FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OAKLAND PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Joanne Krisel

SAC Chair: Jamie Ferguson

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/17/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Degrees: Bachelor of Science in Elementary Ed.,			2011-2012 Grade: B Reading Mastery: Math Mastery: Writing Mastery: Science Mastery: AYP: 2010-2011 Grade :A Reading Mastery: 71% Math Mastery: 76% Writing Mastery: 93% Science Mastery: 43% AYP: No, 82% of criteria were met. 2009-2010 Grade:B Reading Mastery:63% Math Mastery:75% Writing Mastery:87% Science Mastery:54% AYP: No

Principal	Joanne Krisel	Master of Science in Educational Leadership Certifications: Elementary Education 1-6, Educational Leadership, ESOL Endorsement	9	12	2008-2009 Grade – A Reading Mastery: 72% Math Mastery: 74% Science Mastery: 40% Writing Mastery: 87% AYP: Yes 2007-2008 Grade: A Reading Mastery: 64% Math Mastery: 72% Science Mastery: 38% Writing Mastery: 95% AYP 92% of the criteria were met. The black, Hispanic, and ELL students did not meet criteria in reading. 2006-2007 Grade: A Reading Mastery: 58.6% Math Mastery: 64% Science Mastery: 39% Writing Mastery: 86% AYP 97% of the criteria were met. ELL students did not meet the criteria in reading.
Assis Principal	Vonneva Hobbs	Degrees: Bachelor of Social Work, Master of Social Work Certifications: Educational Leadership, Guidance K-12	3	3	2011-2012 Grade: B Reading Mastery: Math Mastery: Writing Mastery: Science Mastery: AYP: 2010-2011 Grade :A Reading Mastery: 71% Math Mastery: 76% Writing Mastery: 93% Science Mastery: 43% AYP: No, 82% of criteria were met. 2009-2010 Grade:B Reading Mastery:63% Math Mastery:75% Writing Mastery:87% Science Mastery:54% AYP: No 2008-2009 Grade: C Reading Mastery: 65% Math Mastery: 64% Science Mastery: 15% Writing Mastery: 91% AYP: No 2007-2008 Grade: C Reading Mastery: 59% Math Mastery: 64% Science Mastery: 21% Writing Mastery: 94 AYP - No 2006-2007 Grade: B Reading Mastery: 62% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 90% AYP - Yes

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)
					2011-2012 Grade: B

Reading	Rita Strachan	Degrees: Degrees: Bachelor of Science, Master of Science Certifications: Art K-12, Reading K-12 Elem Ed 1-6, ESOL Endorsement	25	3	Reading Mastery: Math Mastery: Writing Mastery: Science Mastery: AYP: 2010-2011 Grade :A Reading Mastery: 71% Math Mastery: 76% Writing Mastery: 93% Science Mastery: 43% AYP: No, 82% of criteria were met. 2009-2010 Grade: B Reading Mastery:63% Math Mastery:75% Writing Mastery:87% Science Mastery:54% AYP: No 2008-2009 Grade – A Reading Mastery: 72% Math Mastery: 74% Science Mastery: 40% Writing Mastery: 87% AYP: Yes

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	Experience Broward	Instructional Staffing	August 2012	
2	New Educator Support System (NESS)	NESS Liaison	Monthly Meetings	No new teachers were hired in 10-11 and we are not expecting any new teachers for 11-12, however support will be given to those who are new to the school and to teachers in need of improvement.
3	Team Leaders' Support	Principal	Weekly Meetings	
4	Professional Development	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% (45) of the instructional staff and 100% (5) of the paraprofessionals are highly qualified. One teacher received a "Needs Improvement" on the 2012 Marzano Evaluation System.	This teacher is being supported by the team leader who is a National Board Certified Teacher. She is also being assisted by our reading coach as well as our reading resource teacher. She will be observed regularly by administration. If her performance does not improve, she will be placed on a Professional Development Plan.

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	2.2%(1)	13.3%(6)	40.0%(18)	44.4%(20)	46.7%(21)	100.0%(45)	4.4%(2)	17.8%(8)	91.1%(41)

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
Amy Lund	Carolann Turn	Ms. Lund is a National Board Certified teacher mentoring Ms. Turn who was placed at Oakland Park in October 2011. Ms. Lund is Ms. Turn's Team Leader and was her mentor during the 2011-2012 school year.	Planning, modeling best practices and curriculum strategies, assist with understanding school and district policies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I services provide additional teachers to assist students, particularly low performing students, with additional assistance during the school day. We have a Title I Liaison who attends meetings and coordinates the Title I activities. The Title I bus will be scheduled to be at the school for parent meetings. The School-Parent Compact is sent home to all parents. Parents are encouraged to attend PTA meetings, SAC meetings, Parent Universities, and all conferences. School and curriculum information is provided at all parent meetings and is provided in English, Spanish and Creole.
The district coordinates with Title I in ensuring staff development needs are provided.
Title I funds are used for teacher salaries, parent involvement and professional development activities.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

Funds are used for a Classroom Assistant to work with the ELL students.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring after school, on Saturdays, and for additional instructional support during the school day.

Violence Prevention Programs

Threat Assessment and Bullying programs are in effect in the school.

Nutrition Programs

93% Free and Reduced Meals

Housing Programs

NA

Head Start

One Headstart Class

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our RtI Leadership Team consists of:
Principal, Joanne Krisel – Oversees all processes
Assistant Principal, Vonneva Hobbs
Jamie Ferguson, ESE Teacher/SAC Chair - Coordinates the CPST/RtI Process
Guidance Counselor, Marylynn Henschel – Works with teachers to develop behavioral and emotional interventions
ESE Specialist, Donna Pleasants – Oversees the ESE Program and works with all teachers on interventions for academics and behavior
Reading Coach, Rita Strachan – Oversees the reading program and assists teachers in creating interventions for all areas of reading.
Speech and Language Pathologist, Maryann Hall-Cabrera – Has a wealth of knowledge relating to reading and language development. She works with teachers, and groups of children.
ESOL Contact - Lynn Henschel
School Psychologist, Janie White – Assists in evaluating whether a child should go on for further testing and makes suggestions for interventions.
School Social Worker – Works with teachers and parents to ensure proper social, emotional and economic interventions are taking place.

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?

Jamie Ferguson, ESE Teacher, is responsible for coordinating the RtI Leadership Team. The first step in the process is for teachers to identify a problem and implement interventions. They can come to anyone on the RtI Team for assistance with this implementation. If necessary, the teacher will then complete a referral packet including pre and post data, descriptions of the interventions, parent conferences, etc. Along with the ESE Specialist, the Assistant Principal will schedule meetings with

the RtI Team and parents. At that meeting, a determination will be made as to whether the child will go forward for evaluation or further interventions will be suggested. A case manager is assigned to observe and follow up with the teacher. Team Leaders facilitate team meetings and PLCs at least once a week. These meetings are used to analyze data, share best practices and to discuss progress of individual students.
Administration meets with Team Leaders at least once a month. Data is analyzed, best practices are shared,and training takes place. Many school-wide practices are discussed at these meetings through shared decision making.

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

The RtI Leadership Team reviews the implementation of the School Improvement Plan with the learning communities on a monthly basis. If changes need to be made in the plan, recommendations are made to administration, the SAC Chair, and support staff. These recommendations are presented to SAC and changes are made as needed. In the spring of every year, the learning communities review the plan and make recommendations for the new School Improvement Plan based on data received from FCAT, BAT 2 and the FL Achieves Assessments. These recommendations are presented for discussion to SAC who also have input into the final writing of the plan.

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: FAIR (Florida Assessments for Instruction in Reading) for grades K-5, iStation for Reading for K through 5th, Go Math Prerequisite and Beginning of Year Assessments for K-5, Broward Assessment Test (BAT1 for reading, math and science) for 3rd through 5th grades, previous year's FCAT for 3rd through 5th grades.
Progress Monitoring: FAIR in K-5, BAT 2 for 3rd through 5th, Mini assessments and FL Achieves for 1st through 5th, FCAT Simulations, ongoing iStation reports. Tracking progress for students in Tier 2 and 3 is accomplished through the use of graphs created in FAIR, iStation and those created by teachers. If children are not showing progress, more intensive research based interventions are implemented based on the Struggling Reader and Math Charts. The team analyzes the school-wide core curriculum to determine if changes are needed. In addition, the school-wide discipline plan is reviewed to determine if changes are needed for specific children having difficulties. Individual plans are created as needed.
Midyear: FAIR for K-5, iStation, and Go Math Big Idea Assessments.
End of Year: FAIR, FCAT, End of Year Assessments for reading and math in grades 1-5.
Frequency of Data Chats: Once a month

This year all assessments will be managed and graphed on BASIS.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' planning times and small sessions will occur throughout the year. Two PD sessions entitled, “RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI”, and “RtI: Challenges to Implementation Data Based Decision-making, and Supporting and Evaluating Interventions” will take place. The RtI Team will also evaluate additional staff PD needs during the regular RtI Leadership Team meetings.

Describe the plan to support MTSS.

An administrator will be present at all RtI meetings. Additional training will be scheduled as needed. Substitutes will be hired as needed when meetings are scheduled to allow all members of the team to attend.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of:
Principal, Joanne Krisel
Assistant Principal, Vonneva Hobbs
Rita Strachan, Reading Coach

Reading Core Teacher, Erika Holubeck
Speech and Language Pathologist, Maryann Hall-Cabrera
Florence Bastien, Media Specialist
Marylynn Henschel - ESOL Contact/Guidance Counselor
ESE – Jamie Ferguson
Classroom Teachers:
Grade K – Amy Lund
Grade 1 – Kathye Watson
Grade 2 – Michael Ott
Grade 3 - Rene Carlton
Grade 4 – Lauren Kirik
Grade 5 - Kelly Adamowich

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

The principal and assistant principal will monitor the entire literacy program with the assistance of the reading coach and reading core teacher. The LLT will meet a minimum of once a month as a professional learning community. Members will be asked to bring data and samples of student work from each grade level team. Data and concerns will be shared and discussed with team members. Interventions and strategies will be researched and shared. Representatives will share new knowledge and strategies with reading teachers. The reading coach will model in classrooms. The other members of the team will assist in facilitating professional development, mentoring new teachers, and assisting in building school-wide capacity. The LLT will assist in monitoring the school improvement plan and in developing the plan for the following year.

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

The major initiatives of the LLT will be to:
Analyze student data to discover the exact areas of weakness for the struggling readers.
Research strategies and interventions to assist struggling readers.
Ensure the implementation of the Comprehensive Core Reading Program and scientifically based reading instruction and strategies with fidelity.
Analyze data to determine the effectiveness of instruction and to redesign instruction and resources to meet student learning and intervention needs.
Participate in classroom demonstrations and model strategies.
Mentor other teachers and present staff development.
Monitor progress and identify barriers of students not making adequate progress or in danger of not making AYP.
Recommend enrichment activities for high-achieving students.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/5/2012)

*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.

We conduct PLACE and Headstart transition meetings as well as articulation meetings. Parents are invited to be a part of SAC, SAF and PTA.
We have a Kindergarten Round-Up each spring. Flyers are sent to all parents of our students Pre-K through 5th grade. In addition, we give flyers and invitations to the private Pre-K schools in our area. Parents are informed of necessary readiness skills.
Administrators attend the PLACE and Headstart End of Year programs to further inform parents of the Kindergarten program, registration procedures, and expectations.
There is a Meet the Teacher Day the Friday before school starts. All parents and children are invited to come to school to meet the teachers. Kindergarten parents attend an orientation at this time. Open House is scheduled during the second week of school when parents receive an overview of the curricular programs and grade level expectations as well as the Title I Program.
We conduct school tours whenever parents request them.
Preschool teachers meet with Kindergarten teachers to examine and discuss grade level expectations.

The guidance counselor and other staff members are available to meet with parents to discuss all transitions.

*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.

NA

*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?

NA

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?

NA

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	At least 35% (89) of Grade 3 through 5 students will achieve level 3 in reading on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.5% (57) of the students in grades 3 through 5 scored Level 3 on the 2012 Reading FCAT.	At least 35% (89) of the students in grades 3 through 5 will score level 3 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	Lack of vocabulary development	1. The Elements of Reading Vocabulary will be used in all grade levels to guide vocabulary instruction. 2. All children will be taught during a two-hour reading block. 3. Complex text will be used to teach reading by integrating science and social studies into the reading block. 4. Interactive Word Walls will be used in all grade levels to reinforce vocabulary skills.	Administration, Reading Coach, School-Based Leadership Team	1. The iStation assessment will be administered monthly to all students in grades K-5. 2. The administration will have monthly data chats with the classroom teachers to analyze the reports and plan for future instruction. 3. Administration will conduct classroom visitations to monitor vocabulary instruction and will meet with teachers on a monthly basis to discuss the effectiveness of strategies. Follow-up visitations will be conducted to analyze teacher follow-through after the data chats.	1.iStation Reports 2.Weekly Treasures Assessments 3.iObservation 4. FL Achieves Assessments
2	Lack of Oral Reading Fluency	Students who fall below expected levels on the FAIR will use fluency remediation programs such as Quick Reads and Great Leaps	Administration, Literacy Leadership Team	Data Chats between administration and teachers and teachers and students in grades 1-5 to discuss the results of the FAIR.	FAIR administered 3 times a year to students in grades K-5.
	Non-mastery of grade level expectations in reading and math	1. Departmentalizing will be discontinued to allow for more time to be spent on reading, math, and the integration of other content areas. 2. After school and Saturday tutoring. 3. Teachers will use the Instructional Focus Calendars and BEEP	Administration	Monthly data chats between administration and teachers, and between teachers and students to discuss the data from the FL Achieves Assessments, FAIR, BAT 1 & 2, 2012 FCAT, First in Math and iStation.	1. FL Achieves Assessments in reading, math and science 2. BAT 1 and BAT 2 3. 2013 FCAT 4. Monthly iStation Reports. 5. FAIR

3		lessons to help drive instruction and to plan lessons effectively. 4. iStation to remediate and reinforce reading skills. 5. The reading coach, the reading resource teacher, and the ESE teachers will pull-out, push-in, and double & triple dose identified students using strategies and intensified services as determined by needs. 6. First in Math will be used at all levels to reinforce basic math skills.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At least 21% (53) of the students in grades 3 through 5 will achieve at or above Level 4 on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18.6% (47) of the students in grades 3 through 5 scored at or above Level 4 on the 2012 Reading FCAT.	At least 21% (53) of the students in grades 3 through 5 will score at or above Level 4 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
	There needs to be more teaching of Close Reading	1. Teachers will receive professional	Administration	1. Monthly Data Chats between administration	1. BAT 1 and 2 scores

1	using complex texts.	development on understanding and implementing the Literacy, Science, and Social Studies Common Core State Standards. 2. Teachers will review high level question stems and Webb's Levels of Cognitive Complexity, 3. Teachers will meet in PLCs and discuss instructional strategies and how to integrate them effectively into their daily lessons.		and teachers and teachers and students to monitor scores on BAT 1 and 2, on the FL Achieves assessments, on iStation and on Accelerated Reader. Students will discuss and revisit their goals. 2. Classroom visitations and observations during reading instruction to focus on the implementation of strategies learned in reading trainings.	2. FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. Accelerated Reader reports
2	Lack of knowledge of how to read and understand Informational Text	1. Students will utilize non-fiction texts such as content area textbooks, newspapers and other periodicals during reading instruction to conduct research reports. 2. Teachers will use the higher order question stems to help the students become familiar with the test question format. 3. Children will complete projects using Internet research while integrating all subject areas.	Administration	1. Weekly administrative classroom visitations during reading instruction to focus on the use of and availability of informational text. 2. Review of assessment results during monthly data chats 3. Monitor Media Center Book Checkout using monthly Accelerated Reader reports 4. Monitor Accelerated Reader reports for the percent of nonfiction books being read.	1. BAT 1 and 2 results 2. FL Achieves assessments 3. 2013 FCAT 4. iStation, FAIR and Accelerated Reader Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At least 65% (109) students in grades 3 through 5 will make learning gains in reading on the 2013 Reading FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
58.9% (99) of students in grades 3 through 5 made learning gains in reading on the 2012 Reading FCAT.	At least 65% (109) students in grades 3 through 5 will make learning gains in reading 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	Differentiation of instruction needs to be continued in all areas of the curriculum.	1. Differentiated instruction will be addressed through the use of iStation for reading and First in Math for math. 2. Small skill groups will be implemented using differentiated strategies. 3. Centers will be differentiated to meet the needs of all learners. 4. Students will be double and triple dosed as needed in reading and math based on the Struggling Reader and Math Charts and recommendations of RTI.	Administration Reading Coach	1. Monthly data chats between teachers and administration to monitor student progress on BAT 1, BAT 2, iStation, First in Math, and FAIR. 2. Differentiated strategies will be discussed and modified as needed. 3. Monitor progress on the FL Achieves assessments. 4. Weekly classroom visitations focusing on differentiated strategies.	1. BAT 1 and 2 score comparison 2. FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. FAIR Reports
2	Students have limited knowledge of prerequisite skills and understanding of grade level vocabulary in reading and math.	1. Teachers will infuse differentiated vocabulary building activities during center rotations. 2. Students will actively engage in vocabulary building focusing on words of the week. 3. Essential vocabulary will be listed on the Common Board Configuration for all subject areas. 4. All teachers will implement interactive word walls in all subject areas.	Administration Reading Coach	1. Teachers will collaborate and discuss the effectiveness of the vocabulary strategies used during reading and math instruction during their weekly team meetings and/or during PLCs. 2. Monthly data chats between teachers and administration and between teachers and students to discuss and monitor student progress on the weekly assessments. 3. Achievement on weekly reading and math assessments, FL Achieves assessments, FAIR and iStation. 4. Weekly Classroom visitations and observations by administration.	1. Unit Treasures and Go-Math Assessments 2.FL Achieves Assessments 3.iStation Reports 4. FAIR 5. 2013 FCAT
3	Students do not have a clear understanding of the goals and objectives of their daily lessons.	1. Teachers will display a common board configuration that clearly states the objective, essential question, necessary vocabulary, and a rubric for attaining mastery of each lesson in student friendly language.	Administration	Weekly classroom visitations and observations focusing on the information and implementation of information on the Common Board Configuration.	1.FL Achieves Assessments 2.iStation Reports 3. FAIR 4. 2013 FCAT

		2. Teachers will refer to and explain the components of the Common Board Configuration before, during and at the end of each lesson.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 75% (32) of students in grades 3 through 5 who were in the lowest quartile on the 2012 Reading FCAT will make gains on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.6% (28) of students in grades 3 through 5 who were in the lowest quartile made gains on the 2012 Reading FCAT.	At least 75% (32) of students in grades 3 through 5 who were in the lowest quartile on the 2012 Reading FCAT will make gains 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	1. Word Attack Skills and Phonemic Awareness are areas of weakness for the children in the lowest quartile.	Children needing phonics and phonemic awareness assistance will be pulled into small groups by the reading coach, the reading resource teacher, the Speech and Language Pathologist, and the ESE teacher. The struggling reader chart will be used to determine an appropriate program. As there is a great deal of reading in math, the	Administration	1. Monthly data chats will be held between teachers and administration to discuss the needs of the lower level students. Data received from the monthly iStation Assessment, BAT 1 & 2, FL Achieves assessments and FAIR will be analyzed. 2. Weekly Classroom visitations that focus on small group	1. BAT 1 and BAT 2 2. FL Achieves assessments 3. 2013 FCAT results 4. Monthly iStation reports 5. FAIR

		reinforcement of these skills will add to the achievement in math as well as in all other subject areas.		instruction and the inclusion of differentiated strategies.	
2	Data has shown that reading comprehension is a weakness for many students.	1. Additional reading instruction will be provided by the reading coach, the reading resource teacher, and the the ESE teacher. They will use differentiated strategies and programs based on needs and the Struggling Reader Chart. 2. Materials selected for remediation will be based on the District's Struggling Reader Chart. 3. Teachers will utilize graphic organizers and other strategies learned in CRISS training to help build reading comprehension skills. They will plan collaboratively to discuss the implementation of the best strategies to enhance instruction for comprehension. As there is a great deal of reading in math, the reinforcement of these skills will add to the achievement in math as well as in all other subject areas.	Administration	1. Monthly data chats will be held between teachers and administration to discuss the strategies being used to improve reading and math comprehension skills. Data received from the monthly iStation Assessment, BAT 1 & 2, AR Reports, FAIR and FL Achieves assessments, will be analyzed. Changes will be made in strategies used and intensification of interventions as determined by the data. 2. Weekly classroom visitations that focuses on the use of graphic organizers and other comprehension strategies for reading and math.	1. BAT 1 and BAT 2 2. FL Achieves assessments 3. 2013 FCAT results 4. Monthly iStation reports 5. FAIR
3	Additional reading and math instruction is needed for specific children above and beyond that which is delivered by the classroom teacher.	Individualized reading and math instruction will be delivered through the use of technology software such as iStation, First in Math, and Destination Reading and Math	Administration	1. Administration will meet with teachers on a monthly basis to analyze iStation reports, BAT 1 and 2 data, FAIR, Destination Reading and Math Reports and FL Achieves assessments, and First in Math Reports. Changes will be made in strategies used and intensification of interventions as determined by the data.	1. BAT 1 and BAT 2 2. FL Achieves assessments 3. 2013 FCAT results 4. Monthly reading and math Reports 5. FAIR
4	Oral Reading Fluency is a weakness	Students will use a fluency remediation program such as Quick Reads as well as materials provided in the Treasures Reading program.	Administration	1. FAIR assessments administered 3 times a year to students in grades 1-5. 2. Monthly Data chats between administration and teachers to discuss FAIR results. Intensification of interventions will be implemented as needed. 3. Quick Reads Data, and iStation reports.	1. BAT 1 and BAT 2 2. Florida Achieves assessments 3. 2013 FCAT results 4. Monthly iStation Reports

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 # 5A : At least 55% of the children in grades 3 to 5 will be proficient in reading on the 2013 Reading FCAT.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	55%	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	35% (11) of the white children will not make satisfactory progress on the 2013 Reading FCAT. At least 60% (57) of black children in grades 3 through 5 will not make satisfactory progress on the 2013 Reading FCAT. At least 54%(47) of Hispanic children in grades 3 through 5 will not make satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.9% (13) of the white children in grades 3 through 5 did not make satisfactory progress in reading on the 2012 Reading FCAT. 63.7% (79) of the black children in grades 3 through 5 did not make satisfactory progress on the 2012 Reading FCAT. 58.6% (51) of the Hispanic children in grades 3 through 5 did not make satisfactory progress on the 2012 Reading FCAT.	35% (11) of the white children will not make satisfactory progress on the 2013 Reading FCAT. At least 60% (57) of black children in grades 3 through 5 will not make satisfactory progress on the 2013 Reading FCAT. At least 54%(47) of Hispanic children in grades 3 through 5 will not 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	Many of the ELL students are deficient in grade-level vocabulary skills in all subject areas.	1. The classroom teachers will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL instructional materials, such as Let's Go, Treasures ELL Program-Treasures Chest, and English in My Pocket to provide additional reading instruction to ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement. 3. The ESOL aide provided by Title III funds will work with small groups of ELL students through a push in model.	Administration	1. Monthly data chats between teachers and administration to analyze data from iStation, BAT 1 & 2, FL Achieves assessments and weekly Treasures and Go Math 2. Weekly Classroom visitations will be conducted focusing on the implementation of ESOL strategies and the use of materials specifically designed for ESOL instruction for reading and math	1. iStation Reports 2. BAT 1 & 2 data 3. FL Achieves assessment data 4. 2013 FCAT 5. FAIR
	There are children from many different cultural backgrounds at Oakland Park Elementary.	1. Teachers will incorporate strategies to meet the needs of all children. 2. There will be a	Administration	Weekly Classroom visitations will be conducted focusing on the implementation of ESOL strategies and	1. iStation Reports 2. BAT 1 & 2 data 3. FL Achieves assessment data

2		multicultural parade during which children and staff will dress to indicate their heritages. 3. Children will research the customs of their heritage.		the use of materials specifically designed for ESOL instruction for reading and math	4. 2013 FCAT 5. FAIR
3	Additional small group reading instruction is needed beyond the 90 minute reading block.	1. The reading coach, reading resource teacher, ESE teacher, and ESOL resource teacher assistant will work with small groups providing a 2nd or 3rd dose of directed reading instruction using district adopted programs outlined on the Struggling Reader's Chart.	Administration Reading Coach	1. Monthly data chats will be held between administration and teachers and teachers and students to review data received from Weekly Treasures Assessments, BAT 1 & 2, Florida Achieves assessments, and iStation reports. Changes will be made to strategies used as determined by the data.	1. Treasures Assessments 2. BAT 1 and 2 3. Florida Achieves assessments 4. iStation reports 5. 2013 FCAT
4	Instruction needs to be differentiated to meet the needs of all learners.	iStation will be utilized by all students to remediate specific areas of weakness in reading.	Administration, Reading Coach	1. Monthly Data Chats between teachers and administration and between teachers and students to analyze data from Weekly Treasures Assessments, BAT 1 & 2, Florida Achieves assessments, and iStation. 2. Weekly classroom visitations and observations focusing on differentiated instruction in reading.	1. Treasures Assessments 2. BAT 1 and 2 3. Florida Achieves assessments 4. iStation reports 5. 2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	75%(36) of ELL children in grades 3 through 5 will not make satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (40) of the ELL students in grades 3 through 5 did not make satisfactory progress on the 2012 Reading FCAT.	75%(36) of ELL children in grades 3 through 5 make not 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	Many of the ELL students are deficient in grade-level vocabulary skills in all subject areas.	1. The classroom teachers will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL instructional materials, such as Let's Go, Treasures ELL Program-Treasures Chest, and English in My Pocket to provide additional reading instruction to	Administration	1. Monthly data chats between teachers and administration to analyze data from iStation, BAT 1 & 2, FL Achieves assessments and weekly Treasures and Go Math 2. Weekly Classroom visitations will be conducted focusing on the implementation of ESOL strategies and the use of materials	1. BAT 1 & 2 results 2.FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. FAIR

		ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement. 3. The ESOL aide provided by Title III funds will work with small groups of ELL students through a push in model.		specifically designed for ESOL instruction for reading and math	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	At Least 75% (30) of the Students with Disabilities will not make satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82.5% (33) of the Students with Disabilities did not make satisfactory progress on the 2012 Reading FCAT.	At Least 75% (30) of the Students with Disabilities will not 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	Sharing of data and information between the classroom teachers and the ESE teachers.	1. The ESE teacher will participate in data chats with teachers of the students with disabilities. 2. The ESE Specialist, the Speech and Language Pathologist, and the VE teacher will train the faculty on effective reading and math strategies: visualizing, questioning, summarizing, activating prior knowledge, use of graphic organizers 3. A 2nd dose of reading instruction will be provided by the classroom teacher. 4. The Reading Coach will model effective strategies. 5. Data trends will be monitored closely by the classroom and ESE teachers	Administration	1. Administrators will meet with the ESE teacher on a monthly basis to review progress and analyze data. 2. BAT 1 & 2 results will be reviewed along with FL Achieves, FAIR, and iStation data. 3. Weekly classroom visitations with a focus on the ESE students.	1. BAT 1 & 2 results 2.FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. 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. Reading Goal #5E:	55%(128) of students in grades 3 through 5 who are in the Economically Disadvantaged subgroup will not make satisfactory progress on the 2013 Reading FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
60.5% (141) of the children in the Economically Disadvantaged subgroup in grades 3 to 5 did not make satisfactory progress on the 2012 Reading FCAT.	55%(128) of students in grades 3 through 5 who are in the Economically Disadvantaged subgroup will not 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	Children having academic/behavioral difficulties are not being identified early enough.	1. Teachers will be trained during the first month of school on the RtI problem Solving Process and on resources for appropriate interventions to be started early.	Administration	1. Monthly Data Chats between administration and teachers with a discussion of interventions being implemented. 2. At least monthly scheduled RtI meetings to offer assistance to classroom teachers having children with difficulties. 3. Progress monitoring of achievement of children with difficulties.	1. Observation and evaluation of the RtI Process by administration 2. Observations of intervention implementation by teachers who have brought children to the RtI team. 3. FAIR Reports 4. 2013 FCAT 5. FL Achieves Assessments
2	Lack of student prior knowledge.	1. Use United Streaming and Internet resources to give the students a broader knowledge of the world around them.	Administrtion	Weekly classroom visitations focusing on the use of technology.	1. BAT 1 and BAT 2 2. FL Achieves Assessments 3. 2013 FCAT
3	Teachers need to be aware of the needs of impoverished families and how it affects the completion of homework.	1. Teachers will implement strategies learned in Understanding Poverty training such as modifying homework assignments based on the individual needs of each student.	Administration	Monthly data chats between teachers and administration to review the status of homework return rate and scores on BAT 1 and 2 and on the Florida Achieves Assessments.	1. Comparison of BAT 1 and BAT 2 2. Florida Achieves Assessments 3. 2013 FCAT 4. Completed homework assignments
4	Lack of parental involvement in school sponsored activities.	1.Offer parent education such as homework tips, reading comprehension strategies, and computer literacy training at PTA, SAC and SAF meetings. 2. Parents will be encouraged to attend Parent Universities to better engage with their children and to understand grade level expectations.	Administration	1. Parents will complete a "ticket out the door", after each school sponsored event that focuses on reading instruction, which will indicate a strategy that they will try at home with their child. 2. Monthly data chats with grade level teams and administration to discuss and determine whether the strategy noted on the "ticket out the door" has had a positive effect on student achievement.	1. Volunteer log 2. Attendance records 3. Comparison of BAT 1 and BAT 2 4. Florida Achieves Assessments 5. 2013 FCAT

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
Common Core Standards	Pre-K-5	PLC Facilitators	School-wide	8/14/12 9/18/12 10/16/12 10/26/12 11/20/12 12/18/12 1/15/13 1/18/13 2/19/13 3/19/13 3/22/13 4/16/13	Lesson Plans Classroom Visitation/Observations Common Board Configuration Displays	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Camps, Saturday School	Salaries for Teachers	Title 1	$7,000.00
Teachers will use Elements of Reading Vocabulary to enrich vocabulary skills of students	Elements of Reading Vocabulary materials	General Budget-Accountability	$2,710.00
Teachers will use practice workbooks to reinforce reading skills taught in small groups.	Treasures FL Practice Books	General Budget Instructional Materials	$3,755.00
Kindergarten and first grade phonics instruction	Wilson Fundations	Instructional Materials	$1,142.00
Treasures Teacher Editions, student textbooks and weekly assessments to all all children access to all reading materials.	Treasures Materials	Instructional Materials	$4,888.00
Common Core State Standards materials to assist teachers with the transition to CCSS.	Common Core State Standards bound booklets.	Instructional Materials	$1,000.00
			Subtotal: $20,495.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use Accelerated Reader to increase fluency and comprehension skills	Accelerated Reader on-line Subscription	School Budget-Instructional Materials	$2,900.00
			Subtotal: $2,900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be trained in Common Core Standards	Substitutes to cover classes allowing teachers to attend District Reading Training	Title 1	$1,750.00
Teachers will work with their teams to unwrap the CCSS in literacy.	Staff salaries	Title I	$3,000.00
As teachers work to unwrap the CCSS, they will need supplies to document their findings.	Supplies for training such as paper, pens, charts, binders, markers, etc.	Title I	$628.00
			Subtotal: $5,378.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $28,773.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	35% (82) of the ELL students in K through 5 will meet proficiency on the 2013 CELLA in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
31% (72) of the ELL students in grades K through 5 met proficiency on the 2012 CELLA in Listening/Speaking.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the ELL students are deficient in grade-level vocabulary skills.	1. The ESOL teacher assistant and classroom teachers (with assigned ELL students) will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL instructional materials, such as Let's Go, treasures ELL Program-Treasure Chest, and English in my Pocket to provide additional reading instruction to ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement.	Administration, Reading Coach	1. Monthly data chats between ESOL teachers and administration 2. Florida Achieves assessments and weekly Treasures assessments 3. Weekly classroom visitations and observations focusing on implementation of ESOL strategies	1. iStation reports 2. BAT 1 and 2 3. Florida Achieves assessments 4. 2013 FCAT 5. Classroom visitations and observations

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	30% (59) of ELL students in K through 5 will be proficient on the 2013 CELLA in the area of Reading.
2012 Current Percent of Students Proficient in reading:	
25% (50) of ELL students in K through 5 were proficient on the 2012 CELLA in the area of Reading.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Many of the ELL students are deficient	1. The ESOL teacher assistant and classroom	Administration, Reading Coach	1. Monthly data chats between ESOL teachers	1. iStation reports

1	in grade-level reading skills.	teachers (with assigned ELL students) will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL instructional materials, such as Let's Go, treasures ELL Program-Treasure Chest, and English in my Pocket to provide additional reading instruction to ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement.		and administration 2. Florida Achieves assessments and weekly Treasures assessments 3. Weekly classroom visitations and observations focusing on implementation of ESOL strategies	2. BAT 1 and 2 3. Florida Achieves assessments 4. 2013 FCAT 5. Classroom visitations and observations

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	28% (59) of ELL students will meet proficiency on the 2013 CELLA in K through 5 in the area of Writing.
2012 Current Percent of Students Proficient in writing:	
22% (46) of ELL students in K through 5 met proficiency on the 2012 CELLA in the area of 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
1	Many of the ELL students are deficient in grade-level writing skills.	1. The ESOL teacher assitant and classroom teachers (with assigned ELL students) will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL instructional materials, such as Let's Go, treasures ELL Program-Treasure Chest, and English in my Pocket to provide additional reading instruction to ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement.	Administration, Reading Coach	1. Monthly data chats between ESOL teachers and administration 2. Florida Achieves assessments and weekly Treasures assessments 3. Weekly classroom visitations and observations focusing on implementation of ESOL strategies	1. iStation reports 2. BAT 1 and 2 3. Florida Achieves assessments 4. 2013 FCAT 5. Classroom visitations and observations

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	At least 40% (100) of students in grades 3 through 5 will achieve proficiency (level 3) in math on the 2013 Math FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.8% (75) of the students in grades 3 through 5 scored Level 3 on the 2012 Math FCAT Assessment.	At least 40% (100) of students in grades 3 through 5 will achieve proficiency in math on the 2013 FCAT Math Assessment.

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	Non-mastery of grade level expectations in reading and math	1. Departmentalizing will be discontinued to allow for more time to be spent on reading, math, and the integration of other content areas. 2. After school and Saturday tutoring. 3. Teachers will use the Instructional Focus Calendars and BEEP lessons to help drive instruction and to plan lessons effectively. 4. iStation to remediate and reinforce reading skills. 5. The reading coach, the reading resource teacher, and the ESE teachers will pull-out, push-in, and double & triple dose identified students using strategies and intensified services as determined by needs. 6. First in Math will be used at all levels to reinforce basic math skills.	Administration	Monthly data chats between administration and teachers, and between teachers and students to discuss the data from the FL Achieves Assessments, FAIR, BAT 1 & 2, 2012 FCAT, First in Math and iStation.	1. FL Achieves Assessments in reading, math and science 2. BAT 1 and BAT 2 3. 2013 FCAT 4. Monthly iStation Reports. 5. FAIR
	Students are not meeting grade level expectations	1. Teachers will will increase the use of differentiated strategies and small group lessons to better meet the needs of each child. 2. Teachers will use Go-Math ancillary materials including: online intervention, reteach and/or strategic intervention; manipulative kits and Grab-and-Go centers.	Administration	1. Progress on BAT tests, chapter tests, and mini assessments will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Visitations and observations focused on use of differentiated instruction, small groups, Calendar Math or Mountain Math, and use of ancillary materials.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves 4. Go-Math Assessments 5. Classroom visitations and observations

2		3. Saturday School will be implemented for all level 1 and 2 students. 4. Teachers will integrate technology using Promethean Boards and interactive internet programs such as itools, Soar to Success, Mega Math and Destination Math. 5. Calendar Math will be used by all K-2 teachers and Mountain Math by all 3-5 teachers. 6. Teachers that continually make gains will share best practices through grade level team meetings and at faculty meetings. 7. Teachers will pull small math groups as needed.		3. Monthly Data Chats will be conducted between administration and teachers and teachers and students to address student progress and provide feedback on visitations and observations. Changes will be made on strategies as determined by the data. 4. Pretests and post tests will be used to monitor student progress in FCAT Camps and Saturday School.	
3	Students are lacking grade level math vocabulary.	1. All teachers will implement interactive math word walls.	Administration	1. Progress on BAT tests, chapter tests, and mini assessments will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Visitations and observations focused on use of interacive word walls, small groups, Calendar Math or Mountain Math, and use of ancillary materials.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves 4. Go-Math Assessments 5. Classroom visitations and observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	At least 20%(50) of the students in grades 3 through 5 will achieve above proficiency on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

17.9% (45) students in grades 3 through 5 scored above proficiency on the 2012 Math FCAT	At least 20%(50) of the students in grades 3 through 5 will achieve above proficiency on the 2013 Math 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	There needs to be more teaching of Close Reading using complex texts.	1. Teachers will receive professional development on understanding and implementing the Literacy, Science, and Social Studies Common Core State Standards. 2. Teachers will review high level question stems and Webb's Levels of Cognitive Complexity, 3. Teachers will meet in PLCs and discuss instructional strategies and how to integrate them effectively into their daily lessons.	Administration	1. Monthly Data Chats between administration and teachers and teachers and students to monitor scores on BAT 1 and 2, on the FL Achieves assessments, on iStation and on Accelerated Reader. Students will discuss and revisit their goals. 2. Classroom visitations and observations during reading instruction to focus on the implementation of strategies learned in reading trainings.	1. BAT 1 and 2 scores 2. FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. Accelerated Reader reports
2	Lack of knowledge of how to read and understand Informational Text	1. Students will utilize non-fiction texts such as content area textbooks, newspapers and other periodicals during reading instruction to conduct research reports. 2. Teachers will use the higher order question stems to help the students become familiar with the test question format. 3. Children will complete projects using Internet research while integrating all subject areas.	Administration	1. Weekly administrative classroom visitations during reading instruction to focus on the use of and availability of informational text. 2. Review of assessment results during monthly data chats 3. Monitor Media Center Book Checkout using monthly Accelerated Reader reports 4. Monitor Accelerated Reader reports for the percent of nonfiction books being read.	1. BAT 1 and 2 results 2. FL Achieves assessments 3. 2013 FCAT 4. iStation, FAIR and Accelerated Reader Reports
3	Students do not have the background knowledge necessary to analyze and answer higher level questions.	1. Teachers will continue differentiating instruction. They will use differentiated strategies to create more challenging centers, projects, and assignments to better meet the needs of the higher level students. 2. Teachers will increase the implementation of High Yield strategies and Effective Questioning techniques.	Administration	1. Progress on BAT tests, chapter tests, and Florida Achieves will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Classroom visitations and observations focused on use of differentiated instruction, centers,high yield strategies and effective questioning. 3. Monthly Data Chats will be conducted between administration and teachers and teachers and students to address student progress and provide feedback on visitations and observations.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Acheives 4. Go-Math Assessments 5. Classroom Visitations and Observations

4	Students scoring levels 4 or 5 in math are still experiencing gaps in basic skills and mathematical thinking necessary to maintain level 4 or 5.	1. The 2012 Math FCAT and the Go-Math diagnostics assessments will be analyzed to determine the skills in which the children are experiencing difficulty. 2. Children will receive at least 2 doses of math as needed; one to reinforce lower level skills and one in which they will learn on-level and higher level reasoning skills. 3. Students will use math journals to record math concepts such as: Essential Questions, sample problems, mathematical thinking and math vocabulary terms.	Administration	1. Analysis of 2012 FCAT 2. Progress on BAT tests, chapter tests, and Florida Achieves assessments will be monitored and analyzed by administration, support staff and teachers. 3. Weekly Classroom visitations and observations 4. Monthly Data Chats will be conducted between administration and teachers and teachers and students to address student progress and provide feedback on observations and visitations. Changes will be made as determined by the data.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves 4. Go-Math Assessments 5. Classroom visitations and observations

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

Problem-Solving Process to Increase Student Achievement

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

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:	At least 70%(117)of students in grades 3 through 5 will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.2% (111) of the students in grades 3 through 5 made learning gains on the 2012 math FCAT.	At least 70%(117)of students in grades 3 through 5 will make learning gains on the 2013 Math 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	Differentiation of instruction needs to be continued in all areas of the curriculum.	1. Differentiated instruction will be addressed through the use of iStation for reading and First in Math for math. 2. Small skill groups will be implemented using differentiated strategies. 3. Centers will be differentiated to meet the needs of all learners. 4. Students will be double and triple dosed as needed in reading and math based on the Struggling Reader and Math Charts and recommendations of RTI.	Administration Reading Coach	1. Monthly data chats between teachers and administration to monitor student progress on BAT 1, BAT 2, iStation, First in Math, and FAIR. 2. Differentiated strategies will be discussed and modified as needed. 3. Monitor progress on the FL Achieves assessments. 4. Weekly classroom visitations focusing on differentiated strategies.	1. BAT 1 and 2 score comparison 2. FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. FAIR Reports
	2	Students have limited knowledge of prerequisite skills and understanding of grade level vocabulary in reading and math.	1. Teachers will infuse differentiated vocabulary building activities during center rotations. 2. Students will actively engage in vocabulary building focusing on words of the week. 3. Essential vocabulary will be listed on the Common Board Configuration for all subject areas. 4. All teachers will implement interactive word walls in all subject areas.	Administration Reading Coach	1. Teachers will collaborate and discuss the effectiveness of the vocabulary strategies used during reading and math instruction during their weekly team meetings and/or during PLCs. 2. Monthly data chats between teachers and administration and between teachers and students to discuss and monitor student progress on the weekly assessments. 3. Achievement on weekly reading and math assessments, FL Achieves assessments, FAIR and iStation. 4. Weekly Classroom visitations and observations by administration.	1. Unit Treasures and Go-Math Assessments 2.FL Achieves Assessments 3.iStation Reports 4. FAIR 5. 2013 FCAT
	3	Students do not have a clear understanding of the goals and objectives of their daily lessons.	1. Teachers will display a common board configuration that clearly states the objective, essential question, necessary vocabulary, and a rubric for attaining mastery of each lesson in student friendly language. 2. Teachers will refer to and explain the components of the Common Board Configuration before, during and at the end of each lesson.	Administration	Weekly classroom visitations and observations focusing on the information and implementation of information on the Common Board Configuration.	1.FL Achieves Assessments 2.iStation Reports 3. FAIR 4. 2013 FCAT
		Teachers lack demonstration of differentiated strategies during the math block.	1. Differentiated centers will be implemented in all classrooms including the Grab and Go kits. 2. Small group instruction will be implemented as needed.	Administration	1. Monitor Improvement on the Florida AChieves Assessments, chapter tests and on BAT 1 and BAT 2. 2. Weekly Classroom visitations and observations focused on	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5. Alternative Chapter tests to

4				use of small groups, centers and differentiated instruction. 3. Monthly Data Chats will be held between administration and teachers and teachers and students. Classroom visitation and observation feedback will be given to teachers. Data gathered will determine whether the implemented strategies are successful. If not, further discussion will occur and result in different teaching strategies and resources being used.	evaluate remediation 6. Classroom visitations and observations
5	Data shows weak areas in all Big Ideas.	1. Parents will receive training at Parent Universities to learn a variety of strategies to help reinforce Common Core Standards. 2.Teachers will utilize BEEP lessons and/or Big Idea podcasts when planning. 3.Teachers will plan lessons that follow the gradual release model and/or the GO MATH format. 4. Teachers will increase the use of math manipulatives in their lessons when appropriate.	Administration	1. Monitor Improvement on the Florida Achieves Assessments, chapter tests and on BAT 1 and BAT 2. 2. Weekly Classroom observations and visitations focused on lesson planning, instruction and incorporation of manipulatives. 3. Monthly Data Chats will be held between administration and teachers and teachers and students. Observation and visitation feedback will be given to teachers. Data gathered will determine whether the implemented strategies are successful. If not, further discussion will occur and result in different teaching strategies and resources being used.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5.Alternative Chapter tests to evaluate remediation 6. Classroom visitations and observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 83%(37) of the students in grades 3 through 5 who are in the lowest quartile in math will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80.5% (35) of the students in grades 3 through 5 who were in the lowest quartile in math made learning gains on the 2012 Math FCAT.	At least 83%(37) of the students in grades 3 through 5 who are in the lowest quartile in math will make learning gains on the 2013 Math 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	Additional reading and math instruction is needed for specific children above and beyond that which is delivered by the classroom teacher.	Individualized reading and math instruction will be delivered through the use of technology software such as iStation, First in Math, and Destination Reading and Math	Administration	1. Administration will meet with teachers on a monthly basis to analyze iStation reports, BAT 1 and 2 data, FAIR, Destination Reading and Math Reports and FL Achieves assessments, and First in Math Reports. Changes will be made in strategies used and intensification of interventions as determined by the data.	1. BAT 1 and BAT 2 2. FL Achieves assessments 3. 2013 FCAT results 4. Monthly reading and math Reports 5. FAIR
2	Children in the lowest quartile are lacking knowledge of basic math facts.	1. All children in the lowest quartile will receive a double dose of math on a daily basis. 2. Students will receive daily instruction in Calendar Math and/or Mountain Math. 3. Students will be given timed fact quizzes weekly such as Mad-Minute or practice on web sites for this purpose such as First-in-Math.	Administration	1. Progress on timed quizzes, BAT tests, chapter tests, and Florida Achieves assessments will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Classroom Visitations and observations focused on use of Calendar Math or Mountain Math. 3. Monthly Data Chats will be conducted between administration and teachers and students and students to address student progress and provide feedback on visitations and observations.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5. Classroom visitations and observations
3	Non-mastery of grade level expectations.	1. Teachers will analyze 2012 FCAT Scores, BAT 1 and the Go-Math Assessments to determine exactly what skills are lacking. 2. All children in the lowest quartile will receive a double dose of math on a daily basis. 3. Children in the lowest quartile will be taught	Administration	1. Progress on BAT tests, chapter tests, and mini assessments will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Classroom visitations and observations focused on use of differentiated instruction and small	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4.Go-Math Assessments 5.Classroom visitations and observations

		using interventions based on their individual needs as determined by the "Show What you Know" pages in GO MATH. 4. Children falling in the lowest quartile will be referred to the RtI Team for suggested strategies and intensive interventions.		groups. 3. Monthly Data Chats will be conducted between administration and teachers and teachers and students to address student progress and will provide feedback on visitations.	
4	Lack of reading skills necessary for comprehension	1.Students will receive double dose reading group instruction and will review grade level appropriate math vocabulary. 2.Through math journals, students will use graphic organizers, record vocabulary, and learn note-taking.	Administration, Reading Coach	1.Examination of student journals 2. Weekly Classroom visitations and observations focused on small groups for double dose.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5. Classroom visitations and observations

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 # 5A : At least 60% of the students in grades 3 to 5 will meet proficiency on the 2013 Math FCAT.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	60%	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	15% (4) of the children in the White Subgroup, 53% (65) of the students in the Black Subgroup, 52% (45) of the children in the Hispanic Subgroup will not make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.6% (7) of the children in the White Subgroup, 57.7% (71) of the students in the Black Subgroup, 56.3% (49) of the children in the Hispanic Subgroup were not proficient on the 2012 Math FCAT. 68% (81) of the children in the Black Subgroup were proficient on the 2011 Math FCAT. 66% (55) of the children in the Hispanic Subgroup were proficient on the 2011 Math FCAT.	15% (4) of the children in the White Subgroup, 53% (65) of the students in the Black Subgroup, 52% (45) of the children in the Hispanic Subgroup will not make satisfactory progress on the 2013 Math 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
	Many of the ELL students are deficient in grade-level vocabulary skills in all subject areas.	1. The classroom teachers will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL	Administration	1. Monthly data chats between teachers and administration to analyze data from iStation, BAT 1 & 2, FL Achieves assessments and weekly Treasures and Go	1. iStation Reports 2. BAT 1 & 2 data 3. FL Achieves assessment data 4. 2013 FCAT 5. FAIR

1		instructional materials, such as Let's Go, Treasures ELL Program-Treasures Chest, and English in My Pocket to provide additional reading instruction to ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement. 3. The ESOL aide provided by Title III funds will work with small groups of ELL students through a push in model.		Math 2. Weekly Classroom visitations will be conducted focusing on the implementation of ESOL strategies and the use of materials specifically designed for ESOL instruction for reading and math	
2	Additional math instruction is needed beyond the 60 minute math block.	1. Classroom teachers will work with the low level children in small groups. 2. Teachers will use strategies in Go-Math as well as additional materials specifically for below level children. 4. Children will be encouraged to attend After School FCAT Camps, Saturday School and SES Tutoring.	Administration	1. Progress on BAT tests, chapter tests, and Florida Achieves assessments will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Classroom visitations and observationsfocused on use of differentiated instruction, small groups and use of ancillary materials. 3. Monthly Data Chats will be conducted between administration and teachers and teachers and students to address student progress and provide feedback on visitations. 4. Pretests and post tests will be used to monitor student progress in FCAT camps and Saturday School.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5. Classroom visitation and observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	70%(34) of the children in the ELL subgroup will not make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(37) of the children in the ELL Subgroup did not make satisfactory progress on the 2012 Math FCAT.	70%(34) of the children in the ELL subgroup will not make satisfactory progress on the 2013 Math 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
	Many of the ELL students are deficient in grade-level	1. The classroom teachers	Administration	1. Monthly data chats between teachers and administration	1. BAT 1 & 2 results 2.FL Achieves

1	vocabulary skills in all subject areas.	will use appropriate ESOL strategies (as outlined in the ESOL Matrix) and district approved ESOL instructional materials, such as Let's Go, Treasures ELL Program-Treasures Chest, and English in My Pocket to provide additional reading instruction to ELL students. 2. The ELL students will spend 90 minutes a week on iStation using a prescriptive, individualized program designed to increase student achievement. 3. The ESOL aide provided by Title III funds will work with small groups of ELL students through a push in model.		to analyze data from iStation, BAT 1 & 2, FL Achieves assessments and weekly Treasures and Go Math 2. Weekly Classroom visitations will be conducted focusing on the implementation of ESOL strategies and the use of materials specifically designed for ESOL instruction for reading and math	assessments 3. 2013 FCAT 4. iStation Reports 5. FAIR
2	Lack of proficiency in the English Language hinders the students' ability to comprehend math problems presented in "real world" (story problem) format.	1. ELL children with classifications of A1, A2 or B1 will be placed in sheltered classes if there are more than 15 in the grade level. 2. The ESOL Teacher Assistant will pull small groups of children to assist with learning the language and math comprehension. 3. Classroom teachers will work with the low level children in small groups and use ESOL strategies. 4. Teachers will use strategies in Go-Math as well as additional materials such as CAVS that are specifically designed for ELL children. 5. Children will be encouraged to attend After School FCAT Camps, Saturday School and SES Tutoring.	Administration	1. Progress on BAT tests, chapter tests, and Florida Achieves assessments will be monitored and analyzed by administration, support staff and teachers. 2. Weekly Classroom visitations and observations focused on use of differentiated instruction, small groups, Calendar Math or Mountain Math, and use of ancillary materials. 3. Monthly Data Chats will be conducted between administration and teachers and teachers and students to address student progress and provide feedback on visitations. 4. Pretests and post tests will be used to monitor student progress in FCAT Camps and Saturday School.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5. Alternative Assessments 6. Classroom visitations and observations

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:	71% (26) of the Students with Disabilities will not make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74.4% (28.8) of the Students with Disabilities did not make satisfactory progress on the 2012 Math FCAT.	71% (26) of the Students with Disabilities will not make satisfactory progress on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Sharing of data and information between the classroom teachers and the ESE teachers.	1. The ESE teacher will participate in data chats with teachers of the students with disabilities. 2. The ESE Specialist, the Speech and Language Pathologist, and the VE teacher will train the faculty on effective reading and math strategies: visualizing, questioning, summarizing, activating prior knowledge, use of graphic organizers 3. A 2nd dose of reading instruction will be provided by the classroom teacher. 4. The Reading Coach will model effective strategies. 5. Data trends will be monitored closely by the classroom and ESE teachers	Administration	1. Administrators will meet with the ESE teacher on a monthly basis to review progress and analyze data. 2. BAT 1 & 2 results will be reviewed along with FL Achieves, FAIR, and iStation data. 3. Weekly classroom visitations with a focus on the ESE students.	1. BAT 1 & 2 results 2.FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. FAIR
2	Students with varying exceptionalities in math demonstrate a weakness in number sense.	1. Small group instruction 2. Use of manipulatives to assist with basic skills acquisition 4. Double and triple dose of math instruction, daily facilitated by the classroom teacher, the math coach and the VE teacher. 5. Weekly drills on the basic facts.	Administrators ESE Specialist ESE teacher	1. Monthly Data Chats 2. Monitoring the progress on the BAT 1 and 2, the Go Math chapter tests, on Florida Achieves assessments, and on the weekly basic facts drills.	1. BAT 1 & 2 2. 2013 Math FCAT 3. Go Math assessment results
3	Students do not have concrete understanding of concepts.	1. Students will work in math journals in which they will enter graphic organizers and math vocabulary as well as take notes. 2. Teachers in grades K-5 will initiate "hands on" instruction with manipulatives, to introduce new concepts 3. The VE teacher will work with the SWD children who are deficient in math. 4. The VE teacher will meet monthly with the classroom teachers to communicate progress and to share strategies. 5. Teachers will use differentiated strategies.	Administrators ESE Specialist VE Teacher	1. Weekly Classroom visitations and observations focusing on differentiated instructional strategies and centers 2. Monthly data chats between administration and teachers and teachers and students during which progress on BAT 1 and 2, chapter tests, and Florida Achieves assessments will be discussed	1. BAT 1 & 2 2. 2013 Math FCAT 3. Go Math assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	50%(116) of students in grades 3 through 5 who are in the Economically Disadvantaged subgroup will not make satisfactory progress on the 2013 Math FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (128) of the students in grades 3 through 5 who were in the Economically Disadvantaged Subgroup did not make satisfactory progress on the 2012 Math FCAT.	50%(116) of students in grades 3 through 5 who are in the Economically Disadvantaged subgroup will not make satisfactory progress on the 2013 Math 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	Children having academic/behavioral difficulties are not being identified early enough.	1. Teachers will be trained during the first month of school on the RtI problem Solving Process and on resources for appropriate interventions to be started early.	Administration	1. Monthly Data Chats between administration and teachers with a discussion of interventions being implemented. 2. At least monthly scheduled RtI meetings to offer assistance to classroom teachers having children with difficulties. 3. Progress monitoring of achievement of children with difficulties.	1. Observation and evaluation of the RtI Process by administration 2. Observations of intervention implementation by teachers who have brought children to the RtI team. 3. FAIR Reports 4. 2013 FCAT 5. FL Achieves Assessments
2	Lack of student prior knowledge.	1. Use United Streaming and Internet resources to give the students a broader knowledge of the world around them.	Administrtion	Weekly classroom visitations focusing on the use of technology.	1. BAT 1 and BAT 2 2. FL Achieves Assessments 3. 2013 FCAT
3	Non-mastery of grade level expectations	1. All teachers will be trained on differentiated instruction to assist them in developing strategies to meet the needs of all the children. 2. Teachers, administration and support staff will analyze scores on the 2012 FCAT, BAT 1 and the Go-Math assessments to determine weak areas. 3. Struggling math students will have at least 2 doses of directed math instruction. 4. Additional math instruction will be provided by the math coach. 5. Children will be encouraged to attend After School FCAT Camp, Saturday School, and SES Tutoring. 6. All students will keep math journals.	Administration	1. Weekly classroom visitations and observations focusing on the implementation of differentiated strategies. 2. Monthly data chats between administration and teachers and teachers and students to discuss progress and strategies being implemented. Progress on BAT 1 and 2, Florida Achieves assessments and Go-Math Assessments will be analyzed and discussed. Changes in strategies and interventions will be changed as needed.	1. 2013 FCAT 2. BAT 1 and 2 3. Florida Achieves Assessments 4. Go-Math Assessments 5. Classroom observations and visitations

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
Go Math Training	Pre-K-5	Core Curriculum Math trainers	K-5 Math Teachers not previously trained	Core Curriculum Workshop Schedule	Classroom Visitations and observations	Administration
PLC Focus - Common Core Stare Standards	Pre-K to 5	PLC Facilitators	School-wide	8/14/12 9/18/12 10/16/12 10/26/12 11/20/12 12/18/12 1/15/13 1/18/13 2/19/13 3/19/13 3/22/13 4/16/13	Classroom Visitations and observations	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use GO Math Assessment Books to monitor and evaluate student progress	Assessment Books	School Budget-Instructional Materials	$1,490.00
FCAT Camps and Saturday school to assist level 1 and 2 children	Salaries and materials for FCAT Camps and Saturday School	Title 1	$7,000.00
Daily Practice of all Big Ideas	Calendar Math and Mountain Math Kits	General Budget-Instructional materials	$586.00
			Subtotal: $9,076.00
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
Big Idea Training	Substitutes to cover classes	Title 1	$1,750.00
Beyond hours investigation and unwrapping the CCSS.	Teacher Salaries	Title I	$3,000.00
As teachers work to unwrap the CCSS, they will need supplies to document findings.	Paper, pens, charts, binders, markers, etc.	Title I	$628.00
			Subtotal: $5,378.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,454.00

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.	At least 32%(30) of the fifth grade students will score

Science Goal #1a:	level 3 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (21) of the fifth grade students scored level 3 on the 2012 Science FCAT.	At least 32%(30) of the fifth grade students will score level 3 on the 2013 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	Non-mastery of grade level expectations in reading and math	1. Departmentalizing will be discontinued to allow for more time to be spent on reading, math, and the integration of other content areas. 2. After school and Saturday tutoring. 3. Teachers will use the Instructional Focus Calendars and BEEP lessons to help drive instruction and to plan lessons effectively. 4. iStation to remediate and reinforce reading skills. 5. The reading coach, the reading resource teacher, and the ESE teachers will pull-out, push-in, and double & triple dose identified students using strategies and intensified services as determined by needs. 6. First in Math will be used at all levels to reinforce basic math skills.	Administration	Monthly data chats between administration and teachers, and between teachers and students to discuss the data from the FL Achieves Assessments, FAIR, BAT 1 & 2, 2012 FCAT, First in Math and iStation.	1. FL Achieves Assessments in reading, math and science 2. BAT 1 and BAT 2 3. 2013 FCAT 4. Monthly iStation Reports. 5. FAIR
2	Science has not been taught with fidelity in grades K through 4.	1. All K-5 teachers will use the district developed Instructional Focus Calendar to guide instruction. 2. Science will be taught in each K-5 classroom using the District approved basal and the Broward County Hands-On Science Kits. 3. Reading will be taught through science in addition to the district approved reading basal in all grades. 4. Integration of 5E model of instruction in grades K-5 5. Integration of Science Notebooks in	Administration	1. Observations and weekly Classroom visitations and observationsfocusing on science instruction. 2. Analysis of the BAT 1 and BAT 2 scores and Florida Achieves assessments at monthly data chats between administration and teachers and teachers and students. In addition, teachers will receive observation/visitation feedback at these meetings. 3. Evidence of student work, science notebooks, and teacher-made assessments will also be used to monitor	1. Florida Achieves assessments based on the Instructional Focus calendar, 2. Benchmark Assessments 1 and 2 3. Science Notebooks based on teacher developed rubrics. 4. Student created projects 5. Classroom visitations and observations 6. 2013 FCAT

		grades 3-5 6. All Science Fusion materials will be used.		progress.	
3	Lack of mastery of scientific process skills.	1. There will be more emphasis on the Scientific Process in all grades through the use of the the Broward County Hands-On Science Kits, Florida Science Fusion activities, and science fair projects. 2. Science Notebooks will be used to record experiments, graphic organizers and science vocabulary.	Administration	1. Observations and weekly Classroom visitations focusing on the use of the hands-on materials and science notebooks. 2. Monthly data chats between teachers and administration and between teachers and students to analyze BAT 1 and BAT 2 scores and mini assessment scores and to provide feedback from the classroom visitation.	1. Florida Achieves assessments based on the Instructional Focus calendar. 2. Benchmark Assessments 1 and 2 3. Activities recorded in Science Notebooks in grades 3-5 4. Science fair projects 5. Classroom visitations and observations 6. 2013 FCAT
4	Technology needs to be integrated more into the science curriculum.	1. All K-5 teachers will implement the use of technology such as the Promethean Boards and the Internet to enhance and enrich the science curriculum. 2. All K-5 teachers will implement web based programs found on BEEP to supplement their instruction. 3. All K-5 teachers will utilize Florida Science Fusion online resources.	Administration	1. Observations and weekly Classroom visitations focusing on the integration of technology. 2. Monthly data chats to analyze BAT 1 and BAT 2 scores and Florida Achieves assessments and to provide observation feedback.	1. Florida Achieves assessments based on the Instructional Focus calendar 2. Benchmark Assessments 1 and 2 3. Classroom visitations and observations 4. 2013 FCAT
5	Students are weak in connecting science in the classroom to real-world experiences.	1. Science teachers will incorporate 2 project-based learning activities per unit into their science curriculum using the Broward County Hands-on Materials, Florida Science Fusion Activities and other materials as necessary. 2. Fifth grade science teachers will work in a PLC to do research and to examine the NGSSS and Common Core State standards.	Administration	1. Evidence of project based learning 2. Science Notebooks	1. Lab reports written up in Science Notebooks based on teacher created rubrics. 2. 2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	At least 15% (14) of the students in grade 5 will achieve above proficiency on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.6% (12) of the grade 5 children scored above proficiency proficiency on the 2012 Science FCAT.	At least 15% (14) of the students in grade 5 will achieve above proficiency on the 2013 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	There needs to be more teaching of Close Reading using complex texts.	1. Teachers will receive professional development on understanding and implementing the Literacy, Science, and Social Studies Common Core State Standards. 2. Teachers will review high level question stems and Webb's Levels of Cognitive Complexity, 3. Teachers will meet in PLCs and discuss instructional strategies and how to integrate them effectively into their daily lessons.	Administration	1. Monthly Data Chats between administration and teachers and teachers and students to monitor scores on BAT 1 and 2, on the FL Achieves assessments, on iStation and on Accelerated Reader. Students will discuss and revisit their goals. 2. Classroom visitations and observations during reading instruction to focus on the implementation of strategies learned in reading trainings.	1. BAT 1 and 2 scores 2. FL Achieves assessments 3. 2013 FCAT 4. iStation Reports 5. Accelerated Reader reports
2	Lack of knowledge of how to read and understand Informational Text	1. Students will utilize non-fiction texts such as content area textbooks, newspapers and other periodicals during reading instruction to conduct research reports. 2. Teachers will use the higher order question stems to help the students become familiar with the test question format. 3. Children will complete projects using Internet research while integrating all subject areas.	Administration	1. Weekly administrative classroom visitations during reading instruction to focus on the use of and availability of informational text. 2. Review of assessment results during monthly data chats 3. Monitor Media Center Book Checkout using monthly Accelerated Reader reports 4. Monitor Accelerated Reader reports for the	1. BAT 1 and 2 results 2. FL Achieves assessments 3. 2013 FCAT 4. iStation, FAIR and Accelerated Reader Reports

				percent of nonfiction books being read.	
3	Students lack the background knowledge and real life experiences needed for higher order thinking skills.	1. High Yield Strategies will be reviewed with teachers and integrated into their lessons. 2. Project based learning will be an expectation in all classrooms. 3. Teachers will review Webb's Depth of Knowledge in Professional Learning Communities and integrate it into their lessons.	Administration	1. Weekly Classroom visitation and observations focusing on the use of High Yield strategies and project based learning. 2. Review of BAT 1 and BAT 2 scores 3. Review of Florida Acheives assessments. 4. Data Chats between Administrators and teachers and teachers and students on a monthly basis to review data and to give visitation and observation feedback to teachers. 6. Evidence of student work and an analysis of teacher-made assessments.	1. BAT 1 and BAT 2 2. Florida Achieves assessments based on the Instructional Focus calendar 3. Science Notebooks based on teacher created rubrics. 4. Products of student created projects. 5. 2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

Florida Science Fusion Training	K-5	Core Curriculum trainers	K-5 teachers who have not been trained	Core Curriculum workshop schedule	Classroom visitations and observations	Administration
Common Core State Standards	Pre-K to fifth grade	PLC Facilitators	School-Wide	8/14/12 9/18/12 10/16/12 10/26/12 11/20/12 12/18/12 1/15/13 1/18/13 2/19/13 3/19/13 3/22/13 4/16/13	Lesson Plans Classroom Visitation/Observations Common Board Configuration Displays	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Sciencesaurus Materials	Books to assist the Science Resource teacher in teaching the science concepts	Instructional Materials-School Budget	$800.00
			Subtotal: $800.00
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
CCSS Training	Substitutes to relieve teachers for training	Title 1	$1,750.00
Teachers will work with their teams to unwrap the CCSS in science.	Salaries for teachers who work beyond hours.	Title I	$3,000.00
Supplies for teacher training.	Paper, pens, charts, binders,markers.	Title I	$628.00
			Subtotal: $5,378.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,178.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	At least 70% (50) of students in grade 4 will score 3.0 or higher on the 2013 Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.7% (43) of the fourth grade students scored 3.0 or higher on the 2012 Writing FCAT.	At least 70% (50) of students in grade 4 will score 3.0 or higher on the 2013 Writing 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	Children are lacking higher level vocabulary needed.	1. All teachers, K-5, will use the Elements of Reading Vocabulary in their classrooms. 2. There will be a vocabulary word of the week announced on the morning show each day and will be used throughout the week in all situations. 3. All teachers will have interactive word wall activities in the classrooms for the Treasures vocabulary as well as for content area vocabulary. 4. The Instructional Focus Calendar will be used to guide instruction. 5. Teachers will meet with students biweekly to review writing strategies and to edit writing samples in small groups. 6. Support Staff and administration will assist in writing classes on a daily basis.	Administration, reading coach, writing support teachers	1. Weekly Classroom visitations and observations focused on higher level vocabulary usage 2. Examination of student work with oral and written feedback by teacher and peers 3. Data chats between teachers, administration, and support staff will occur on a monthly basis. Classroom visitation and observation feedback will be given at these meetings. 4. Teachers will also meet with students at least biweekly to discuss and analyze their writing.	1. Biweekly data analysis of prompts and scores using the DOE Florida Writes Rubric and the Six Traits Rubric. 2. 2013 FCAT Writing Assessment 3. Classroom visitation and observations
2	Student writing samples need to be shared and discussed in all grade levels.	1. Teachers will work with grade level teams to share student work and best practices and to score writing samples. 2. Teachers will work with students to edit for language conventions, revise for quality details, and use of relevant, logical and plausible support.	Administration, reading coach, writing support teachers	1. Minutes of team meetings 2. Examination of student work 3. Monthly data chats with teachers to review bi-weekly writing prompts and provide feedback for improvement using writing rubrics. 4. Teacher chats with students to review their writing.	1. Data analysis biweekly of prompts using Florida Writes Rubric and the Six Traits rubric. 2. 2013 FCAT Writing Assessment
3	Content area teachers at all grade levels must include writing across the content areas into their daily schedules.	1. Students will use journals to respond to instruction through writing in the content areas. This may include, but not be limited to: science journals, math journals, social studies notebooks for notetaking/ timelines, and responses to literature. Center and word wall activities will also be implemented.	Administration,Reading/Math/ Writing support teachers	1. Weekly Classroom visitations and observations focused on evidence of writing in the content areas 2. Examination of content writing with feedback between teachers and students 3. Data chats among administration/ support teachers/ teachers that provide feedback to teachers and students. Changes will be made	1. Data analysis of progress on biweekly of prompts using Florida Writes Rubric and the Six Traits rubric. 2. 2013 FCAT Writing Assessment 3. Classroom visitations and observations

				in strategies and interventions as determined by data.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits of Writing	K-5	Core Curriculum	Select K-5 teachers who have not previously been trained in the Six traits of Writing	Core Curriculum workshop schedule	Classroom visitations, Examination of student work, data chats between administrators and teachers and teachers and students	Administration
Common Core State Standards	Pre-K through fifth grade	PLC Facilitators	School-Wide	8/14/12 9/18/12 10/16/12 10/26/12 11/20/12 12/18/12 1/15/13 1/18/13 2/19/13 3/19/13 3/22/13 4/16/13	Classroom visitations, Examination of student work, data chats between administrators and teachers and teachers and students	Administration

Writing Budget:

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

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Training	Substitutes	Title 1	$1,750.00
			Subtotal: $1,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,750.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	During the 2012-2013 school year, the number of excessive absences will decrease by 2% (15). The number of excessive tardies will decrease by 2% (10).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.8% (583)	97% (596)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
14.6% (90)	12% (75)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15% (92)	13% (82)

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
	Parents are not understanding the seriousness of children being absent or tardy.	1. Use the monthly newsletter and parent link to communicate the importance of children attending school regularly and on time. 2. Parents will be called by the IMT when	Information Management Technician Administration	1. Data analysis and data disaggregation. 2. The attendance and tardy rates will be closely monitored in TERMS by the Attendance Manager.	TERMS

1		children have been out 3 days in a quarter. 3. An explanation of the BTIP Policy and the attendance policies will be given at Open House, at teacher/parent conferences and during parent trainings.			
2	Excessive tardies	1. During Open House administration will inform the parents and students about the importance of being in school on time. 2. Parent Link call 3. Staff telephone call 4. Letter to parent	Information Management Technician, Administration	1. Monitoring tardy minutes 2. Attendance record review	TERMS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade level teams will develop strategies for reducing the number of absences and tardies	K-5	K-5 Team Leaders	K-5 Teachers	Weekly Team Meetings	Minutes of meetings	Administration

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Attendance Budget:

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2012 school year, the number of internal suspensions will decrease by 20% (2). The number of external suspensions will decrease by 50% (1).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
16	12
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11	9
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Some students lack the social skills to be able to cooperate and exert self control.	1. Teachers will implement CHAMPS strategies in the classrooms. 2. Children who are having difficulty behaving will be referred to the guidance counselor for group or individual sessions. 3. Teachers will work with parents to understand the underlying issues causing the misbehavior. 4. Depending on need, children will be placed on a positive behavior plan.	Administration	1. Weekly visitations and observations focusing on the use of CHAMPS strategies. 2. Guidance Counselor Logs 3. Parent Conferences between teachers and parents and administrators and parents. 4. Administrative chats with teachers to determine effectiveness of the individual behavior plans and/or the need to make adjustments. 5. RtI team discussions	1. The number of internal and external suspensions will be reviewed at the end of each quarter. 2. Guidance Counselor documentation of individual and group sessions.

1		5. Children with excessive behavioral issues who have not responded to interventions, will be referred to the RtI team. 6. Before suspending a child internally or externally, alternative consequences will be considered. 7. When a child has reached the level of external suspension on the Discipline Matrix, every effort will be made to encourage parents to accept the AES option. 8. Teachers will share strategies and do research in professional learning communities.		and decisions. 6. Alternative measures will include time-out, lunch detention, after school detention, loss of privileges, etc. Effectiveness will be determined by monitoring the number of referrals and data chats with teachers. 7. Parents will be encouraged to allow their children to attend the AES site. All documentation will be given to the parent and transportation will be organized by school staff. Effectiveness will be determined by future referrals. 8. Minutes from the professional learning communities. 9. The number of internal and external suspensions will be monitored closely. 10. Administrators will meet with teachers on a monthly basis to discuss behavioral issues in their classrooms. 11. Teachers will meet with children who are having problems behaving on a weekly basis to discuss their progress.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade level teams will focus on a review of CHAMPS strategies	Pre-K-5	District trainers	Teachers who have never been trained	Determined by the District	1. Referral data 2. Classroom observations and visitations	Administration

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	At least 80 % (491) of parents will participate in school-based activities during the 2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75% (460) of children had at least 1 parent participating in school-based activities during the 2012 school year.	At least 80 % (491) of parents will participate in school-based activities during the 2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough parents attend in-school trainings or conferences.	1. PTA meetings and Parent Universities will be held at various times to accommodate the needs of parents. 2. Parent training will be planned for all PTA and Parent University sessions. 3. All communication will be translated into Spanish and Creole as much as possible. 4. Information will be sent home with children	Administration	1.Attendance rosters kept for various school activities 2.Parents attending conferences	STAR system used for visitor sign-in and out.

		in the different languages as much as possible. 5. Information will be posted on the school website.			

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
Understanding Poverty	Pre-K to 5th grade	Administration	School-wide	1/17/13	Conferences, attendance at school activities	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student agendas for school to parent communication	Student Agendas for students to record assignments and notes for parents.	Title I	$1,490.00
			Subtotal: $1,490.00
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
Annual Parent Seminar	Registration for 2 parents	Title I	$80.00
Parent training - Parent Universities	Salaries for teachers who work beyond hours to train parents.	Title I	$2,000.00
			Subtotal: $2,080.00
			Grand Total: $3,570.00

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	32% (30) of the fifth grade students will score level 3 on the 2013 Science FCAT, and 40% (100) of the students

STEM Goal #1:	in grades 3 through 5 will score Level 3 on the 2013 Math FCAT Assessment.

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	Non-mastery of grade level expectations in math and science	1. Teachers will be working with all students integrating technology with math and science. 2. Project based learning will be implemented in all classrooms. 3. Cooperative learning will take place in all classrooms.	Administration	Monthly data chats between administration and teachers, and between teachers and students to discuss the data from the FL Achieves Assessments, FAIR, BAT 1 & 2, 2012 FCAT, and iStation.	1. FL Achieves Assessments in math and science 2. BAT 1 and BAT 2 3. 2013 FCAT

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
Common Core State Standards	Pre-k through fifth grade	PLC Facilitators	School-wide	8/14/12 9/18/12 10/16/12 10/26/12 11/20/12 12/18/12 1/15/13 1/18/13 2/19/13 3/19/13 3/22/13 4/16/13	PLC Minutes Observations	Administration

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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)

NA Goal:

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						

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 NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camps, Saturday School	Salaries for Teachers	Title 1	$7,000.00
Reading	Teachers will use Elements of Reading Vocabulary to enrich vocabulary skills of students	Elements of Reading Vocabulary materials	General Budget-Accountability	$2,710.00
Reading	Teachers will use practice workbooks to reinforce reading skills taught in small groups.	Treasures FL Practice Books	General Budget Instructional Materials	$3,755.00
Reading	Kindergarten and first grade phonics instruction	Wilson Fundations	Instructional Materials	$1,142.00
Reading	Treasures Teacher Editions, student textbooks and weekly assessments to all all children access to all reading materials.	Treasures Materials	Instructional Materials	$4,888.00
Reading	Common Core State Standards materials to assist teachers with the transition to CCSS.	Common Core State Standards bound booklets.	Instructional Materials	$1,000.00
Mathematics	Teachers will use GO Math Assessment Books to monitor and evaluate student progress	Assessment Books	School Budget-Instructional Materials	$1,490.00
Mathematics	FCAT Camps and Saturday school to assist level 1 and 2 children	Salaries and materials for FCAT Camps and Saturday School	Title 1	$7,000.00
Mathematics	Daily Practice of all Big Ideas	Calendar Math and Mountain Math Kits	General Budget-Instructional materials	$586.00
Science	Sciencesaurus Materials	Books to assist the Science Resource teacher in teaching the science concepts	Instructional Materials-School Budget	$800.00
Parent Involvement	Student agendas for school to parent communication	Student Agendas for students to record assignments and notes for parents.	Title I	$1,490.00
				Subtotal: $31,861.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will use Accelerated Reader to increase fluency and comprehension skills	Accelerated Reader on-line Subscription	School Budget-Instructional Materials	$2,900.00
				Subtotal: $2,900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will be trained in Common Core Standards	Substitutes to cover classes allowing teachers to attend District Reading Training	Title 1	$1,750.00
Reading	Teachers will work with their teams to unwrap the CCSS in literacy.	Staff salaries	Title I	$3,000.00
Reading	As teachers work to unwrap the CCSS, they will need supplies to document their findings.	Supplies for training such as paper, pens, charts, binders, markers, etc.	Title I	$628.00
Mathematics	Big Idea Training	Substitutes to cover classes	Title 1	$1,750.00

Mathematics	Beyond hours investigation and unwrapping the CCSS.	Teacher Salaries	Title I	$3,000.00
Mathematics	As teachers work to unwrap the CCSS, they will need supplies to document findings.	Paper, pens, charts, binders, markers, etc.	Title I	$628.00
Science	CCSS Training	Substitutes to relieve teachers for training	Title 1	$1,750.00
Science	Teachers will work with their teams to unwrap the CCSS in science.	Salaries for teachers who work beyond hours.	Title I	$3,000.00
Science	Supplies for teacher training.	Paper, pens, charts, binders,markers.	Title I	$628.00
Writing	Writing Training	Substitutes	Title 1	$1,750.00
				Subtotal: $17,884.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Annual Parent Seminar	Registration for 2 parents	Title I	$80.00
Parent Involvement	Parent training - Parent Universities	Salaries for teachers who work beyond hours to train parents.	Title I	$2,000.00
				Subtotal: $2,080.00
				Grand Total: $54,725.00

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.

No Attachment (Uploaded on 9/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The School Improvement Team agreed to use the Accountability funds for instructional materials.	$2,472.00

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

Review and make suggestions on each area of SIP.
Have input into the creation of the new SIP for the 13-14 school year.
Approve spending of Accountability Funds.
Make suggestions on changes to be made within the school.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District OAKLAND PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	76%	93%	43%	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	62%	67%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	65% (YES)			134	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District OAKLAND PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	75%	87%	54%	279	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	56%	67%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	58% (YES)			116	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 = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested