by 50% overall by 2016-2017. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White subgroup baseline: 55% (11-12) of White students did not make satisfactory progress in reading. (N)<br><br>Hispanic student subgroup baseline: 59% (11-12)Hispanic students did not make satisfactory progress in reading. (N)<br><br>Black student subgroup baseline: 40% (11-12) Black students did not make satisfactory progress in reading. (N)<br><br>Asian student subgroup baseline: 64% (11-12) of Asian students did not make satisfactory progress in reading. (Y) | By 2013, 61% of the White student subgroup, 65% of Hispanic student subgroup and 57% of the Black student subgroup, 55% of the Asian subgroup will meet high standards on the Reading FCAT 2.0. |
| 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 have different styles and background experiences | Utilize online and district programs such as BEEP, online textbooks, websites, Riverdeep, tutorials, FCAT Explorer, Starfall, 9 high yield strategies,Marzano, high frequency word walls, letter of the week (PLACE), and/or interactive and subject-related word walls (K-5). | Reading Coach<br><br>ESE Pull-Out teacher<br><br>Administration | Frequent data collection including results of the mini-BATs and classroom assessments will be reviewed in data chats with Administration and teachers to review progress and modify instruction | Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2 Mini-BATs, ORF, FAIR |
| 2 | Teachers are not referring students to RTI when students are struggling or potential retentions. | Teachers will identify students to begin the CPST/RTI process, if a student is not making satisfactory progress in academics and/or behavioral areas. | Reading Coach<br><br>ESE Specialist | Student progress reviewed in data chats with Administration, RTI Tracking Sheets, Teacher observation, RTI graphs and data will be reviewed in monthly CPST meetings to modify accommodations as needed | Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2, Mini-BATs, ORF, FAIR |
| 3 | Students need additional intensive instruction in Reading | Students in grades 3-5 (lowest 30%) will receive extra support in reading through participation in after-school camps, push-in, and pullout instruction. | Assistant Principal<br><br>Support Staff | Data chats between Support Staff providing extra support and classroom teachers to review student progress and modify instruction as needed | Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2 Mini-BATs, FAIR |
| 4 | Students cannot transfer knowledge to the content areas. | The Media Specialist will provide small group instruction to students in Grades 3-5.<br><br>Special Arts Teachers will incorporate FCAT Reading Strategies and activities into their instruction. | Special area Teachers, Team Leader, Administration | Lesson-plan checklists CWT Data | Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2 mini-BATs, ORF, FAIR |
| 5 | Teachers lack experience or skill in organizing and managing intervention groups. | Staff development for differentiated learning and coordinating small intervention groups to address literacy deficiencies. | Administration<br><br>Reading Coach | Frequent data collection including results of the mini-BATs and classroom assessments to be reviewed and used to drive staff development and PLC topics | Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2 mini-BATs, ORF, FAIR |

| 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.<br><br>Reading Goal #5C: | By 2013, there will be a 3% increase in the reading proficiency of English Language Learners. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| English Language Learners baseline: 47% (11-12)Hispanic students did make satisfactory progress in reading. (Y) | By 2013, 50% of English Language Learners are expected to make satisfactory progress in reading. |
| Problem-Solving Process to Increase Student Achievement | |

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

| | | | Monitoring | Strategy | |
|---|---|---|---|---|---|
| 1 | Students need additional time/instruction for skill/concept understanding due to language acquisition. | Intervention resources to be implemented with fidelity.<br><br>All A1,A2,and B1 students will receive small group instruction daily from the Meta Paraprofessional. | Assistant Principal | Monthly Data chats<br><br>LEP Meetings<br><br>Progress Reports | CELLA |

| | |
|---|---|
| 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.<br><br>Reading Goal #5D: | Based on the 2012 Reading FCAT 2.0, 39% (55) of Students with Disabilities (SWD) did not make satisfactory progress. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 24% (55) of Students with Disabilities (SWD) did not make satisfactory progress. | By June 2013, 39% Students with Disabilities (SWD) will make satisfactory progress. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students experience difficulty maintaining focus and stamina, affecting their learning process. | Parents will complete Free & Reduced breakfast/lunch application | Administration | Teachers will participate in Data Chats with Administration to monitor student achievement and progression. | Treasures/Trophies assessments, BAT 1&2, Mini-Bats, FAIR, ORF |
| 2 | Some students do not master concepts and skills at the same pace of others | Teachers will establish a minimum of three fluid reading groups, including at least one intervention group within the classroom for small group differentiated instruction. (K – 5)<br><br>All teachers will screen/and or use diagnostic assessments to identify students at risk or reading failure or who are experiencing reading difficulties.<br><br>The teacher will consistently provide "at risk" students with an additional dose of reading outside of the 90 minute reading block and an additional 30 minutes of iii Instruction. | Administration<br><br>Team Leaders<br><br>Reading Coach<br><br>ESE Support Facilitator | Frequent data collection including results of the mini-BATs and and monthly data chats with administration to review progress and modify instruction. | Harcourt Treasures Reading Benchmark Assessment<br><br>Mini-benchmark assessments<br><br>BAT I<br><br>BAT II<br><br>FAIR |
| 3 | Teachers are not fully aware of the compliance required to meet and monitor Individualized Education Plans and specialized instruction. | Teachers must identify and implement systematic, research based, and explicit individualized programs for SWD's based upon IEP. | Administration<br><br>Team Leaders<br><br>Reading Coach<br><br>ESE Support Facilitator | Frequent data collection including results of the mini-BATs and and monthly data chats with administration to review progress and modify instruction. | Harcourt Treasures Reading Benchmark Assessment<br><br>Mini-benchmark assessments<br><br>BAT I<br><br>BAT II |

| | | | | | FAIR |
|---|---|---|---|---|---|

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.<br><br>Reading Goal #5E: | Currently, 46% (100) of students did not make satisfactory progress in reading on the 2012 Reading FCAT.(Economically Disadvantaged AMO Met: N) |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 46% (100) of students did not make satisfactory progress on the 2012 Reading FCAT.(Economically Disadvantaged AMO Met: N) | By 2013, 58% of Economically Disadvantaged students will make satisfactory progress on the 2013 Reading FCAT. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Students have difficulty retaining skills without frequent repetition. | Utilize online and district programs such as BEEP, online textbooks, websites, Riverdeep, tutorials, FCAT Explorer, Starfall, high frequency word walls, letter of the week (PLACE), and/or interactive and subject-related word walls (K-5). | Administration Team Leaders | Frequent data collection including results of the mini-BATs and classroom assessments to be reviewed in data chats with teachers and Administration to monitor progress and adjust instruction,<br><br>CWT Data reviewed with grade level teams<br><br>Lesson-plan checklists | Harcourt Treasures/Trophies Reading Assessments, BAT1 and BAT2 Mini-BATs, ORF, FAIR |
| 2 | Students need additional time/instruction for skill/concept understanding. | Students in grades 3-5 (lowest 30%) will receive extra support in reading through tier 2 and tier 3 interventions, participation in after-school camps, SES tutoring, and pushin, and pullout instruction. | Assistant Principal,<br><br>Reading Coach<br><br>ESE Support Facilitator | Data chats with Support Staff providing supplemental instruction and teachers to monitor student progress and adjust instruction, RTi graphing data reviewed in monthly Child Study Team meetings to adjust accomodations as needed | Harcourt Treasures/Trophies Reading Assessments, BAT, and FCAT Mini-BATs, ORF, FAIR |
| 3 | Teacher not using the intervention components of Core Reading Program effectively | Intervention resources to be implemented with fidelity as needed: (Quick Reads, Phonics for Reading, Wilson/Fundations, Super QAR, Earobics). Triumphs intervention piece to be utilized with intervention students. | Administration<br><br>Reading Coach | Florida Continuous Improvement Model implemented to guide instruction and assess studens' need based on data. Alternative assessment data, Monthly Data chats, Daily Classroom Walk Through, and test score analysis. | Benchmark Assessments, Triumphs Unit Tests, Intervention program assessments. |

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

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

| | | | PD | | | |
|---|---|---|---|---|---|---|

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | 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 |
|---|---|---|---|---|---|---|
| Navigating Through the ELA Common Core State Standards | K-5 Teachers | Administration Team Leaders PLC Leaders-Common Core Institute Participants | PLC-Schoolwide | PLC will meet once a month during the 2012-2013 school year, for a total of 20 inservice hours. | Meeting minutes/sign-in sheet, ticket out the door, team meeting minutes,reflection sheet, PLC Follow- Up Activities | Administration Inservice Coordinator PLC Leaders |
| Transitioning from NGSSS to Common Core: CCSS Shifts | 3-5 Teachers | Administration Literacy Leadership Team (LLT) | PLC (3-5) | October, 2012 | I-Observation Tool (Snapshot, Informal, Formal), Data Chats, Classroom "Look Fors", PLC Follow-Up Activities | Assistant Principal Inservice Coordinator Literacy Leadership Team |
| Data Driven Instruction: Analyze 2012 Achievement Data,FCAT Test Specifications,Reading FCAT Reporting Categories, Virtual Counselor Student Achievement Reports (i.e. learning gains) | 3-5 Teachers | Assistant Principal | 3-5 Teachers | August, 2012 (Pre-PlanningDay 2) | Data Chats, Team Meeting Minutes, Classroom "Look Fors",Reading Group Placement,(iii) Intervention Group Placement | Assistant Principal Reading Coach ESE Specialist |
| Phonics For Reading/Rewards | ESE Inclusion Teachers ESE Support Facilitator | Administration Literacy Leadership Team (LLT) | 4-5 Teachers | September-October, 2012 | I-Observation Tool (Snapshot, Informal, Formal), Rewards Placement Test, Rewards Progress Monitoring Assessment (following every 6th lesson), Treasures ORF Probes, FAIR, Phonics for Reading Placement Test, Treasures and Phonics Post Assessment | Assistant Principal Reading Coach ESE Specialist ESE Support Facilitator Guidance Counselor |
| Informational Text and Text Complexity | 3-5 Teachers | Administration Reading Resource Specialist Team Leader | 3-5 Push In Teachers | Ongoing District Training School-Based Training | I-Observation Tool (Snapshot, Informal, Formal), Mini-Benchmark Assessments | Administration |
| Small Group Reading Instruction | 3-5 Teachers | Assistant Principal Reading Coach | 3-5 Push In /Pull Out Support | September/October, 2012 | Administrative Data Chats, Weekly Team Meetings and Discussions, Reading Support Meetings | Assistant Principal Reading Coach |
| I-Observation and Marzano Strategies: How to provide corrective and specific student feedback , learning goals, rubrics, student friendly learning goals | Schoolwide: K-5 Teachers | Administration | PLC K-5 Teachers | Ongoing: Weekly Faculty Meetings | I-Observation (Snapshot, Formal, Informal,Team Leader Minutes, Reflection Sheet, Ticket Out the Door | Administration |
| | | | | | Administrative Data Chats, Weekly Team | |

| Daily 5/CAFE PLC | Schoolwide: K-5 Teachers | Assistant Principal<br><br>Team Leader/ Media Specialist/ Reading Coach | PLC K-5 Teachers (Voluntary Basis) | Ongoing: Weekly October -December | Meetings and Discussions, Reading Support Meetings<br><br>I-Observation (Snapshot, Formal, Informal,Team Leader Minutes, Reflection Sheet, Ticket Out the Door | Assistant Principal<br><br>Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| ELA and Math Common Core State Standards | Common Core State Standards Reading Appendices A-C;Math Appendix A | General Budget-Inservice | $400.00 |
| Intensive Reading Intervention to target the Lowest 30% and RTI Tier 2 and Tier 3 Students | RTI/ Tier 2 and Tier 3 Intervention Materials (REWARDS, PHONICS FOR READING) | General Budget | $5,506.00 |
| After School Tutoring | FCAT Camp | Accountability | $1,081.00 |
| Reading Workshops | Substitute Teachers | Title I Funds | $2,500.00 |
| After School Tutoring (High School Students) | After School Program (Weekly) | None-Students Document Service Hours | $0.00 |
| | | | Subtotal: $9,487.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Technology Based Lessons | 6 Desktop Computers 10 Laptop Computers | Pines Lakes After Care Program Budget | $28,000.00 |
| Common Core Webinar Series | District Webinars | District | $0.00 |
| Defining the Core: Literacy Shifts in the Common Core Standards | District Website | District | $0.00 |
| | | | Subtotal: $28,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| CAFE/Daily 5 Professional Learning Community | PLC Materials-10 Teacher Books CAFE/Daily 5 | Title I Professional Development Funds | $200.00 |
| Professional Learning Community | Teacher Salaries (15.00 an hour stipend) | Title I Professional Development Funds | $1,900.00 |
| | | | Subtotal: $2,100.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Professional Development Materials | charts tablets,binders, markers | TITLE I Professional Development Budget | $1,175.00 |
| | | | Subtotal: $1,175.00 |
| | | | Grand Total: $40,762.00 |

*End of Reading Goals*

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: | 45% (23) of students will achieve proficiency on the 2013 CELLA Oral Skills (listening and speaking)subtest. |

2012 Current Percent of Students Proficient in listening/speaking:

Based on the 2012 CELLA results, 41% (21) of students were proficient in Oral Skills (listening and speaking).

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | ELL students have difficulty with listening and reading comprehension | ELL Teachers will differentiate instruction, implement ESOL strategies, identify strengths and weakness of ELL students, utilize strategies based upon the ESOL Instructional Matrix, utilize CAVS Materials provided by the Multi-Cultural Department, Scaffolded Instruction for ELL Students, Earobics | Administration<br><br>ESOL Coordinator<br><br>Reading Coach | LEP Committee Meeting, Parent Notification, Data Chats | BAT I, BAT II, 2013 CELLA Results, IPT, ESOL Classification, Accommodations Checklist for Active ELL Students, I-Observation (Instructional Practices Report) |
| 2 | Students have difficulty with second language acquisition and meeting grade level expectations in writing | A1, A2 and B1 students will receive intensive small group reading and writing instruction provided by the Meta paraprofessional. | Assistant Principal<br><br>META Paraprofessional | LEP Committee Meeting, Parent Notification, Data Chats | BAT I, BAT II, 2013 CELLA Results, IPT, ESOL Classification, Accommodations Checklist for Active ELL Students, Push-In/Pull-Out schedule, I-Observation (Instructional Practices Report) |
| 3 | Although teachers analyze ELL achievement data, many have not mastered the ability to select, identify, and implement appropriate intervention strategies to meet the needs of ELL students. | Teachers of ELL students will receive training on how to utilize strategies from the ESOL Instructional Strategies Matrix. | Administration<br><br>ESOL Coordinator<br><br>Reading Coach | LEP Committee Meeting, Parent Notification, Data Chats | BAT I, BAT II, 2013 CELLA Results, IPT, ESOL Classification, Accommodations Checklist for Active ELL Students, Push-In/Pull-Out schedule, RIGBY, Instructional Reading Level (IRI),I-Observation (Instructional Practices Report) |

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

| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2: | 36% (19) of students will achieve reading proficiency on the 2013 CELLA (reading subtest). |
|---|---|

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA (reading subtest), 33% (17) of students achieved proficiency.

| | 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 | ELL students have difficulty with listening and reading comprehension | ELL Teachers will differentiate instruction, implement ESOL strategies, identify strengths and weakness of ELL students, utilize strategies based upon the ESOL Instructional Matrix, utilize CAVS Materials provided by the Multi-Cultural Department, Scaffolded Instruction for ELL Students, Earobics | Administration ESOL Coordinator Reading Coach | LEP Committee Meeting, Parent Notification, Data Chats | BAT I, BAT II, 2013 CELLA Results, IPT, ESOL Classification, Accommodations Checklist for Active ELL Students, I-Observation (Instructional Practices Report) |
| 2 | Students have difficulty with second language acquisition and meeting grade level expectations in writing | Teachers of ELL students will receive training on how to utilize strategies from the ESOL Instructional Strategies Matrix. | Administration ESOL Coordinator Reading Coach | LEP Committee Meeting, Parent Notification, Data Chats | BAT I, BAT II, 2013 CELLA Results, IPT, ESOL Classification, Accommodations Checklist for Active ELL Students, I-Observation (Instructional Practices Report) |
| 3 | Although teachers analyze ELL achievement data, many have not mastered the ability to select, identify, and implement appropriate intervention strategies to meet the needs of ELL students | Teachers of ELL students will receive training on how to utilize strategies from the ESOL Instructional Strategies Matrix. | Administration ESOL Coordinator Reading Coach | LEP Committee Meeting, Parent Notification, Data Chats | BAT I, BAT II, 2013 CELLA Results, IPT, ESOL Classification, Accommodations Checklist for Active ELL Students, I-Observation (Instructional Practices Report) |

| Students write in English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 3. Students scoring proficient in writing. CELLA Goal #3: | 40%(2) of students will be proficient in Writing on the 2013 CELLA. |
| 2012 Current Percent of Students Proficient in writing: | |
| Based on the 2012 CELLA, 11% (1) of students were proficient in Writing. | |

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

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| IPT Materials | Assessment Materials | General Budget - ESOL Allocation | $1,000.00 |
| | | | Subtotal: $1,000.00 |
| **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: $1,000.00** |

*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.<br><br>Mathematics Goal #1a: | By June 2013, 55% (108) of students will score Achievement Level 3 or higher on the 2013 Math FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 28% (55) of students achieved proficiency on the 2012 Math FCAT 2.0. | 31% (61) of students will score at Achievement Level 3 on the 2013 Math FCAT 2.0. |

| 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 | Teachers lack extensive knowledge of FCAT 2.0 reporting category benchmarks | Teachers will receive training to analyze and implement the Next Generation Sunshine State Standards in alignment with the expectations of FCAT 2.0 | Assistant Principal<br><br>Team Leaders | Instructional Focus Calendar;Pace of Instruction | I-Observation (snapshots, informal, formal)<br><br>BAT I<br><br>BAT II |
| 2 | Students have different learning styles and gain proficiency at different rates | Teachers will implement the following intervention strategies from the Struggling Mathematics Chart: Mountain Math, FCAT Explorer, Soar To Success (Math online resource), Odyssey,Think Central (BEEP), Calendar Math and math manipulative resources. | Administration<br><br>Team Leaders | I-Observation (Snapshot, Formal, Informal), Data chats | BAT I, BAT II, Go Math Chapter Tests, Mini-BATs |
| 3 | Students lack transference of knowledge and skills | Special area teachers will incorporate FCAT math strategies, vocabulary and activities into instruction. | Administration<br><br>Team Leaders<br><br>NBCT | I-Observation (Snapshot, Formal, Informal), Data chats | BAT I, BAT II, Go Math Chapter Tests, Mini-BATs |
| 4 | Students have not mastered math pre-requisite skills from the previous grade level, which impedes many students ability to solve advanced mathematical problems | Teachers will utilize Big Idea hands-on projects from the Go Math Series, attend Distance Learning with Mr. G,and receive small group instruction based upon individual student needs, co-teach and model effective instructional practices. | Administration<br><br>Team Leaders<br><br>NBCT | I-Observation (Snapshot, Formal, Informal), Data chats | BAT I, BAT II, Go Math Chapter and Unit assessments, Mini-BATs, Math Parent Night |
| 5 | Parents want to assist their child at home with math homework, however, many parents are unfamiliar with NGSSS Math Benchmarks, new math strategies and Common Core Shifts in Math. | Teachers and instructional support staff will plan a math night. | Administration<br><br>Leadership Team | Review parent attendance log | Parent sign-in sheet |
| | Students have not | Utilize and align the | Administration | I-Observation (Snapshot, | BAT I, BAT II, |

| | | | | | |
|---|---|---|---|---|---|
| 6 | mastered NGSSS Math benchmarks from grade 3-4 prior to entering grade 5, which results in grade five teachers math concepts prior to teaching new concepts needed to score at an achievement level 3 on the Math FCAT. | District's Math Instructional Focus calendar with NGSSS standards. | Team Leaders | Formal, Informal), Data chats, Team Meeting Minutes | Go Math Chapter and Unit assessments, Mini-BATs, Math Parent Night |
| 7 | Although teachers analyze FCAT Math achievement data, many have not mastered the ability to select, identify, and implement appropriate math interventions to meet the remediation need of students. | Teachers will provide differentiated instruction and remediation through flexible skill based small groups. | Administration<br><br>Team Leaders | Data Chats, RTI, Team Meeting Minutes | Go Math assessments (chapter test/benchmark assessments), BAT I, BAT II |
| 8 | All students are not meeting mastery of grade level skills | All teachers will use concrete skill building drills for foundation and number sense. Students will be given additional assessments to monitor mastery of benchmarks. | Administration<br><br>Classroom Teachers<br><br>Team Leaders | Team leaders will assist classroom teachers with locating materials and implementation of specific instructional strategies. | Results of Mini-BAT Assessments, Data Chats |
| 9 | Math centers are to be updated for each lesson | Team leaders will guide and assist the team with utilizing center activities during math. | Administration<br><br>Classroom Teachers<br><br>Team Leaders | Bi-weekly assessment of benchmarks taught; Monthly data chats will be conducted | Mini-BATS; BAT I; BAT II |
| 10 | Implementation of Math Common Core Shifts, while still implementing in grades 3-5 Math NGSSS. | Teachers will attend monthly webinars and share out information at team meetings.<br><br>Teachers will utilize District's Common Core Website. | Administration<br><br>Classroom Teachers<br><br>Team Leaders | Data Chats | BAT I; BAT II;FCAT TestMaker |
| 11 | Technology requirements for FCAT Math Online Assessment in Grade Five.<br><br>School is in need of refresh for more than 40 desk and laptop computers. | Students will participate in scheduled online simulations of Math FCAT. | Administration<br><br>Classroom Teachers<br><br>Team Leaders<br><br>Computer Tech | Data Chats | BAT I; BAT II;FCAT TestMaker |

| | |
|---|---|
| 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:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |
| 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.<br><br>Mathematics Goal #2a: | By June 2013, an increase of 4% (2) of students will score at Achievement Levels 4 and 5 on the Math FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 24% (76) of students scored at Achievement Levels 4 and 5 on the Math FCAT 2.0. | By June 2013, 26% (78) of students will score at Achievement Levels 4 and 5 on the Math FCAT 2.0. |
| 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 | Teachers focus on Achievement Level 1, 2 and 3 students, which impacts in-depth planning of enrichment activities, for Achievement Level 4 & 5 students | Integrate reading strategies across all curriculum areas and differentiate reading instruction<br><br>Expose students to complex text and tier 2 and 3 vocabulary words across all curriculum areas | Administration<br><br>Reading Coach | I-Observation, Classroom "Look Fors", Content Specific Word Walls | Mini Benchmark Assessments<br><br>BAT I<br><br>BAT II |
| 2 | Teachers need to provide specific and corrective feedback for students during individual student conferences | Teachers will conference with students to discuss results of school wide benchmark assessments.<br><br>Teachers will teach, model, and assist students with tracking individual progress<br><br>Teachers will schedule time to provide specific and corrective feedback after benchmark assessments to all students | Administration<br><br>Leadership Team<br><br>Team Leaders<br><br>Classroom Teachers | Teacher/Student Data Chats, I-Observation (Snapshot,Informal, Formal), Classroom "Look Fors" | Mini Benchmark Assessment<br><br>BAT I<br><br>BAT II |
| 3 | Some teachers may not be familiar with research-based strategies utilized to increase authentic engagement of high achievers/gifted students | Integrating technology and math using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources, | Administration<br><br>Leadership Team<br><br>Team Leaders<br><br>Classroom Teachers | Teacher/Student Data Chats, I-Observation (Snapshot,Informal, Formal), Classroom "Look Fors", Team meeting minutes | BATII, BATII Go Math Chapter and unit tests Mini-Bats |

| | | | videoconferencing, and GO Math! digital manipulative resources, and Think Central (correlated to Go Math! chapters). | | | |
|---|---|---|---|---|---|---|
| 4 | Provide enrichment activities for students through the use of the Go Math! Series. | Teachers will utilize BEEP Enrichment Resources as the enrichment ancillary materials. | Classroom Teachers, Team Leaders, Administration | Data chats will be held bi-weekly to review math assessment data and to adjust the instructional focus when necessary. | Go Math! Assessments, BAT I, BAT II, Mini-Bats |
| 5 | Time to meet with students who would benefit from enrichment activities. | Small group and center activities will be provided to students weekly. | Administration  Leadership Team  Team Leaders  Classroom Teachers | Data chats will focus on level 4 and 5 students enrichment opportunities. | Go Math! Assessments |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a: | By June 2013, learning gains on the Math FCAT 2.0 will increase by 3% (6). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 71% (156) of students demonstrated learning gains on the 2012 Math FCAT 2.0. | By June 2013, 76% (160) of students will achieve learning gains on the Math FCAT 2.0. |

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 |
|---|---|---|---|---|---|
| | Some students have not mastered all pre-requisite | Teachers will analyze, evaluate and identify | Administration | Bi-weekly data chats, data collection | BAT1 and BAT2 Go Math |

| | | | | | |
|---|---|---|---|---|---|
| 1 | benchmarks and often lack pre-requisite math skills from the previous grade level | students in need of remediation and small group math instruction, based upon the Go Math! Beginning of the Year Assessment<br><br>Fluid groups and benchmark trend data will be used to identify specific areas of need<br><br>Teachers will use the gradual release model (I Do, We do, You Do) during guided instruction | Team Leaders<br><br>Classroom Teacher | | assessments Mini-BATs |
| 2 | Lack of fidelity in implementing effective technology integration | Train teachers on the use of intervention approaches in the Go Math series to guide instruction based on identified areas of weakness.<br><br>Integrate math and technology with such resources as the interactive white boards and document camera and model to students as well. | Administration<br><br>Team Leaders | I-Observation Instructional Practice Reports, Bi-weekly data chats to review student progress and to drive instruction | BAT I, BAT II, Go Math! chapter and benchmark assessments, Mini-BATs, I-Observation (Snapshot, Formal, Informal) |
| 3 | Although teachers analyze FCAT Math Benchmark and BIG Idea data, many have not mastered the ability to select, identify, and implement appropriate math intervention strategies to meet the needs of students | Teachers will implement instructional strategies and utilize resources based upon the Struggling Math Chart. | Administration, Team Leaders, Classroom Teachers | I-Observation (Snapshots, Formal, Informal),Bi-weekly data chats, Team meeting minutes | BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs |
| 4 | Limited understanding of mathematics vocabulary. | Word walls and interactive activities will be used to build math vocabulary skills in grades K-5. | Administration, Team Leaders, Classroom Teachers | I-Observation (Snapshots, Formal, Informal),Bi-weekly data chats, Team meeting minutes | BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs |
| 5 | Gaps in prerequisite mathematics skills. | Students will participate in small group strategic or intensive intervention lessons from Go Math! Students will alternative participation in small group instruction and Go Math! online intervention lessons based on weaknesses identified during data chats. | BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs | I-Observation (Snapshots, Formal, Informal),Bi-weekly data chats, Team meeting minutes | Go Math! Intervention student work samples, BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs |
| 6 | Not all students have mastered multiplication facts. | Students will regularly practice multiplication tables in class. | BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs | I-Observation Instructional Practice Reports, Bi-weekly data chats to review student progress and to drive instruction | Go Math! Intervention student work samples, BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs |
| 7 | Time to conduct spiral review sessions. | Teachers will preview BIG Idea assessments, chapter assessments and Questions from the beginning of each Go Math! lesson (Show What You Know) and discuss the vocabulary and the question stems used in | Administration, Team Leaders, Classroom Teachers | I-Observation (Snapshots, Formal, Informal),Bi-weekly data chats, Team meeting minutes | Go Math! Intervention student work samples, BAT1 and BAT2, Go Math chapter and unit tests Mini-BATs |

| | | | | |
|---|---|---|---|---|
| | | the assessment. | | |

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

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<table>
<tr><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></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:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | By June 2013, students scoring in the lowest quartile on the Math FCAT 2.0, will decrease from 43%(35) to 38%(25) of students. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 56% (62) of students in the lowest 25% demonstrated learning gains on the FCAT Math 2.0. | By June 2013, 62% (37) of students in the lowest 25% will achieve learning gains on the FCAT Math 2.0. |

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Some students may need additional instruction for skill/concept understanding</td><td>K-5 teachers will provide differentiated small group instruction, implement Marzano's High Probability Strategies, and utilize Go Math materials with fidelity.</td><td>Administration<br><br>Team Leaders</td><td>Data Chats, Team meeting minutes</td><td>BAT I,BAT II Go Math! benchmark assessments, Mini-BATs</td></tr>
<tr><td>2</td><td>Some students have not mastered all pre-requisite benchmarks and often lack pre-requisite math skills from the previous grade level</td><td>Provide staff development for differentiated math instruction<br><br>Implement small intervention groups to address various learning styles and rates of mastery for students in the lowest quartile</td><td>Administration<br><br>Team Leaders</td><td>I-Observation Instructional Practice reports will be reviewed by Administration prior to monthly leadership meetings to share instructional trends<br><br>Data chats with administration to review Go Math!assessment</td><td>GO Math chapter and unit assessments, BAT1 and BAT2, Mini-BATs, I-Observation (Snapshot, Informal, Formal)</td></tr>
</table>

| | | | | results |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 3 | Parents want to assist their child at home with math homework, however, many parents are unfamiliar with NGSSS Math Benchmarks, new math strategies and Common Core Shifts in Math. | The Leadership and Administrative staff will increase the level of awareness by offering parent workshops to teach parents how to help their children achieve success in mathematics.<br><br>Create a Needs Assessment for parents to see what, if anything, we can offer them to help with their math skills | Administration<br><br>Team Leaders | Parent feedback and suggestions from workshops offered, Title I Parent Survey feedback,Student Agendas will be used for communication between parents and teachers, BEEP Access by parents and students | Surveys/Feedback forms to determine course of action<br><br>Parent Sign in sheets will reflect the amount of parent participation |
| 4 | Difficulty mastering NGSSS | Teachers will plan differentiated instruction using evidence based interventions within the math instructional block. | Administration<br><br>Team Leaders<br><br>Classroom Teachers | Grade level teams ill review results of mini-assessments, BIG Idea, and chapter test bi-weekly to determine progress and a need to remediate specific students. | GO Math chapter and unit assessments, BAT1 and BAT2, Mini-BATs, I-Observation (Snapshot, Informal, Formal) |
| 5 | Low FCAT Reading Achievement Levels impact a stduents ability to complete higher order mathematical problem solving questions. | Incorporate the use of Go Math! glossary with pictures for visual representation, manipulatives for hands on experiences and online Destination Math activities. | Administration<br><br>Team Leaders<br><br>Classroom Teachers | Weekly and bi-weekly assessments. | GO Math chapter and unit assessments, BAT1 and BAT2, Mini-BATs, I-Observation (Snapshot, Informal, Formal) |

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 # |
|---|---|
| | Currently, 56% of students did not make satisfactory progress according to 2012 Math FCAT results. By 2016 – 2017, based upon requirements to attain Achievable Measurable Objectives (AMO), the proportion of students<br>5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 56 | 63 | 67 | 71 | 74 | |

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.<br><br>Mathematics Goal #5B: | Overall, 52% of students met high standards in math. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White subgroup baseline:61% (11-12) of White students made satisfactory progress in math.(AMO Target Met: Y)<br><br>Hispanic student subgroup baseline:61% (11-12)Hispanic students made satisfactory progress in math.(AMO Target Met: Y)<br><br>Black student subgroup baseline: 33% (11-12) of Black students did made satisfactory progress in math. (AMO Target Met: N)<br><br>Asian student subgroup baseline: 64% (11-12) of Asian students made satisfactory progress in math. (AMO Target Met: N) | By 2013, 61% of the White students, 65% of Hispanic students, 57% of Black student and 55% of Asian students will meet high standards in Math. |

## 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 | Difficulty grasping math concepts | Teachers will utilize Go Math! Intervention Activities, Go Math! Center activities for each lesson, and Destination Math. | Administration, Team Leaders, Classroom Teachers | Review benchmark data and monitor implementation of center activities. | Mini-BAT's, Chapter Test |
| 2 | Gaps in prerequisite mathematics skills | Students will participate in fluid intensive small group instruction. | Administration, Team Leaders, Classroom Teachers | Data chats will be held bi-weekly to identify students in need of intensive small group instruction. | Mini-BAT's, Chapter Test |
| 3 | Students unaware of achievement levels | Student achievement data chats will be conducted with all lowest quartile students. | Administration, Team Leaders, Classroom Teachers | Student contracts will be used to monitor individual student progress and provide students with the skills to independently graph and / or track progress. | Mini-BAT's, Chapter Test, Bi-weekly data chats |
| 4 | Students have not mastered NGSSS Math benchmarks prior to grades 3-5, which results in grade 3-5 teachers remediation of multiple basic math concepts prior to teaching new concepts needed to score an achievement level 3 or higher on the Math FCAT 2.0. | Students (Level 1 and level 2) will receive a daily double-dose of math through push-in or pull-out instruction provided by support staff. | Administration<br><br>Support Staff<br><br>Classroom Teachers (3-5) | Data chats to identify student strengths and weaknesses will be conducted following each mini benchmark assessment. Based upon results, teachers will provide small group instruction, reflect upon instructional practices, discuss grade level specific data trends, and provide students with explicit, systematic and intensive instruction.<br><br>Team leaders will review all tested strands and benchmarks with their teams prior to Big Idea Assessments and Chapter Tests. | BAT I and BAT II, Go Math! Chapter Tests, Mini-BATS, GO Math! BIG Idea Assessment results |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | During the 2011-2012 school year, 56% of students met high standards in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Overall, 56% of English Language Learners met high standards in math.<br>(AMO Target Met: N) | By 2013, 50% of the English Language Learners will meet high standards in Math. |
| Problem-Solving Process to Increase Student Achievement | |

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

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D: | During the 2011-2012 school year, 33% of Students with Disabilities (SWD) met high standards in math. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based upon 2012 Math FCAT 2.0 results, 33% (30) of SWD students met high standards in math. | By 2013, 44% of SWD students must meet high standards in math. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Although teachers analyze FCAT Math achievement data, many have not mastered the ability to select, identify, and implement appropriate math interventions to meet the remediation need of students. | Teachers will utilize Big Idea Assessments and Chapter Tests to monitor student progress and drive instruction.

The ESE Support Facilitator will provide intensive small group and one-on-one instruction; the general education teacher will provide intensive small group instruction with the use of ESE materials from the Go Math! series in accordance with the Individual Education Plans (IEPs) for all ESE students. | Administration, Team Leaders, Classroom Teachers, ESE Specialist | I-Observation (Snapshots, Formal, Informal),Bi-weekly data chats, Team meeting minutes, Weekly Charts to track progress of ESE Students will be reviewed by the ESE Specialist and the Support Facilitator according to each SWD' Individualized Education Plan (IEP) | I-Observation (Snapshots, Formal, Informal),Bi-weekly data chats, Team meeting minutes, Easy IEP |

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: | Currently, 46% (115) of Economically Disadvantaged students made satisfactory progress in math. (Economically Disadvantaged AMO Met: N) |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 46% (115) Economically Disadvantaged students made satisfactory progress. (Economically Disadvantaged AMO Met: N) | By 2013, 60% of Economically Disadvantaged (ED) students will meet high standards in math. |

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

| | | | Person or | Process Used to | |
|---|---|---|---|---|---|

| | | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| 1 | | Although teachers analyze performance data, many have not mastered the ability to select, identify, and implement appropriate intervention strategies to meet the needs of all students. | Intervention strategies will be used for Level 1, 2 struggling students, and AYP subgroups that did not meet AMO requirements. Teachers will utilize Go Math! Intervention resources and share best practices at grade level team meetings. Teachers will receive training on how to utilize Curriculum Frameworks,identify learning goals, track individual student progress,create learning rubrics and provide other resources to support the implementation of the Common Core State Standards and the Next Generation Sunshine State Standards. | Administration<br><br>Team Leaders<br><br>Leadership Team | Teams leaders will document the sharing of best practices at grade level team meetings. Administration will meet with teachers following each Go Math! BIG IDEA Assessment to identify students in need of small group remediation and formulate groups based upon results. | Mini-BATs Go Math! Big Idea 1,2, and 3 assessment, BAT I and BAT II, I-Observation (Instructional Practices Report), Virtual Counselor, I-Observation (snapshot, formal, informal) |

*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 |
|---|---|---|---|---|---|---|
| Navigating Through Math Common Core State Standards | K-2 Teachers | Assistant Principal<br><br>PLC Leaders-Common Core Participants | Grades K-2 | Early Release/Professional Development Days | Data Chats, Follow-Up Assignment, sharing of best practices at team meetings | Assistant Principal<br><br>Math Contact<br><br>PLC Leaders |
| Differentiated Instruction/Math Centers | K-5 Teachers | Math Contact<br><br>Team Leaders | Grades K-5 | Faculty Meeting/ Ongoing | I-Observation (snapshot/formal/informal); Administration will meet with teams to determine a need to continue sharing of best practices at weekly faculty meetings | Administration<br><br>Team Leaders |
| Focus: Math Wiki Resources | K-5 Teachers | Administration<br>NBCT<br><br>Math Contact | Grades K-5 | Faculty Meeting/ Ongoing | Data Chats, Follow-Up Assignment, sharing of best practices at team meetings, Increase usage of math wiki | Administration<br><br>Team Leaders |
| Math Reporting Categories/FCA 2.0 Math Test Specifications | 3-5 Teachers | Administration<br><br>NBCT<br><br>Math Contact | Grades 3-5 | Monthly Professional Development provided by Math Department | Data Chats, I-Observation-Instructional Practices Report | Administration<br><br>Team Leaders<br><br>Math Contact |
| Common Core and Big Idea Math | K-5 Teachers | Administration<br><br>NBCT<br><br>Math Contact | Grades K-5 | On-going | Data Chats, I-Observation-Instructional Practices Report | Administration<br><br>Team Leaders<br><br>Math Contact |

Mathematics Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Professional Learning Community | PLC Books | Title I Funds | $500.00 |
| Math Workshops | Substitute Teachers | Title I Funds | $1,500.00 |
| | | Subtotal: $2,000.00 | |

### Technology

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Defining the Core | District Website | District | $0.00 |
| Mathematics Shifts in the Common Core Standards | Webinar | District | $0.00 |
| | | Subtotal: $0.00 | |

### Professional Development

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Math Professional Learning Community | Teacher Salaries (15.00 an hour stipend) | Title I Funds | $600.00 |
| | | Subtotal: $600.00 | |

### Other

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | Subtotal: $0.00 | |
| | | Grand Total: $2,600.00 | |

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.<br><br>Science Goal #1a: | By June 2013, students scoring Achievement Level 3 on the Science FCAT will increase by at least 2% (2). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21% (21) of students scored at Achievement Level 3 on the 2012 Science FCAT. | 23% (23) will score at Achievement Level 3 on the 2012 Science FCAT. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers lack extensive knowledge of FCAT 2.0 reporting category benchmarks | Teachers will receive training to analyze and implement the Next Generation Sunshine State Standards in alignment with the expectations of FCAT 2.0 | Assistant Principal<br><br>Team Leaders | Instructional Focus Calendar; Pace of Instruction | I-Observation (snapshots, informal, formal)<br><br>BAT I<br><br>BAT II |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Teacher preparation time required prior to implementation of Science Delta Kit lessons | Teachers will conduct Hands-on Science kit experiments and activities in grades K-5. | Assistant Principal<br><br>Team Leaders | Science Mini-Benchmark assessments will be given after benchmarks are taught and data from mini-BATs will be discussed at data chats with Administration.<br><br>I-Observations will be conducted and feedback will be shared with teachers during data chats.<br><br>Teachers will model the scientific process for students and apply tier 2 and tier 3 words in daily instruction. | Science Fusion unit tests, Mini-Benchmark Assessments, Science Journals, BAT I & II results<br><br>I-Observation (Snapshots, Informal, Formal) |
| 3 | Students reading below level are often frustrated by the complexity of the science text and overall science concepts. | Integrate science with language arts and reading through the use of science journals, science trade books, science articles, and science-based texts.<br><br>Teachers will display a content-area word wall to expose students to tier 2 and tier 3 science vocabulary. | Administration<br><br>Team Leaders<br><br>Reading Coach<br><br>NBCT | Snapshot observations will be conducted and teachers will receive feedback during data chats. | Science Journals with rubrics, Science Mini-BATS, Science Fusion Unit Tests, BAT I & II |
| 4 | Teachers lack familiarity with Science Reporting Categories and Test Specifications | Grades K-5 will review FCAT 2.0 Reporting Categories and the K-5 Science IFC to prioritize instruction, remediation and enrichment activities. | Administration<br><br>Team Leaders<br><br>Reading Coach<br><br>NBCT | Data Chats | Assessment results, Science Fusion assessments, Science Mini-Benchmark Assessments |
| 5 | Students are not exposed to hands on science activities daily. | Pines Lakes After Care program will incorporate Science strands and hands on experiments into the daily after care schedule for students to receive additional science instruction in a small group setting daily. | Pines Lakes After Care Staff | Data Chats, Aftercare enrollment, Parent feedback | Science Fusion, Mini-Benchmark Assessment results |
| 6 | Student record keeping/progress monitoring assessments and science journals. | Data chats will be conducted with all students to review scores from chapter assessments. | Administration<br><br>Team Leaders<br><br>Classroom Teachers<br><br>NBCT | Teachers will conduct data chats with students. | Science Fusion, Mini-Benchmark Assessment results |
| 7 | Scientific Process/ Non Proficiency of Students | Utilize hands on laboratory experiments weekly using hands on Delta Science Kits. | Administration<br><br>Team Leaders<br><br>Classroom Teachers | Monitor the pacing of the Science Instructional Focus Calendar and the correlation of hands on activities with the Science Instructional Focus Calendar. | Decrease in the percent of students proficient in specific Science benchmarks based on BAT II data. |
| | Lowest 30% in Reading and / or Math | Determine core instructional needs based on BAT I data, plan differentiated | Administration<br><br>Team Leaders | Grade level teams will review results of chapter test; Grade 5 will review results of | Science Fusion, Mini-Benchmark Assessment results, BAT I |

| | | instruction using evidence based instruction; Utilize Science Fusion and BEEP lessons for differentiated lessons; increased use of Tier 2 and Tier 3 vocabulary words in subjects other than Science. | Classroom Teachers | BAT I data; Teams will review lesson/ chapter assessments and determine the strategies needed to increase mastery of benchmarks. | and BAT II |
|---|---|---|---|---|---|
| 8 | | | | | |

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: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | By June 2013, students scoring Achievement Level 4 and 5 on the Science FCAT will increase by at least 2% (2). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 17% (17) of students scored at Achievement Levels 4 and 5. | By June 2013, 19% (22) of students will score at Achievement Levels 4 and 5 on the Science FCAT. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Teachers focus on Achievement Level 1, 2 and 3 students, which impacts in-depth planning of enrichment activities, for Achievement Level 4 & 5 students | Integrate reading strategies across all curriculum areas and differentiate reading instruction<br><br>Expose students to complex text and tier 2 and 3 vocabulary words across all curriculum areas | Administration<br><br>Reading Coach | I-Observation, Classroom "Look Fors", Content Specific Word Walls | Mini Benchmark Assessments<br><br>BAT I<br><br>BAT II |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 2 | Teachers need to provide specific and corrective feedback for students during individual student conferences | Teachers will conference with students to discuss results of school wide benchmark assessments.<br><br>Teachers will teach, model, and assist students with tracking individual progress<br><br>Teachers will schedule time to provide specific and corrective feedback after benchmark assessments to all students | Administration<br><br>Leadership Team<br><br>Team Leaders<br><br>Classroom Teachers | Teacher/Student Data Chats, I-Observation (Snapshot,Informal, Formal), Classroom "Look Fors" | Mini Benchmark Assessment<br><br>BAT I<br><br>BAT II |
| 3 | Some teachers do not utilize research based strategies to increase student engagement and/or do not know how to authentically engage students with various ability levels. | Teachers will engage students in project-based learning, utilizing available technology.<br><br>Teachers will guide students as they create projects and presentations to explain science concepts. | Administration<br><br>Team leaders | Teacher/Student Data Chats, Data Chats,I-Observation (Snapshot,Informal, Formal), Classroom "Look Fors"I-Observation Instructional Practice Report,Content Specific Word Walls | Mini-BATs<br><br>BAT1 and BAT2<br><br>Science Fusion Unit Assessments |
| 4 | Teachers decrease the use of graphic organizers, based upon Marzano's High Probability Strategies during the Science block | Teachers will attend professional learning communities to utilize Marzano's High Probability Strategies, to write student friendly science benchmarks, and to create authentic rubrics for students. | Administration | Teacher/Student Data Chats, Data Chats,I-Observation (Snapshot,Informal, Formal), Classroom "Look Fors"I-Observation Instructional Practice Report,Content Specific Word Walls | FCAT<br><br>Science Fusion Assessment<br><br>Mini-Benchmark Assessments<br><br>BAT I<br><br>BAT II |

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:<br>Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| 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 |
|---|---|---|---|---|---|---|
| Vertical Teaming | K-5 Multi-Grade | Team Leaders<br><br>National Board Certified Teachers<br><br>Teacher Leaders | One teacher from each grade level will attend a vertical team meeting. | Ongoing | Teams will share best practices and Science Benchmark expectations presented by each vertical team with their grade level peers. | Assistant Principal |
| Overview of Science Fusion | K-5 | Science Contact | K-5 Teachers | Pre-Planning | Team Leader Minutes, I-Observation (snapshots, informal, formal observations), Follow-Up Activities | Assistant Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Science Fusion | Curriculum | District | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Science Fusion Videos | Videos | District | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Science Fusion Overview | Professional Development | None | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $0.00 |

*End of Science Goals*

# Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

| | | | By June 2013, 90% (76) students will score an FCAT Achievement Level 4.0 or above on the 2013 Writing FCAT 2.0. |

3.0 and higher in writing.

Writing Goal #1a:

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 81% (68) of students achieved proficiency (FCAT Achievement Level 3 or above)<br><br>17% of student achieved an FCAT Achievement Level 4.0 or above. | By June 2013, 90% (76) of students will score an FCAT Achievement Level 4.0 or above |

| 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 lack background knowledge, vocabulary skills, basic writing conventions, (i.e.verb tenses, conventions, prepositions, nouns, etc.)and extensive daily writing practice opportunities to formulate narrative and expository writing pieces to begin mastery of grade level standards and meet basic to exemplary writing expectations. | Teachers will provide explicit daily convention and grammar and instruction during the writing block in all grades.<br><br>Teachers will provide specific and corrective feedback to students in grade 3 and grade 4, during writing conferences.<br><br>Teachers will incorporate mentor text and author studies.<br><br>K-2 Buzz-About-It curriculum and Writing Fundamentals Units of Study will be implemented by all K-2 Teachers.<br><br>WOW (Write on Wednesdays) homework assignments will be assigned weekly during grade 4 writing seminars.<br><br>Grade four teachers facilitate weekly Writing Workshops for all grade 4 students in the cafeteria. Teachers will model best practices and provide instruction to all grade four students based upon ability.<br><br>Students model, share, and provide feedback to peers to gain knowledge of writing strengths/challenges.<br><br>Literacy workstations and centers include writing activities and additional support for the reading/writing connection. | Assistant Principal<br><br>Reading Coach<br><br>NBCT Teachers | Monthly Writing prompt rubrics will be analyzed by teams and the data will be utilized to group students based upon ability in grades 3 and 4.<br><br>Monthly Writing samples brought to data chats. | Writing rubric and 6 trait criteria will measure student progress.<br><br>Writing samples results will be submitted to Administration monthly. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | Writing activities , monthly Narrative and Expository, frames, using the steps of the writing process, Six Traits, graphic organizers, and timed formal practice will be provided to students in the form of corrective and specific feedback with the use of a writing rubric.<br><br>Grade 4 and grade 3 teachers will implement a daily convention instructional focus. Teachers will provide intensive and specific instruction during a whole group lesson targeting commonly made mistakes in writing. | | | |
| | 2 | Students lack vocabulary, background knowledge and explicit grammar instruction prior to entering grade 4. | K-3 teachers will provide ongoing implementation of grammar lessons, read alouds, author studies, district supported writing materials and lessons provided on BEEP. | Administration<br><br>Reading Coach | Monthly Writing prompts data used to group students and adjust instructional pace. | Monthly writing prompts scored using a rubric and 6 trait criteria.<br><br>Writing sample results will be submitted to Administration monthly. |
| | 3 | Some teachers may resist the use of Mentor Text during writing instruction, however, many students lack exposure to various writing styles. | Teachers will utilize Mentor Text during writing instruction to provide students with exemplary writing samples from professional artist, to reinforce proper usage of grammar, words, phrases, vocabulary and story structure. | Administration<br><br>K-5 Teachers<br><br>Team Leaders | Monthly writing results will be analyzed and disaggregated to identify students in need of specific writing strategies. Based upon the results, students will receive specific and corrective feedback with the use of a writing rubric and differentiated instruction. | Monthly writing prompts scored using a rubric and 6 trait criteria.<br><br>Monthly writing sample results will be submitted to administration. |
| | 4 | Some teachers lack consistency when scoring a writing piece with the use of a rubric. | Teachers will review exemplary writing samples from the 2012 Writing FCAT, available on the FLDOE website, for the purpose of determining the states expectations for a 4.0 - to 6.0 writing piece. Teachers will share expectations with students during whole or small group instruction and individual writing conferences.<br><br>Teachers will share exemplary writing pieces with students and use the writing pieces to model writing traits.<br><br>Teachers will also conference with | Administration<br><br>K-5 Teachers<br><br>Team Leaders<br><br>Classroom Teachers | Monthly Writing prompts data used to group students and adjust instructional pace. | Monthly Writing prompts scored using a rubric and 6 trait criteria.<br><br>Monthly writing samples will be submitted to administration. |

| | | | | | |
|---|---|---|---|---|---|
| | | | students and provide specific feedback for students to improve the quality of their writing piece. | | |
| 5 | Scheduling students for writing instruction | A daily writing block will be included in every class schedule. Writing in grade four will be taught daily and include key researched based strategies, such as conferencing, and peer review to provide students with corrective and specific feedback. Writer's workshops will be held weekly in the cafeteria. Fourth grade teachers will model strategies for peers and students to utilize during writing instruction. | Administration<br><br>Grade Four Team<br><br>Reading Coach | Student writing pieces will be analyzed monthly. Teachers will use the six trait rubric to score all writing pieces, conference with students to provide feedback and give students the opportunity to revise, edit, and publish their writing pieces. | The new FLDOE FCAT Writes writing expectations for proper use of conventions will be used as prompts are scored. |
| 6 | Consistency of writing instruction throughout all grade levels | An instructional focus calendar, the ARF graphic organizer and accompanying BEEP lessons will be utilized during the writing period in grades K-2. | Administration<br><br>Grade Four Team<br><br>Reading Coach | Feedback from I-Observation ( snapshots, formal and informal observations) will be analyzed to provide feedback to teachers. | Ongoing data chats, BAT I Writing, BAT II Writing, Monthly writing rubric results |
| 7 | Progress monitoring plan and data collection are not monitored with fidelity. | Fourth grade teachers will score all writing benchmark assessments and specifically provide instruction to students in small groups that target, organization, conventions, vocabulary, word usage, and grammar. | Administration<br><br>Grade Four Team<br><br>Reading Coach | Feedback from I-Observation ( snapshots, formal and informal observations) will be analyzed to provide feedback to teachers.<br><br>Teachers will analyze monthly writing prompts. | Ongoing data chats, BAT I Writing, BAT II Writing, Monthly writing rubric results, Student Rubric |
| 8 | Limited grade level vocabulary impedes student's ability to write using strong word choice | Enhance vocabulary development by implementation of the "Word of the Week" strategy and a word wall. Teachers should incorporate will incorporate mentor text into the writing block. | Teachers<br><br>Media Specialist | Feedback from I-Observation ( snapshots, formal and informal observations) will be analyzed to provide feedback to teachers.<br><br>Teachers will analyze monthly writing prompts. | Ongoing data chats, BAT I Writing, BAT II Writing, Monthly writing rubric results, Student Rubric |
| 9 | Lack of quantity and quality of student work | Teachers will select exemplar writing pieces to share during grade four weekly writing workshops.<br><br>Teachers will rate student writing pieces based upon the six traits of writing and conference with students to provide specific feedback using FLDOE Writing FCAT 2.0 Rubrics.<br><br>Select students in aftercare will receive additional writing instruction weekly. | Administration<br><br>Grade Four Team<br><br>Reading Coach | On going analysis of student writing pieces throughout the school year. | Ongoing data chats, BAT I Writing, BAT II Writing, Monthly writing rubric results, Student Rubric |
| | Uncertainty of FLDOE changing the | Teachers will instruct students based upon a | Administration | On going analysis of student writing pieces | Ongoing data chats, BAT I |

| | | | | | |
|---|---|---|---|---|---|
| 10 | proficiency score | level 4 expected level of writing proficiency. | Grade Four Team<br><br>Reading Coach | throughout the school year. | Writing, BAT II Writing, Monthly writing rubric results, Student Rubric |
| 11 | Samples of exemplars are limited for students and teachers to review from the 2012 FCAT Writing. | Teachers will use exemplars provided by FLDOE and post rubrics in the classroom for students to use as a reference during targeted writing lessons. | Administration<br><br>Grade Four Team<br><br>Reading Coach | On going analysis of student writing pieces throughout the school year. | Ongoing data chats, BAT I Writing, BAT II Writing, Monthly writing rubric results, Student Rubric |
| 12 | Writing standards for FCAT Writing 2.0. | Grade four will facilitate a weekly writing seminar for students, with a focus on the six traits and conventions. | Grade Four Team<br><br>Reading Coach | On going analysis of student writing pieces throughout the school year. | Ongoing data chats, Monthly writing rubric results, Student Rubric |

| | |
|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: ||
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: | By June 2013, 90% (76) of students will score an FCAT Achievement Level 4 or higher on the Writing FCAT 2.0. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13% (15) of students scored at Achievement Level 4 or higher. | By June 2013, 90% (76) of students will score an FCAT Achievement Level 4 or higher on the Writing FCAT 2.0. |
| 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 | Some teachers have the misconception that level 4 and 5 FCAT Reading scores, automatically equate to "Outstanding to Exemplary" writing pieces. | Teachers will teach the writing process across all curriculum areas.<br><br>Expose students to elaborate mentor text that allows for exemplary writing achievement.<br><br><br>Use online resources and various print to become highly effective users of information<br><br>Write expository pieces in a pattern and voice that mimics a favorite author.<br><br>Barnes and Noble Author Night encourages students to write original creative writing pieces and share the published writing piece with an audience.<br><br>Students will analyze writing pieces based on | Administration<br><br>Reading Coach<br><br>Team Leaders | Grade level data chats with teachers and administration will be held to discuss and share enrichment and cross curricular resources for high achiever and gifted students.<br><br>Writing conferences | BAT Writing I, BAT I FCAT Writes, Monthly Writing Samples, I-Observation Tool (snapshot, formal, informal) |

| | the Writing FCAT 2.0 Rubric provided by FLDOE. | | | |
|---|---|---|---|---|

## 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 |
|---|---|---|---|---|---|---|
| Creating Writing Rubrics and Evaluating Writing Pieces | Grade 4 | Reading Resource Specialist | Grade 4 Teachers | October, 2012 | Data Chats, Individual Student Conferences, Team Meetings, Evaluation of Monthly Writing Prompts | Administration<br><br>Reading Coach |
| Writing Conferences with Specific Feedback | Grade 4 | Reading Coach | Grade 4 Teachers | October , 2012 | Data Chats, Individual Student Conferences, Team Meetings, Evaluation of Monthly Writing Prompts | Reading Coach |
| Vocabulary and Conventions | Grade K-5 | Reading Coach | Grade K-5 Teachers | November, 2012 | Team Meetings, Data Chats, Individual Student Conferences, Team Meetings, Evaluation of Monthly Writing Prompts | Administration<br><br>Reading Coach |
| The Writing Process | Grade 4 | Reading Coach | Grade 4 Teachers | November, 2012 | Common planning minutes and grade level data chats will be held on an on-going basis to monitor student progression. | Administration<br><br>Reading Coach<br><br>Grade 4 Teachers |

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 |
| Common Core (ELA) Website | District Based | District | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Writing FCAT 2.0 Workshop | Substitute Teacher | Title I Professional Development (ELA) | $400.00 |
| | | | Subtotal: $400.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $400.00 |

*End of Writing Goals*

# Attendance Goal(s)

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

| 1. Attendance Attendance Goal #1: | Maintain average daily attendance at 97% (614) or above while decreasing the number of students with frequent tardies by 10% (23). |
|---|---|
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 96% (764) average daily attendance rate | 97% (614) of students or more will attend school on a daily basis. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 57 students | 51 students or less (decrease total number of students with excessive absences by 10%) |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 265 students | 239 students or less (decrease of 10%) |

| 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 | Although student attendance rates are satisfactory, frequent tardies are a school concern. | Continue to document and notify parents of number and minutes due to student tardies.<br><br>Have parents sign attendance agreements to decrease tardy minutes.<br><br>Refer students with a patterns of tardiness and non-attendance to the School Social Worker.<br><br>Parents must attend mandatory BTIP meetings after a pattern of non-attendance is established. | Assistant Principal<br><br>Diane DeSilva - IMT | Numbers of daily tardies<br><br>Pattern of Non-Attendance Reports<br><br>Decrease in number of School Social Worker referrals by Administration for attendance issues | Attendance/tardy reports<br><br>Number of School Social Worker referrals |
| 2 | School start time of 7:50 AM | Place Parentlink phone calls to frequently tardy students homes in addition to letters sent. | Assistant Principal<br><br>Diane DeSilva - IMT | Number of daily tardies<br><br>Pattern of Non-Attendance reports reviewed for SSW referrals by Administration | Attendance/tardy reports<br><br>Number of referrals to School Social Wroker for attendance issues |
| | Frequently tardy | Administration will send | Assistant Principal | Number of daily tardies | Tardy reports |

| | | | | | |
|---|---|---|---|---|---|
| 3 | students | letters and Parentlink messages home to those students frequently tardy reminding them of the importance of arriving to school on time.<br><br>Committee of teachers and staff to brainstorm incentives for students to arrive to school on time. | Diane DeSilva - IMT | Pattern of Non-Attendance Report<br><br>Decrease in number of School Social Worker referrals for attendance issues by Administration | Number of School Social Worker referrals and BTIP referrals |
| 4 | Lack of transportation, lack of parent awareness. | Use BTIP meetings, social worker, RTI Team to address habitual tardies. | Assistant Principal<br><br>Diane DeSilva - IMT | Review Attendance Data | PLE Attendance Report |
| 5 | Late bus drop off and pick up | Bus Liaison will contact District Transportation in South Area | Assistant Principal | Attendance Records | PLE Attendance Report |

## 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 |
|---|---|---|---|---|---|---|
| Early Risers: Student Incentive Groups and Increased Parental Awareness of Compulsory Attendance | Multi-Grade | Assistant Principals | Select Staff | Planning Day | Implement Strategies developed at committee meetings. | Assistant Principal |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| BTIP Meeting | Parent Notification Via Letters | | $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 |

## 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<br><br>Suspension Goal #1: | By June 2013, the student suspension rate will be decreased by 10%. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 38 | 34 (10% decrease) |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 17 | 15 (10% decrease) |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 19 | 10 (10% decrease) |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 7 | 6 (10% decrease) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers use management systems other than CHAMPS | All teachers will implement CHAMPS strategies and implement the research based behavior management system. | Assistant Principal<br><br>Team Leaders | A decrease in the number of discipline referrals processed on the Discipline Management System; students will use Panther 1, Panther 2, Panther 3 on command | Discipline Management Data /Reports |
| 2 | Student time off task contributes to a low rate of student work completion and compliance to classroom rules and expectations. | Improve teacher classroom management and instructional strategies therefore decreasing student behavioral concerns through implementation of CHAMPS. | Assistant Principal | A decrease in the number of student referrals; I-Observation (snapshots, formal, informal) Focus: On Task Behavior and Teacher Withitness, Discipline Matrix | Discipline Management Data /Reports |

| | | | | | |
|---|---|---|---|---|---|
| 3 | Teachers misunderstand the consequences and interventions provided through proper implementation of the Discipline Matrix. | Review Broward County School's Discipline Matrix and Student Code of Conduct with all staff memebers. | Assistant Principal | A decrease in the number of student referrals; I-Observation (snapshots, formal, informal) Focus: On Task Behavior and Teacher Withitness, Discipline Matrix | Discipline Management Data /Reports |
| 4 | Teachers lack ideas for behavior management. | Sharing of best practices by teachers for behavior/discipline at faculty meetings | Assistant Principal | A decrease in the number of student referrals; I-Observation (snapshots, formal, informal) Focus: On Task Behavior and Teacher Withitness, Discipline Matrix | Discipline Management Data /Reports |
| 5 | Behavior management techniques are not consistent school-wide. | Develop and incorporate school-wide discipline plan with consistent expectations, rewards, and consequences. | Assistant Principal  Team Leaders | Number of student referrals due to behavioral concerns, Classroom Walkthrough | Discipline Management Data /Reports |
| 6 | Influences from outside the school (home, neighborhood, etc). | The Guidance Counselor will work with students in small groups and individually to address behavioral and emotional concerns. | Administration  Guidance Counselor  RTI Team | Review suspension rate data and DMS reports. | Discipline Management Data /Reports |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Champs I | Multi-Grade | Assistant Principal  ESE Specialist/ Support | Multi-Grade | Early Release Day | Review suspension rates | Assistant Principal |

Suspension Budget:

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

| No Data | No Data | No Data | $0.00 |
|---|---|---|---|
| | | Subtotal: | $0.00 |

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

# 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<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | Pines Lakes traditionally has a high percentage of parent involvement at social types of events, but a much lower percentage of parent involvement at instructional/academic events. Parent involvement at academic events will increase from 6% (48) to 10% (63). |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| Currently, 6% (38) of parents attend instructional/academic events. | By June 2013, parent involvement at academic events and meetings will increase by 10% (63). |

| 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/parents are less motivated to attend academic events. | Combine academic and social events to increase parent involvement. | Administration | Percentage of parents attending academic events increases. | Sign-In Sheets |
| 2 | Students don't encourage parents to attend academic based events/trainings. | Offer incentives to students whose parents attend academic events such as homework passes, class rewards, etc. | Team Leaders | Percentage of parents attending academic events increases. | Sign-In Sheets |
| 3 | Parents have busy schedules. | Offer food/meals for parents/families attending evening instructional events. | Team Leaders<br><br>Assistant Principal<br><br>Title 1 Liaison | Percentage of parents attending academic events will increase. | Sign-In Sheets |
| 4 | Parents have younger children. | Offer child care for evening academic events and parent meetings. | Team Leaders<br><br>Assistant Principal | Percentage of parents attending academic events increases. | Sign-In Sheets |
| 5 | Parents have busy schedules and their native language may not be English. | Use parent link, translators, and grade specific events to increase parent attendance. | Assistant Principal | Percentage of parents attending academic events increases | Sign-In Sheets |
| | Parents are not aware of school events. | Post school events in local businesses and local flyers.<br><br>Send Parentlink calls to | Administration | Percentage of parents attending academic events increases. | Sign-In Sheets |

| 6 | | all parents regarding school events.<br><br>Advertise school events on marquee<br><br>Students write events in daily planners | | | |
|---|---|---|---|---|---|
| 7 | Parent commitments to jobs and a lack of transportation interfere with many parents attending academic and/or social events in the evening. | Schedule a minimum of two parent conferences to inform parents of student progress. | Administration<br><br>Title I Liasion<br><br>Team Leaders | Review conference logs and parent sign-in sheets. | Conference log<br><br>Office Sign-In Sheets |
| 8 | Parents are unfamiliar with Common Core State Standards | Conduct Parent Nights at school providing information to parents regarding Common Core State Standards, Reading, Math and Writing grade level expectations, FCAT information and activities that they can do with their children. | Administration<br><br>Title I Liasion<br><br>Team Leaders | Review conference logs and parent sign-in sheets. | Conference log<br><br>Office Sign-In Sheets<br><br>Ticket Out the Door |

## 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 |
|---|---|---|---|---|---|---|
| Effective Parent Communication | K-5 | Assistant Principal | K-5 Teachers | October, 2012 | Conference Log | Assistant Principal |

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 |
| Pinnacle | Progress Reports/Interim Reports/Conference Forms | District | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Pinnacle | Teachers are trained to utilize Pinnacle to create and inform parents of their child's progress through quarterly Progress Reports, Interim Reports and Conferences. | None | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| Home-School Connection | Student Agendas and Parent Communication Folders | Title I Parent Involvement | $2,794.00 |
| Parent Involvement | Annual Parent Seminar | Title I Parent Involvement | $80.00 |
| | | Subtotal: $2,874.00 | |
| | | Grand Total: $2,874.00 | |

*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<br><br>STEM Goal #1: | N/A |

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

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

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

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

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | ELA and Math Common Core State Standards | Common Core State Standards Reading Appendices A-C; Math Appendix A | General Budget-Inservice | $400.00 |
| Reading | Intensive Reading Intervention to target the Lowest 30% and RTI Tier 2 and Tier 3 Students | RTI/ Tier 2 and Tier 3 Intervention Materials (REWARDS, PHONICS FOR READING) | General Budget | $5,506.00 |
| Reading | After School Tutoring | FCAT Camp | Accountability | $1,081.00 |
| Reading | Reading Workshops | Substitute Teachers | Title I Funds | $2,500.00 |
| Reading | After School Tutoring (High School Students) | After School Program (Weekly) | None-Students Document Service Hours | $0.00 |
| CELLA | IPT Materials | Assessment Materials | General Budget - ESOL Allocation | $1,000.00 |
| Mathematics | Professional Learning Community | PLC Books | Title I Funds | $500.00 |
| Mathematics | Math Workshops | Substitute Teachers | Title I Funds | $1,500.00 |
| Science | Science Fusion | Curriculum | District | $0.00 |
| Attendance | BTIP Meeting | Parent Notification Via Letters | | $0.00 |
| | | | | Subtotal: $12,487.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Technology Based Lessons | 6 Desktop Computers 10 Laptop Computers | Pines Lakes After Care Program Budget | $28,000.00 |
| Reading | Common Core Webinar Series | District Webinars | District | $0.00 |
| Reading | Defining the Core: Literacy Shifts in the Common Core Standards | District Website | District | $0.00 |
| Mathematics | Defining the Core | District Website | District | $0.00 |
| Mathematics | Mathematics Shifts in the Common Core Standards | Webinar | District | $0.00 |
| Science | Science Fusion Videos | Videos | District | $0.00 |
| Writing | Common Core (ELA) Website | District Based | District | $0.00 |
| Parent Involvement | Pinnacle | Progress Reports/Interim Reports/Conference Forms | District | $0.00 |
| | | | | Subtotal: $28,000.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | CAFE/Daily 5 Professional Learning Community | PLC Materials-10 Teacher Books CAFE/Daily 5 | Title I Professional Development Funds | $200.00 |
| Reading | Professional Learning Community | Teacher Salaries (15.00 an hour stipend) | Title I Professional Development Funds | $1,900.00 |
| Mathematics | Math Professional Learning Community | Teacher Salaries (15.00 an hour stipend) | Title I Funds | $600.00 |
| Science | Science Fusion Overview | Professional Development | None | $0.00 |
| Writing | Writing FCAT 2.0 Workshop | Substitute Teacher | Title I Professional Development (ELA) | $400.00 |
| Parent Involvement | Pinnacle | Teachers are trained to utilize Pinnacle to create and inform parents of their child's progress through quarterly Progress Reports, Interim | None | $0.00 |

|  |  | Reports and Conferences. |  |  |
|--|--|--|--|--|
|  |  |  |  | Subtotal: $3,100.00 |

**Other**

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| Reading | Professional Development Materials | charts tablets,binders, markers | TITLE I Professional Development Budget | $1,175.00 |
| Parent Involvement | Home-School Connection | Student Agendas and Parent Communication Folders | Title I Parent Involvement | $2,794.00 |
| Parent Involvement | Parent Involvement | Annual Parent Seminar | Title I Parent Involvement | $80.00 |
|  |  |  |  | Subtotal: $4,049.00 |
|  |  |  |  | Grand Total: $47,636.00 |

## 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.

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## 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 |
|----------------------------|--------|
| After School Tutorial/Materials/Professional Development | $1,081.00 |

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

The School Advisory Council will monitor the implementation of the School Improvement Plan. SAC members will review school data and be involved in decision-making regarding school budget, Title 1 resources,and other school procedures.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Broward School District**
**PINES LAKES ELEMENTARY SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 71% | 74% | 72% | 45% | 262 | 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 | 61% | 70% | | | 131 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 50% (YES) | 75% (YES) | | | 125 | 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 | | | | | 518 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |

**Broward School District**
**PINES LAKES ELEMENTARY SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 78% | 69% | 90% | 46% | 283 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 66% | 61% | | | 127 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 55% (YES) | 65% (YES) | | | 120 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 530 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |