

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROYAL PALM ELEMENTARY SCHOOL

District Name: Broward

Principal: Ducarmel S. Augustin

SAC Chair: Kristin Jay

Superintendent: Robert W. Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ducarmel S. Augustin	B.A. - Communication M.S.—Multicultural Ed Ed.S.— Educational Leadership Certification— Educational Leadership, Elementary Education K-6, Middle Grades Math, ESOL Endorsement	1	5	Principal Royal Palm Elementary- 2011-2012 School Grade D *Reading Proficiency = 35%; Learning Gains = 58%; Bottom 25% = 69% *Math Proficiency = 36%; Learning Gains = 45%; Bottom 25% = 63% Assistant Principal Lauderdale Lakes Middle- School Grades of D, C,B, B • 07-08 Math Proficiency = 54%; Learning Gains = 66%; Bottom 25% = 65% Learning Gains • 08-09 Math Proficiency = 54%; Learning Gains = 63; Bottom 25% = 67 • 09-10 Math Proficiency = 55%; Learning Gains = 70; Bottom 25% = 77 Math Teacher, Margate Middle • In the 2005-2006 school year 52% of the 6th grade students were proficient while 68% of his students made learning gains. • During the 2006-2007 school year, 57% of the 8th grade students were proficient while 87% of his students made learning gains.
					Assistant Principal, Royal Palm Elementary-

Assis Principal	Chelsea L. Smith	B.S.– Business Administration M.S.– Elementary Education Ed.S. – Educational Leadership Educational Leadership K - 12, Elementary Education, ESOL Endorsement	2	5	<p>2011-2012 School Grade D *Reading Proficiency = 35%; Learning Gains = 58%; Bottom 25% = 69% *Math Proficiency = 36%; Learning Gains = 45%; Bottom 25% = 63%</p> <p>Assistant Principal, North Fork Elem- 2009 - 2010 School Grade C 55% High Standards in Reading 60% High Standards in Math 85% High Standards in Writing 29% High Standards in Science 51% Learning Gains in Reading 63% Learning Gains in Math 49% of Lowest 25% Making Learning Gains in Reading 72% of Lowest 25% Making Learning Gains in Math North Fork Elementary did not make AYP.</p> <p>Assistant Principal, Royal Palm Elem. - School Grade D 2010 - 2011 48% High Standards in Reading 58% High Standards in Math 79% High Standards in Writing 25% High Standards in Science 47% Learning Gains in Reading 53% Learning Gains in Math 49% of Lowest 25% Making Learning Gains in Reading 68% of Lowest 25% Making Learning Gains in Math Royal Palm Elementary did not make AYP.</p>
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Priscille Elie	B.S-Elementary Education on K-6 M.S.- Reading Ed.S-Educational Leadership (All Levels) Elementary Education Certification K-6 ESOL Endorsed	4	4	<p>2011-2012 School Grade D 35% High Standards in Reading 58% Learning Gains in Reading 69% of Lowest 25% Making Learning Gains in Reading</p> <p>2010 - 2011 School Grade D 48% High Standards in Reading 47% Learning Gains in Reading 49% of Lowest 25% Making Learning Gains in Reading</p> <p>2009-2012- School Grade C 55% High Standards in Reading 51% Learning Gains in Reading 49% of Lowest 25% Making Learning Gains in Reading</p>
Math	Jessica Temple	B.S. - Elementary Education Elementary Education Certification K-6 MS. Ed- Educational Leadership ESOL Endorsed Reading Endorsed	3	3	<p>2011-2012 School Grade D 36% High Standards in Math 45% Learning Gains in Math 63% of Lowest 25% Making Learning Gains in Math</p> <p>2010 - 2011 School Grade D 58% High Standards in Math 53% Learning Gains in Math 68% of Lowest 25% Making Learning Gains in Math Royal Palm Elementary did not meet proficiency in Math.</p> <p>2009-2010 School Grade C 60% High Standards in Math 63% Learning Gains in Math 72% of Lowest 25% Making Learning Gains in Math Royal Palm Elementary did not meet proficiency in Math.</p>
		B.S. -			

Science	Christina Hung	Elementary Education K-6 Elementary Education Certification K-6 ESOL Endorsed	7		2011-2012 School Grade D 22% High Standards in Science
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. The district's Talent Development and Pre-K-2 departments will work in collaboration with Royal Palm Elementary to recruit and retain highly qualified teachers.	District Personnel Administration NESS Liason	June 2012	
2	2. All new teachers complete the district's induction program, the New Educator Support Program. This school-site program provides each new teacher with a support team consisting of the New Educator Support System (NESS) school contact and a qualified mentor.	Administration NESS Liason	June 2012	
3	3. Teachers new to a subject area are working closely with instructional coaches or teacher.	Leadership Team	June 2012	
4	4. Staff development workshops and Professional Learning Communities are held in the area of reading, math, and science, and writing in order to improve teacher content knowledge and support the implementation of effective strategies as we transition to Common Core State Standards (CCSS).	Leadership Team	June 2012	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

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
57	8.8%(5)	24.6%(14)	43.9%(25)	22.8%(13)	33.3%(19)	100.0%(57)	10.5%(6)	1.8%(1)	80.7%(46)

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
		Both assigned	

Kayasia Brown	Demetra Burleson-Liburd	to 3rd grade and the Mentee worked with her during student teaching experience.	Meet Monthly as a NESS group. Meet weekly to share strategies and lessons. Utilize release time for teacher observations.
Pamela Webb	Shanine Barrow	Both assigned to 4th grade and mentee has experience working with students from mentoring many teachers at local university's.	Meet Monthly as a NESS group. Meet weekly to share strategies and lessons. Utilize release time for teacher observations.
Megan Neisel	Tracy Blair	Both assigned to 4th grade and mentee has a wealth of knowledge and works well with others.	Meet Monthly as a NESS group. Meet weekly to share strategies and lessons. Utilize release time for teacher observations.
Mireille Lubin-Alexis	Christina Hung	Both assigned to 5th grade and mentee's expertise in that grade level serves as a strong model and support.	Meet Monthly as a NESS group. Meet weekly to share strategies and lessons. Utilize release time for teacher observations.
Felicia Calloway	Arlene Thomas	Both teacher's are assigned to Reading and work with similar students.	Meet Monthly as a NESS group. Meet weekly to share strategies and lessons. Utilize release time for teacher observations.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds are used to provide additional instructional positions, employ highly qualified paraprofessionals and to purchase materials and supplies. In addition, funds allow us the opportunity to provide staff development opportunities to our staff and parental involvement. Lastly, the school was funded with a Math and Science Coach for the 2012-2013 school year.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds are used to provide additional instructional positions.

Title III

Title III ESOL funds are used to purchase materials to assist our ESOL students. Teachers participate in staff development on the materials so that they can effectively implement them with students.

Title X- Homeless

The district provides assistance to our homeless students.

Supplemental Academic Instruction (SAI)

SAI funds are used to pay a portion of a teacher's salary. This teacher works with low performing students to increase academic achievement.

Violence Prevention Programs

Curriculum and a school wide discipline plan are in place to support the district's anti-bullying policy.

Nutrition Programs

Housing Programs

N/A

Head Start

We have two Head Start classes. Our children are granted an academic head start by attending this program.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Principal/Assistant Principal

Teacher

School Counselor

School Psychologist

School Social Worker

Reading Coach

Math Coach

Parents

Behavior Specialists, Zone Support Personnel

ESOL Contact/ Coordinator

Student(When Developmentally Appropriate)

The RtI Team Functions:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection which is to include graphs and plots of student performance, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention

approaches. Observe students implement the process of RtI, while interacting with students. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Student Services Personnel: Such as Guidance Counselor Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, the Leadership Team will observe, prescribe, model, review data, and re-observe interventions.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This data may also be used to screen for at-risk students that may be in need of Tier 2 or 3 interventions; all such students are referred to CPS team for consideration on how it is best to proceed.

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.

In order to implement a successful RTI execution, real-time use of data will be used from district databases such as Virtual Counselor, teacher assessments, walk through logs, and teacher observations will be executed to make decisions for instruction and interventions (data-driven decision-making). A case worker will be assigned to each grade level to assist teachers in completing the district Intervention Records, along with the required progress monitoring graphs. Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during Collaborative Problem Solving meeting to determine Tier 2 and Tier 3 interventions based on the Struggling Reader and Math Charts. The Problem Behavior Guide or CHAMPS will be used for behavioral interventions. The team will monitor student progress, make recommendations, and evaluate the effectiveness of interventions implemented. During each meeting both suspension and attendance data will be reviewed to ensure interventions are put in place for students and they are also being monitored.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year within the school wide Professional Learning Communities (PLC).

Describe the plan to support MTSS.

Zone, area and district support personnel will provide support and assist with implementation of effective strategies and build capacity within the team. Professional development will help the team to learn instructional strategies and interventions that can be utilized within the classroom to help the struggling student. This will help accelerate the learning process and assist with mastery of the content material and the required standards.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Principal
Assistant Principal
Reading Coaches
Leadership Team Members
Media Specialist
Reading Departmental Instructors
Guidance Counselor

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

The Literacy Leadership Team will meet every month to discuss strategies, materials, and data. The team will explore data trends based on various resources to monitor the School Improvement goals. The plans will be monitored and the team will determine whether changes need to be made in order to reach the goals. The information will be disseminated to the staff through team meetings as well as PLCs. Students will be informed about their performance through student conferences. Parent communication will also be executed through the flyers, parent link, and parent meetings such as the School Advisory Committee (SAC).

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

The major initiative of the LLT this year will be to monitor the reading plan and to disaggregate student achievement data toward improving teaching, learning, and implementing Common Core in grades K through 2. The LLT will disaggregate data by analyzing, breaking down the data, and displaying the results. LLT will then assess through identifying and prioritizing the strengths and weaknesses of the school. LLT will review by examining available data reports which includes but not limited to BAT data, FCAT reading category reports, Next Generation Sunshine State Standards and FCAT testing resources to pinpoint deficiencies. Finally, the LLT will target instruction that will align curriculum, classroom instruction, and assessment by addressing needs and deficiencies with new or adapted learning activities and available resources.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students'

ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Based on FCAT 2013, students achieving proficiency level 3, will increase by 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 21% (72) students achieved proficiency level 3 in Reading.	Based on FCAT 2013, 40% (136) of students will achieve proficiency of level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Based on classroom observations and walk-throughs, implemented literacy centers did not meet student's specific needs and were also not differentiated or rigorous enough.	1.1. School based reading coaches and district/state instructional facilitators will provide support and assist teachers in differentiating literacy centers. Literacy centers will be implemented with differentiated activities at students' instructional level to meet students' academic needs.	1.1. Reading Coaches Leadership Team	1.1. Reading Coaches along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated literacy centers that are being implemented. Reading Coaches will use the coaching cycle such as modeling, assisting and implementing of effective lessons and activities. Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of literacy centers. Common planning amongst grade levels will be implemented on a weekly basis.	1.1. Classroom walk-through 1.2 FCAT Testmaker Pro 1.3. Class based reading assessments
2	1.2. Teachers need to increase the level of text complexity as it relates to literacy and ask students more higher order thinking questions to increase and challenge students thinking and independency.	1.2. Teachers will take part in PLC and professional development workshops to learn how to increase students thinking by using a variety of text and the use of FCAT question stems. Teachers will implement student assignments that will require and include a variety of text complexity as well as scaffold and	1.2. Reading Coaches Leadership Team	1.2. Teachers will ask students higher order thinking questions from the FCAT question stems along with Webb's Depth of Knowledge to informally assess if students are able to understand and answer higher order questions from text.	Weekly Treasures Reading Tests FCAT Pro Reading Tests BAT 1 & 2 FAIR

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on 2012 FCAT, students will increase proficiency to Level 4 and 5 by 3% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT 2011, 16% (50) achieved above proficiency levels 4 and 5 in reading.	Based on FCAT 2011, 19%(79)of students will achieve above proficiency at level 4 and 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not provided ample opportunity to develop a deeper understanding of books, themes, text complexity, and topics. Students need to learn how to construct new knowledge to a variety of reading strategies.	During teacher-led small group instruction, teachers will teach metacognition to all students. Teachers will teach students how to think about their thinking through guided practice. Teachers will also have students make connections, predictions, inferencing, and identifying text structure through the use of a variety of suitable graphic organizers.	Reading Coaches Leadership Team	Teachers will assess through the use of weekly Treasures comprehension and vocabulary tests. Data Chats	FCAT TestMaker Pro Classroom Walk-through BAT 1 & 2
	Students not being challenged enough to their instructional and independent level abilities	During independent learning centers, students will be given higher order activities	Reading Coach Leadership Team	Teachers will assess through the use of weekly Treasures comprehension and	2.1. FCAT Testmaker Pro 2.2. Classroom

2	through class work and independent literacy centers.	that will enhance, enrich, and engage their instructional and independent skills such as context clues, vocabulary graphic organizers, etc.		<p>vocabulary tests.</p> <p>Reading Coaches along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated literacy centers that are being implemented.</p> <p>Reading Coaches will use the coaching cycle such as modeling, assisting and implementating of effective lessons and activities.</p> <p>Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of literacy centers.</p> <p>Common planning amongst grade levels will be implemented on a weekly basis.</p>	walk-through and provide an end product of literacy center activity.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	Based on 2013 FCAT, students will increase Learning Gains in reading by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 59% (138) students made learning gains in reading.	Based on 2013 FCAT, 65%(151) students will make Learning Gains in 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
1	3.1. Students are unable to understand the FCAT type questions and how to answer them.	3.1. Teachers will pull students that need to be remediated in specific reading benchmarks in small groups and use the FCAT reading question stems throughout out daily whole and small group instruction.	3.1. Reading Coaches Leadership Team	3.1. Teachers will record, collect, analyze and discuss in data chats according to the timeline in the secondary Instructional Focus Calendar. Teachers will conduct formative assessments at the end of the small group instruction session. Data Chats will take place with reading coaches and leadership team. 1.1. Reading Coaches along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated literacy centers that are being implemented. Reading Coaches will use the coaching cycle such as modeling, assisting and implementating of effective lessons and activities. Lesson study and professional learning communities will be conducted to show how teachers can use FCAT Test Specifications to help students know how to understand and answer FCAT type questions. Common planning amongst grade levels will take place on a weekly basis to integrate the use of FCAT Test Specification in Reading.	3.1 BAT I & II 3.1 FCAT Testmaker Pro
2	3.2 Due to lack of stamina, students are unable to complete passages that are longer in text and complexity.	3.2 Teachers will build stamina by allowing students to practice reading more independently and each time students read they time themselves and increase time as they read.	Reading Coaches	3.2 Teachers will do ongoing progress monitoring using oral reading fluency passages.	3.2 FAIR 3.2 FCAT Testmaker Pro 3.2 BAT 1 & II

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.

Reading Goal #3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	Based on 2013 FCAT, students in the lowest 25% will increase Learning Gains in Reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 70% (43) students in Lowest 25% made Learning Gains in Reading.	Based on 2013 FCAT, 73% (45) students in the lowest 25% will make Learning Gains in 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
1	4.1. Students not being able to read fluently in an allotted reading time.	4.1. Provide fluency building activities using district approved fluency programs. Have students practice timed fluency at their instructional level during independent literacy centers.	4.1. Reading Coaches Leadership Team	4.1. Teachers will record, collect, analyze and discuss fluency data weekly to see if student's words per minute is increasing. Data Chats with teacher and students 1.1. Reading Coaches along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated literacy centers that are being implemented. Reading Coaches will use the coaching cycle such as modeling, assisting and implementing of effective lessons and activities. Lesson study and professional learning communities will be conducted to assist and give ideas on how teachers can help students build stamina	4.1 Bat I & II 4.1 FAIR

				through small group instruction and fluency-based literacy centers. Common planning amongst grade levels will be implemented on a weekly basis for teachers to share best practices on fluency centers and strategies.	
2	4.2. Students unable to determine the vocabulary with multiple meaning in text.	4.2. Use district approved programs to build vocabulary and provide guided and scaffolded instruction on determining multiple meanings in text with students.	4.2. Reading Coaches Leadership Team	4.2. Weekly Treasure Reading Comprehension and Vocabulary assessments. Data Chats with teachers	4.2 BAT I & II 4.2 FCAT TestMaker Pro

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 # Based on FCAT 2012, school will reduce their achievement gap by 50% over a period of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	42%	48%	53%	59%	

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:	Based on FCAT 2013, students in Black subgroup making Adequate Yearly Progress will increase by 1% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, the following subgroups did not making satisfactory progress in reading. Black 65%(215), Hispanics 40%(4), and Indian 100% (1)	Based on FCAT 2013, 68% (222) of students in Black subgroup, Hispanics 43% (4), and Indian 100% (1) will meet Annual Measurable Objectives.

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	5A.1. Students not understanding the reading benchmarks.	5A.1. Teachers will remediate students in specific reading benchmark weaknesses in teacher led small-groups. Teachers will create literacy centers to remediate, reinforce, and enhance all FCAT tested reading benchmarks.	5A.1. Reading Coaches Leadership Team	5A.1. Teachers will record, collect, analyze and discuss data according to the timeline in the secondary Instructional Focus Calendar. 5A.1. Classroom Walkthroughs	5A.1. BAT I & II FCAT Testmaker Pro
	5A.2. Teachers are unable to effectively differentiate literacy centers and class work instruction to meet the	5A.2. Teachers will implement differentiated literacy center activities based on students deficiencies as evidenced	5A.2. Reading Coaches Leadership Team	5A.2. Teachers will create and implement differentiated literacy centers to meet their student's needs.	5A.2. Literacy center end products.

2	needs of each subgroup of students.	and collected based on weekly reading tests, BAT data, FCAT pro test results, and informal observations by teacher and reading pull-out teacher on comprehension, vocabulary, and fluency.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students in ELL subgroup not making Adequate Yearly Progress will decrease 10% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012 Students in ELL subgroup Reading Proficiency is 83% (30).	Based on FCAT 2013 73% (26) of students in ELL subgroup will make satisfactory in 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
1	5B.1. Students not understanding the reading benchmarks due to language barrier.	5B.1. Teacher will use district supported English Language Programs such as Newcomer's Kit, Let's Go English Language System in teacher-led small groups.	5B.1. Reading Coaches ESOL Coordinator Leadership Team	5B.1. Teachers will record, collect, analyze and discuss data according to the timeline in the secondary Instructional Focus Calendar.	5B.2. IPT Test CELLA Language Based Computer Adaptive Programs

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:	Based on FCAT 2013, Students with Disabilities will meet Annual Measurable Objectives by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 91% (30) of the Students with Disabilities did not make satisfactory progress in reading.	Based on FCAT 2013 93% (31) of students in ELL subgroup will make satisfactory progress in 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
1	5C.1. Teachers not differentiating literacy centers for students with disabilities.	5C.1. Teachers will differentiate literacy activities to accommodate students with disabilities with activities that will assist students in reading deficiencies on student's instructional reading level.	5C.1. Reading Coaches ESE Teacher/Specialist Leadership Team	5C.1. Teachers will create and implement differentiated literacy centers to meet their student's needs	5C.1.FCAT TestMaker Pro BAT 1 & 2 Classroom Walkthrough

2	5C.2.Lack of parental involvement.	5C.2. School will provide workshops and positive parenting and mentoring programs.	5C.2.Reading Coaches 5C.2.Title I	Parents will become active participants in their children's school and education.	Parent/ Student Conferences Sign In sheets
3	5C.3.Lack of Professional Development for Teachers.	5C.3.Teachers will attend training that will enhance knowledge of content area.	Reading Coaches District Instructional Facilitators Leadership Team	Students will become more engaged and show success in class.	Classroom Walkthroughs
4	5C.4. Lack of effective strategies to be used with students with disabilities	Teachers will use diagnostic assessments to drive instruction and monitor progress	Reading Coaches	Data chats	Chapter Tests Informal tests Diagnostic 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 reading. Reading Goal #5E:	Based on FCAT 2013, Students making Annual Measurable Objectives in Economically Disadvantaged subgroup will increase by 3% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 66% (215) did not make satisfactory progress in reading.	Based on FCAT 2013, 69% (226) of students in Economically Disadvantaged subgroup will make Adequate Yearly Progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students are not motivated to make satisfactory progress in reading.	5D.1. Leadership team can implement and engage variety of interest groups such as an afterschool book club, project based reading activities, reader's theater, literature circles, and book reports of their choice.	5D.1. Reading Coaches Leadership Team	5D.1. Students work samples.	5D.1. Classroom Walkthroughs Reading project end products.

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
Introduction to Common Core and Overview of Marzano Gaining a Deeper Understanding of the						

<p>Common Core State Standards: The Big Pictures; Marzano Design Question – Book 1, Chapter 2</p> <p>Meeting the Challenge of Rigorous Expectations in the Common Core – Book 1, Chapter 4</p> <p>Structures for Supporting All Learners – Book 1, Chapter 5</p> <p>Assessment and Collaboration; Data Analysis – Book Two</p> <p>Design Question 2 as it Relates to Common Core - Helping students interact with new knowledge</p> <p>Design Question 3 as it Relates to Common Core - Helping students practice and deepen their understanding of new knowledge</p> <p>Design Question 4 as it Relates to Common Core; Helping students generate and test hypotheses about new knowledge; higher level of cognitive processing</p>	K-5/Reading	<p>Priscille Elie-Intermediate Reading Coach</p> <p>Arlene Thomas-Primary Reading Coach</p>	K-5 Reading Teachers	<p>Start date September 4th 2012</p> <p>End date May 7, 2012</p> <p>Biweekly</p>	<p>Teachers will have follow-up activities that will include planning for lessons, sharing best practices, make and takes, writing a reflection, and reviewing class data.</p>	<p>Reading Coaches</p> <p>Leadership Team</p>
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
These resources are intervention			

Elementary struggling reader's chart materials.	to assist and remediate in comprehension. oral language fluency, vocabulary, phonics and phonemic awareness.	School Budget	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader (AR)	AR is a progress monitoring software assessment for monitoring the practice of reading using real books.	School Budget	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects	Standards that are to be implemented to have teachers make students more college and career ready.	School based	\$10,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,000.00

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:		Based on CELLA 2013, 47% (51) of students achieved proficiency in listening/speaking on CELLA will increase by 3%.			
2012 Current Percent of Students Proficient in listening/speaking:					
Based on CELLA 2012, 44% (48) students achieved proficiency in listening/speaking on CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students language barrier impeded comprehension for proficiency in listening and speaking of CELLA.	Mainstream and immerse students in the language by using a variety of ESOL strategies along with using District approved ESOL programs to help acquire the English language.	ESOL coordinator Classroom teacher	Classroom Walkthrough	IPT CELLA

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

CELLA Goal #2: Based on CELLA 2013, 20% (22) of students achieved proficiency in reading on CELLA will increase by 5%.

2012 Current Percent of Students Proficient in reading:

Based on CELLA 2012, 15% (16) students achieved proficiency in reading on CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students language barrier impedes students reading comprehension on the CELLA.	To use District approve ESOL programs to assist in language acquisition along with a variety of ESOL strategies using the ESOL matrix.	ESOL Coordinator Classroom teacher	Classroom walkthrough	IPT CELLA

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

3. Students scoring proficient in writing.
CELLA Goal #3: Based on CELLA 2013, 18% (20) of students achieved proficiency in listening/speaking on CELLA will increase by 4%.

2012 Current Percent of Students Proficient in writing:

Based on CELLA 2012, 14% (15) of students achieved proficiency in writing on CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students language barrier impedes students writing on the CELLA.	Use a variety of ESOL strategies from the District Matrix. Use District approved ESOL programs to help with language acquisition.	ESOL Coordinator Classroom Teacher	Classroom Walkthrough	IPT CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
District approve ESOL programs.	Language acquisition programs to help them listen, speak, read, write, and comprehend the English language.	Title III	\$5,000.00
			Subtotal: \$5,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Student placement in the ESOL program to allow them to receive services to assist in language acquisition.	Testing students using IPT I and II to see if students will benefit from ESOL services.	Title III	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on FCAT 2013, students achieving proficiency level 3 will increase by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 23% (77) students scoring at achievement level 3 in mathematics.	Based on FCAT 2013, 40% (136) of students will achieve proficiency level 3 in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The lack of basic Math skills	1.1. Students will complete activities included in the Go Math Practice Book as well as Problem Solving questions with the help of their classroom teacher.	1.1. Math Coach Leadership Team	1.1. Math Coach and Leadership Team will conduct Classroom Walk-Throughs on a weekly basis. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. 1.1. Math Coach along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated math centers that are being implemented. Math Coach will use the coaching cycle such as modeling, assisting and implementing of effective lessons and activities. Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of math centers. Common planning amongst grade levels will be implemented on a weekly basis to share best practices on how to assist students with math deficiencies.	1.1. Classroom Walk-Through 2.0 will focus on instructional strategies, new teachers to the grade level and subject area. Teachers will also be allowed to attend Differentiated Instruction Professional Development. Chapter Tests, Big Idea Tests, FCAT Testmaker Pro
	1.2. The lack of opportunities	1.2. Students will complete	1.2. Math Coach	1.2. Math Coach and	1.2. Student center

2	for students to work cooperatively on hands-on activities.	teacher-created and textbook supplied center activities several times a week.	Leadership Team	<p>Leadership Team will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.</p> <p>Math Coach along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated math centers that are being implemented.</p> <p>Math Coach will use the coaching cycle such as modeling, assisting and implementing of effective lessons and activities.</p> <p>Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of math centers.</p> <p>Common planning amongst grade levels will be implemented on a weekly basis to share best practices on how to integrate cooperative learning with hands-on activities.</p>	folders, completed center assignments
3	1.3. Students have difficulty retaining vocabulary introduced during a math lesson.	1.3. Teachers will participate in professional development opportunities that focus on the appropriate use of student interactive word walls with fidelity, differentiated centers, and vocabulary strategies.	1.3. Math Coach Leadership Team	<p>1.3. Math Coach and Leadership Team will review student note-taking books on a biweekly basis with a focus on the accuracy of the response to the essential question.</p> <p>Teachers will conduct daily reviews and students may use their note-taking book as a reference.</p>	1.3. Student note-taking books

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Based on FCAT 2013, 12% student scoring at or above achievement level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 13% (46) students scored at or above achievement level 4 in mathematics.	Based on FCAT 2013, 25% (85) of students scoring at or above achievement level in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Level 4-5 students need to be given additional opportunities to complete work that challenge their ability on a consistent basis.	2.1. Students will be required to complete one of the Big Idea projects each quarter.	2.1. Math Coach Leadership Team	2.1. Students will present their projects to their peers and Math Coach during the early release day at the end of each quarter. Math Coach along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated math centers that are being implemented. Math Coach will use the coaching cycle such as modeling, assisting and implementing of effective yet challenging lessons and activities to enhance achievement. Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of how to effectively build rigor through math centers. Common planning amongst grade levels will be implemented on a weekly basis to share best practices on how to challenge and enhance student learning.	2.1. Big Idea project and rubric.
	2.2	2.2	2.2	2.2	2.2

2	The lack of rigor in the student assignments.	Students will complete activities included in the Go Math Enrichment Book as well as Problem Solving questions with the help of their classroom teacher.	Math Coach Leadership Team	Math Coach and Leadership Team will conduct Classroom Walk-Throughs on a weekly basis. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.	Classroom Walk-Through 2.0 will focus on instructional strategies, new teachers to the grade level and subject area. Teachers will also be allowed to attend Differentiated Instruction Professional Development. Chapter Tests, Big Idea Tests, FCAT Testmaker Pro
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Based on FCAT 2013, 10% of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 46% (107) of students making learning gains in mathematics.	Based on 2013 FCAT, 56% (130) of students will make Learning Gains.

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
3.1 Students have difficulty retaining vocabulary	3.1 Teachers will participate in a professional	3.1 Math Coach	3.1 Math Coach and Leadership Team will	3.1 Student note-taking books

1	introduced during math lessons utilizing word wall and math centers.	development opportunity focusing on the appropriate use of student note-taking books and building vocabulary strategies	Leadership Team	<p>review student note-taking books on a biweekly basis with a focus on the accuracy of the response to the essential question.</p> <p>Teachers will conduct daily reviews and students may use their note-taking book as a reference.</p> <p>Math Coach along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated math centers that are being implemented.</p> <p>Math Coach will use the coaching cycle such as modeling, assisting and implementing of effective lessons and activities.</p> <p>Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of math centers.</p> <p>Common planning amongst grade levels will be implemented on a weekly basis to share best practices on how to assist students with math deficiencies.</p>	
2	3.2 Students have difficulty initially understanding math concepts.	3.2 Students will participate in teacher-directed small group instruction for remediation on a daily basis.	3.2 Math Coach Leadership Team	<p>3.2 Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.</p> <p>Teachers will conduct formative assessments at the end of the small group instruction session.</p>	3.2 Chapter Tests, Big Idea Tests, Formative Assessments, FCAT Testmaker Pro
3	3.3 Students have difficulty mastering math concepts	3.3 Targeted Level 2 students will be provided additional push-in support to further increase learning gains.	3.3 Math Coach Leadership Team	3.3 Record, collect, analyze and discuss data gathered from the Go Math Beginning, Middle and End-of-Year Assessments.	3.3 Go Math Beginning, Middle and End-of-Year Assessments, FCAT Testmaker Pro.
4	3.4 Students having difficulty retaining information learned during a math lesson.	3.4 Targeted Level 1 and 2 students will participate in extended learning opportunities (ELO) before and after regular school hours.	3.4 Math Coach Leadership Team	3.4 Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	3.4 Program supplied assessments

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

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on FCAT 2013, students in the Lowest 25% will increase learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 65% (39) of students in lowest 25% made learning gains in mathematics.	Based on 2013 FCAT, 75% (45) of the students in Lowest 25% will make learning gains in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students have difficulty initially understanding math concepts.	4.1. Students will participate in teacher-directed small group instruction for remediation on a daily basis.	4.1. Math Coach Leadership Team	4.1. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct formative assessments during and at the end of the small group instruction session. Math Coach along with the leadership team will conduct walk-throughs to determine effectiveness of differentiated math centers that are being implemented. Math Coach will use the coaching cycle such as modeling, assisting and implementing afterschool remediation camps to remediate and	4.1. Chapter Tests, Big Idea Tests, Formative Assessments

				enrich math deficiencies. Lesson study and professional learning communities will be conducted to foster the use, management, and implementation of math centers. Common planning amongst grade levels will be implemented on a weekly basis to share best practices on how to assist students with math deficiencies.	
2	4.2 Students have difficulty retaining information learned during a math lesson.	4.2 Targeted Level 1 and 2 students will participate in extended learning opportunities (ELO) before and after regular school hours.	4.2 Math Coach Leadership Team	4.2 Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	4.2 Program supplied assessments
3	4.3. Teachers need to increase their knowledge of the appropriate use of manipulatives.	4.3. Teachers will participate in a professional development opportunity focusing on the appropriate use of manipulatives during classroom instruction.	4.3. Math Coach Leadership Team	4.3. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.	4.3. Chapter Tests, Big Idea Tests, Formative Assessments
4	4.4. Students have not been given enough opportunities to use hands-on materials to increase their understanding of math concepts.	4.4. All students will be instructed using Manipulatives when appropriate, with the teacher modeling the use of Manipulatives.	4.4. Math Coach Leadership Team	4.4. Record, collect, analyze and discuss Chapter Test data according to the timeline in the District Instructional Focus Calendar.	4.4. Chapter Tests, Big Idea Tests, Formative Assessments

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 # Based on FCAT 2012, school will reduce their achievement gap by 50% over a period of six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

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:	Based on FCAT 2013, 15% of the student subgroups by ethnicity (Black) will make satisfactory progress in mathematics. 30% of the student subgroup by ethnicity (Hispanic) will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 65% of the student subgroups by ethnicity (Black) were not satisfactory in progress in mathematics. 40% of the student subgroups by ethnicity (Hispanic) were not satisfactory in progress in mathematics.	Based on FCAT 2013, 50% of the student subgroups by ethnicity (Black) will make satisfactory progress in mathematics. 70% of the student subgroup by ethnicity (Hispanic) will make satisfactory progress in mathematics.

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	5A.1. Students have difficulty initially understanding math concepts.	5A.1. Students will participate in teacher-directed small group instruction for remediation on a daily basis.	5A.1. Math Coach Leadership Team	5A.1. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct formative assessments at the end of the small group instruction session.	5A.1. Chapter Tests, Big Idea Tests, formative assessments, FCAT Testmaker Pro
2	5A.2. Students have difficulty mastering math concepts.	5A.2. Students will participate in additional push-in/pull-out small groups to reinforce the classroom instruction.	5A.2. Math Coach Leadership Team	5A.2. Record, collect, analyze and discuss data gathered from the Beginning, Middle and End-of-Year Assessments.	5A.2. Go Math Beginning, Middle and End-of-Year Assessments, FCAT Testmaker Pro
3	5A.3. Teachers need to increase their knowledge of the appropriate use of Manipulatives.	5A.3. Teachers will participate in a professional development opportunity focusing on the appropriate use of Manipulatives during classroom instruction.	5A.3. Math Coach Leadership Team	5A.3. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.	5A.3. Chapter Tests, Big Idea Tests, formative assessments, FCAT Testmaker Pro

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:	Based on FCAT 2013, 13% of students in ELL subgroup will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 83% (30) students in ELL subgroup made satisfactory progress in mathematics.	Based on FCAT 2013, 90% of students in ELL subgroups will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Students do not see the real life connection for many math concepts.	5B.1. Students will view the Go Math Real-Life Pod casts and complete Big Idea projects that connect math to real life.	5B.1. Math Coach Leadership Team	5B.1. Math Coach and Leadership Team will conduct Classroom Walk-Throughs on a weekly basis.	5B.1. Big Idea projects and rubrics. Classroom Walk-Through Data
2	5B.2. The lack of enough opportunities for students to work cooperatively on hands-on activities.	5B.2. Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the Go Math Series.	5B.2. Math Coach Leadership Team	5B.2. Math Coach and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	5B.2. Student center folders, completed center assignment

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:	Based on 2013 FCAT, 16% of students with Disabilities will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 91%(33) Students with Disabilities were not making satisfactory progress in mathematics.	Based on 2013 FCAT, 25% of students with Disabilities will make satisfactory progress in mathematics.

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	5C.1. The lack of specific intervention programs that meet the needs of a variety of students.	5C.1. Teachers will participate in a professional development opportunity focusing on the appropriate use of Go Math Intervention Programs.	5C.1. Math Coach Leadership Team ESE Specialist	5C.1. Math Coach and Leadership Team will conduct Classroom Walk-Throughs on a weekly basis.	5C.1. Go Math Intervention Assessments
2	5C.2. Students have not been given enough opportunities to use hands-on materials to increase their understanding of math concepts.	5C.2. Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the Go Math Series.	5C.2. Math Coach Leadership Team	5C.2. Math Coach and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	5C.2. Student center folders, completed center assignments

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Based on FCAT 2013, 14% of students in Economically Disadvantaged students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 64% (212) Economically Disadvantaged students not making satisfactory progress in mathematics.	Based on FCAT 2013, 50% of students in Economically Disadvantaged students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students have difficulty initially understanding math concepts.	5D.1. Students will participate in teacher-directed small group instruction and small group push-in/pullout for remediation on a daily basis.	5D.1. Math Coach Leadership Team	5D.1. Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct formative assessments	5D.1. Chapter Tests, Big Idea Tests, formative assessments, FCAT Testmaker Pro

				during at the end of the small group instruction session.	
2	5D.2. Students have difficulty mastering math concepts.	5D.2. Students will participate in additional push-in/pull-out small groups to reinforce the classroom instruction	5D.2. Math Coach Leadership Team	5D.2. Record, collect, analyze and discuss data gathered from the Beginning, Middle and End-of-Year Assessments.	5D.2. Go Math Beginning, Middle and End-of-Year Assessments, FCAT Testmaker Pro

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
<p>Introduction to Common Core and Overview of Marzano</p> <p>Gaining a Deeper Understanding of the Common Core State Standards: The Big Pictures; Marzano Design Question – Book 1, Chapter 2</p> <p>Meeting the Challenge of Rigorous Expectations in the Common Core – Book 1, Chapter 4</p> <p>Structures for Supporting All Learners – Book 1, Chapter 5</p> <p>Assessment and Collaboration; Data Analysis – Book Two</p> <p>Design Question 2 as it Relates to Common Core - Helping students interact with new knowledge</p> <p>Design</p>	K-5 Math	Jessica Temple-Math Coach	K-5 Math	<p>Start date September 4th 2012</p> <p>End date May 7, 2012</p> <p>Biweekly</p>	Teachers will have follow-up activities that will include planning for lessons, sharing best practices, make and takes, writing a reflection, and reviewing class data.	Math Coach Leadership Team

Question 3 as it Relates to Common Core - Helping students practice and deepen their understanding of new knowledge					
Design Question 4 as it Relates to Common Core; Helping students generate and test hypotheses about new knowledge; higher level of cognitive processing					

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math Assessment Guides	Assessment Guides that assesses the students on the various benchmarks that are covered in K-5	School budget	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1a:

Based on FCAT 2013, students achieving proficiency (FCAT Level 3) in science will increase by 7%.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on FCAT 2012, 17% (22) students scored at achievement Level 3 in science.			Based on FCAT 2013, 24% (31) of students will score at achievement Level 3 in science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of background knowledge of science concepts.	1.1. Interactive Word Walls, Science Alive Videos, Centers, Use of Hands- On Manipulatives.	1.1. Classroom Teacher Science Coach Leadership Team	1.1. Science Coach and Classroom Teacher will review student note-taking books on a biweekly basis with a focus on the accuracy of the response to the essential question. Data Chats	1.1. Student note-taking books. Student Assessment Data such as mini bats and informal assessments such as lab reports, FCAT Testmaker Pro
2	1.2 Lack of instructional time to conduct experiments and hands on activities	1.2. Inquiry based science instruction and applying science concepts and skills to real life.	1.2 Classroom Teacher Science Coach Leadership Team	1.2 Inquiry Based Instruction Science Notebooks Use of Scientific Method for Instruction	1.2 Assessments Lab Follow- Ups
3	Lack of inquiry based science, background knowledge, and hands on activities and experiments.	Hands on science experiments, United Streaming videos, examples of real life concepts and literature, interactive word walls, and inquiry based science.	Classroom Teacher Science Coach Leadership Team	Science Coach and Classroom Teacher will review student progress in science notebooks, inquiry based learning, and data chats.	Student assessment data from BAT 1, BAT 2, Science FCAT Pro, informal assessments, and student notebooks.

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

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	N/A	N/A	N/A	N/A	N/A

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:	Students scoring at or above achievement (FCAT Levels 4 and 5) in science will increase by 6%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 4% (6) students scored at or above achievement Level 4 and 5 in science.	Based on FCAT 2013, 10% (13) of students will score at or above achievement Level 4 and 5 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of uniformity and academic pacing of classroom instruction.	Increase rigor and scientific inquiry.	2.1. Science Coach Leadership Team	2.1. Meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	2.1. Teacher criteria based on observation and lab notebooks and lab performance.
2	2.2 New Science series	Teachers will be trained in the new Science Fusion textbook series.	2.2 Science Coach	2.2 Classroom Walkthroughs	Science Fusion Lesson Quizzes/ Unit Benchmark Assessments, Mini-Assessments, FCAT Testmaker Pro.
3	Not being aware of the resources and tools available for teaching science.	Improve teacher knowledge on resources available for Science Fusion series and activities. Increase science inquiry learning.	Science Coach Leadership Team	Analyzing student notebooks and data. Classroom walkthroughs.	Informal observations, bi-weekly assessments from Science Fusion, Science FCAT Pro assessments, BAT 1 and BAT 2.

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

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

Problem-Solving Process to Increase Student Achievement

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

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
<p>Introduction to Common Core and Overview of Marzano</p> <p>Gaining a Deeper Understanding of the Common Core State Standards: The Big Pictures; Marzano Design Question – Book 1, Chapter 2</p> <p>Meeting the Challenge of Rigorous Expectations in the Common Core – Book 1, Chapter 4</p> <p>Structures for Supporting All Learners – Book 1, Chapter 5</p> <p>Assessment and Collaboration; Data Analysis – Book Two</p> <p>Design Question 2 as it Relates to Common Core - Helping students interact with new knowledge</p> <p>Design Question 3 as it Relates to Common Core - Helping students practice and deepen their understanding of new knowledge</p> <p>Design Question 4 as it Relates to Common Core;</p>	<p>K-5 Science</p>	<p>Science Coach- Christina C. Hung</p>				

Helping students generate and test hypotheses about new knowledge; higher level of cognitive processing						
			K-5 Science	Start date September 4th 2012 End date May 7, 2012 Biweekly	Teachers will have follow-up activities that will include planning for lessons, sharing best practices, make and takes, writing a reflection, and reviewing class data.	Science Coach Leadership Team

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on Florida Writes 2013, students achieving Level 4.0 or higher will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on Florida Writes 2012, 68% (78) of students scored Achievement Level 3.0 and higher in Writing.	Based on Florida Writes 2013, 65% (98) of students will achieve Level 4.0 or higher.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers have difficulty writing across the curriculum.	1.1. Team/ pod planning should help writing teachers communicate and give lessons for other subjects areas to ensure writing is being done in ALL subject areas.	1.1. Leadership Team	1.1. Classroom Walkthroughs conducted daily to identify focus and objectives. Target teacher groups through team meetings, reflective questioning, and PLC's	1.1. Plan Books Team meeting/pod meeting notes
2	1.2. Students have difficulty applying the Six traits to independent writing prompts.	1.2. Targeted students will participant in small group instruction with classroom teacher.	1.2. Leadership Team	1.2. Classroom Walkthroughs conducted weekly to implement an analysis of weekly prompts. CWT will focus on learner needs.	1.2. Monthly writing prompts
3	1.3. Students have difficulty retaining higher level vocabulary and generalizing it into their writing prompts.	1.3. Teachers will participate in professional development opportunities focusing on the appropriate use of word walls across grade levels and all subject areas.	1.3. Reading Coach Leadership Team	1.3. Classroom Walkthroughs and analysis of weekly prompts to ensure generalization of these skills into writing prompts.	1.3. Monthly writing prompts Word Walls
4	1.4. Students need additional one on one time to conference with teacher.	1.4. Targeted students will receive assistance through a Pull-Out, Push-in, or Small Group	1.4. Reading Coach Leadership Team	1.4. Monitoring Writing Journals	1.4. Rubrics for Writing Prompts

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
Common Core State Standards	K-5	Reading Coach	Schoolwide	Once a month	PLC's Classroom Walkthroughs	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
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 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:	Based on 2012 Attendance Data student attendance will increase from 95% to 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012 the attendance rate was 94.7%	In 2013, the expected attendance rate is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 143 students had excessive absences.	In 2013, the expected number of students with excessive absences is 125.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

In 2012, 318 students had excessive tardies.			In 2013, the expected number of students with excessive absences is 280.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Transient population of students creates a barrier for the school to maintain a high attendance rate.	1.1. To have the school Social Worker go to the home of students who have excessive absences/tardies.	1.1. Administration Guidance Counselor Social Worker	1.1. Teachers will communicate with Social Worker and the IMT of the students who are setting a pattern of an attendance concern.	1.1. Daily Attendance
2	1.2. Lack of parental involvement/responsibility to make sure that students are coming to school.	1.2. Provide parents with workshops to reinforce the importance of attendance and how it impacts student achievement. Students will be provided incentives such as Fun Fridays, Miami Dolphins Camp, and School activities.	1.2. Administration Guidance Counselor Social Worker	1.2. Continuous workshops focusing on the importance of attendance and student achievement.	1.2. Parent Participation Sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
In-service on the use of Pinnacle to document and track attendance.	K-5	District Trainer	School wide Parents	Pre Planning Days	Sign- in sheet	In-service Facilitator Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	Behavioral/Classroom Management	Staff Development	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By June 2013, all students will improve their social skills as indicated by reducing time out of class related to behavior and decrease suspensions for misconduct by 20%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the number for in school suspensions was 54.	In 2013, the expected number of In-School Suspensions will decrease by 9.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the number suspended was 45.	In 2013, the expected number of students suspended will be 35.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the number of out of school suspensions was 49.	In 2013, the expected number of Out-of-School suspensions will be 40.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the number of students suspended out of school was 33.	In 2013, the expected number of students suspended Out of School will be 27.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers are not effectively utilizing instructional time	1.1. Hold training with the Comprehensives School Plan and monitor teachers in the implementation of the CHAMPS training on "time on task" to provide teachers examples to increase student focus.	1.1. Administration School Leadership Team Zone Behavioral Specialist	1.1. Discipline Management System Internal Database Classroom Observation	1.1. Comparison of the previous school year. CHAMPS Rubric and the Basic 5
	Students are losing	Train and monitor	Behavior	DMS will show a	Compare data on

2	instructional time due to misbehavior.	teachers in the implementation of the CHAMPS behavior plan on targeted problems such as Time on Task through monthly PLC for CHAMPS.	Specialist School Leadership team Administration	decrease in referrals.	a monthly basis. CHAMPS Rubric and the Basic 5
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K-5	Assistant Principal Behavioral Specialist ESE Specialist	School Wide	Ongoing	Review Classroom Plan Referral Database	Administration
RTI	K-5	Assistant Principal Behavioral Specialist ESE Specialist	School Wide	Ongoing	Tiers 1-3	Administration Intervention Team Leader(s)

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Based on 2013 parent involvement data, parental Involvement in school activities will increase by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30% (235) of parents participated in parent education activities supporting their child's education as documented by attendance at parent training, meetings, and/or conferences.	35% (277) of parents will participate in parent education activities supporting their child's education as documented by attendance at parent training, meetings, and/or conferences.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited education and awareness of grade level expectations and academic standards	1.1. Parent University	1.1. Administration, Teachers, Leadership Team	1.1. Collect participation data and survey families	1.1. Parent Sign-In Sheets, Evaluation/Feedback Forms
2	1.2. Time of activities	1.2. Report Card/Conference Night	1.2. Administration, Teachers, Leadership Team	1.2. Collect participation data and survey families	1.2. Parent Sign-In Sheets, Evaluation/Feedback Forms
3	1.3. Language and cultural differences	1.3. ESOL Parent Night	1.3. Administration, Teachers, Leadership Team	1.3. Collect participation data and survey families	1.3. Parent Sign-In Sheets, Evaluation/Feedback Forms

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
Communicating through agenda books	3rd-5th grade	Grade Chairs, Teachers	3rd-5th grade teachers	September	Student Agenda Books, Evaluation/Feedback Forms	Administration, Grade Chairs
Conducting Parent-Teacher Conferences	Preschool-5th Grade	Grade Chairs, Teachers	Preschool-5th Grade Teachers	October	Completed Conference Forms	Administration, Grade Chairs
Cultural Sensitivity	Preschool-5th Grade	Guidance Counselor	Preschool-5th Grade Teachers	October	Annual Survey	Administration, Grade Chairs, Teachers

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Elementary struggling reader's chart materials.	These resources are intervention to assist and remediate in comprehension. oral language fluency, vocabulary, phonics and phonemic awareness.	School Budget	\$4,000.00
CELLA	District approve ESOL programs.	Language acquisition programs to help them listen, speak, read, write, and comprehend the English language.	Title III	\$5,000.00
Mathematics	Go Math Assessment Guides	Assessment Guides that assesses the students on the various benchmarks that are covered in K-5	School budget	\$1,500.00
Attendance	CHAMPs	Behavioral/Classroom Management	Staff Development	\$1,000.00
				Subtotal: \$11,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader (AR)	AR is a progress monitoring software assessment for monitoring the practice of reading using real books.	School Budget	\$4,000.00
				Subtotal: \$4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects	Standards that are to be implemented to have teachers make students more college and career ready.	School based	\$10,000.00
CELLA	Student placement in the ESOL program to allow them to receive services to assist in language acquisition.	Testing students using IPT I and II to see if students will benefit from ESOL services.	Title III	\$1,000.00
				Subtotal: \$11,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$26,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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
School Beautification	\$3,000.00
Student Incentives	\$679.00

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

The School Advisory Council (SAC) will collaborate to determine the school improvement objectives. Committees were formed to develop the objectives for Reading, Writing, Math, and Science. Participation on these committees will include faculty, parents, community, and business members. These committees oversee the implementation of the action steps as well as monitoring data during the year. The SIP will be revised quarterly based on a review of the data and changes are voted in by membership. All stakeholders are invited to SAC monthly meetings to monitor the implementation of SIP.

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 ROYAL PALM ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	58%	79%	25%	210	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	47%	53%			100	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?	49% (NO)	68% (YES)			117	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					427	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District ROYAL PALM ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	60%	85%	29%	229	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	51%	63%			114	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?	49% (NO)	72% (YES)			121	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					464	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested