

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LARKDALE ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Valoria Latson

SAC Chair: Troy Grant

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/21/2012

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

STUDENT ACHIEVEMENT DATA

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

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	Dr. Valoria Latson	Bachelors Degree in Child Development/Early Childhood Education Doctorate Degree in Early Childhood Certification in Educational Leadership K-12 (School Principal) and the ESOL Endorsement.	4	22	School Grades: 2012-C 2011-B,2010-D, 2009-C, 2008-C. High Standards, Reading: 2011-51%, 2010-46%, 2009-45%, 59%. High Standards, Math: 2011-70%, 2010-66%, 2009-62%, 2008-53%. High Standards, Science: 201138%, 2010-23%, 2009-16%, 2008-19%. High Standards, Writing: 2011-90%, 2010-74%, 2009-100%, 2008-84%. Learning Gains, Reading: 2011-64%,2010- 49%, 2009-54%, 2008-56%. Learning Gains, Math: 2011-73%, 2010-59%, 2009-74%, 2008-56%. Lowest 25%, Reading: 2011-64%, 2010-37%, 2009-57%, 2008-58%. Lowest 25%, Math 2011-73%, 2010-50%, 2009-73%, 2008-64%. AYP Criteria Met: 2011-100%, 2010-79%, 2009-92%, 2008-82%.
		Bachelor's			Years 2009-2010 and 2010-2011 reflect the school information of Oriole Elementary School, where Mrs. Williams served as Assistant Principal. Year 2008-2009 reflects the school information of Park Lakes

Assis Principal	Nicole Bee Williams	Degree in Elementary Education, Masters Degree in Early Childhood/Primary Education, Certification in Educational Leadership K-12, ESOL Endorsement, Reading Endorsement K-12	2	3	Elementary School, where Mrs. Williams served as the Reading First Coach. School Grades: 2012- C, 2011 - B, 2010 - C, 2009 - B, High Standards (Reading): 2011 - 65%, 2010 - 55%, 2009 - 58%. High Standards (Math): 2011 - 73%, 2010 - 71%, 2009 - 62%. High Standards (Science): 2011 - 19%, 2010 - 23%, 2009 - 30%. High Standards (Writing): 2011 - 91%, 2010 - 88%, 2009 - 92%. Learning Gains (Reading): 2011 - 68%, 2010 - 58%, 2009 - 66%. Learning Gains (Math): 2011 - 57%, 2010 - 63%, 2009 - 66%. Lowest 25% (Reading): 2011 - 77%, 2010 - 56%, 2009 - 61%. Lowest 25% (Math): 2011 - 60%, 2010 - 80%, 2009 - 74%. AYP Criteria Met: 2011 - 95%, 2010 - 79%, 2009 - 90%.
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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)
Math	Stephanie Sirianni	Bachelor of Arts in Elementary Education, National Board Certified, Certification Areas: Elementary Education, Early Childhood Education (Nursery-Kindergarten), ESOL Endorsement, and Gifted Endorsement	2	8	2010-2011- District Math Support including Larkdale Elementary-School Grade: B. High Standards Math 70%, Learning Gains in Math 73%, Lowest 25% Gains in Math 73. AYP Met: Yes 2009-2010-District Math Support and Middle School Science Support 2008-2009-North Lauderdale Elementary-School Grade: C. High Standards Math: Grade 3-71%, Grade 4-53%, Grade 5-49%. AYP Met: No
Reading	Bridgette N. Harden-Howard	TBA	1	1	TBA
Science	Troy Grant	Bachelors of Science in Criminal Justice and a certification in Elementary Education	3	3	School Grades: 2012- C, 2011- B, 2010 - D, 2009 - C. High Standards (Science): 2010 - 23%, 2009 - 16%. AYP Criteria Met: 2010 - 79%, 2009 - 92%.

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. Ongoing Professional Development/Professional Learning Communities	Instructional Coaches	Ongoing – 6/2013	
2	2. Staff Survey/Needs Assessment	Administration	Ongoing – 6/2013	
3	3. Support	Administration /Support Staff	Ongoing – 6/2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
37	0.0%(0)	35.1%(13)	29.7%(11)	35.1%(13)	37.8%(14)	100.0%(37)	8.1%(3)	2.7%(1)	67.6%(25)

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
Stephanie Sirianni	Precious N. Hudson	New to Broward County and State of Florida	NESS Support
Allegra Marsha;;	Lauren T. Pascal	New to Broward County and Florida Public Schools	NESS Support
Bridgette H. Howard	Sabrina Henry	New to Broward County and new to Florida Public Schools	NESS Support
Apri Walker	Carolyn M. Prato	New to Broward County and Florida Public Schools	NESS Support
Jill Morgenstein	Essie J. Williams	New to Broward County and Florida Public Schools	NESS Support
Kathleen White-Ortiz	Dayami V. Curbelo	New to Broward County Public Schools	NESS Support
Maryse Desir	Leela Singh Short	New to Broward County Public Schools	School Support
Maryse Desir	Leela Singh Short	New to Broward County Public Schools	School Support
Maryse Desir	Leela Singh Short	New to Broward County Public Schools	School Support

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

The Title 1 funds are utilized for additional teachers, professional development, community liaison, and parent involvement activities, materials, and supplies.

Title I, Part C- Migrant

Title I, Part D

Title II

These funds are used to hire a Math Coach and a Science Coach to provide modeling of instruction and support teacher learning.

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

The SAI funds one teacher at 31%.

Violence Prevention Programs

An Anti-Bullying Team has been formed to foster violence prevention activities.

Nutrition Programs

The district nutrition program provides Funds snacks for students who participate in the after school tutorial program. We are also a part of the school district Healthy Schools Program to create a healthier school environment for students to learn and for staff to work.

Housing Programs

Head Start

To ensure school readiness, the Head Start (HS) Program has implemented new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 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.

Adult Education

Career and Technical Education

Job Training

Other

The school has been afforded the Florida Department of Education School Improvement Grant to provide additional resources to assist with the needs of student interventions, the school community, extended instructional time, and the additional supplemental materials to support these services. These funds come via the ARRA and Title 1 stimulus funding.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The school-based Multi-tier System of Supports (MTSS)/Response to Intervention (RTI) Leadership Team includes:

Dr. Valoria Latson, Principal
Mrs. Nicole B. Williams, Assistant Principal
Mrs. Allegra Marshall, School Counselor
Mrs. Andrea Napoles, School Social Worker
Dr. Carol Jones, ESE Specialist
Ms. Norma Juin, ESE/VE Teacher
Mrs. Sadia Palmer, Speech Pathologists
Mrs. Nicole Campanella, School Psychologist
TBA, Response to Intervention (RTI) Specialist
Various Classroom Teachers (based on selected student)
Mrs. Bridgette Howard, Reading Coach
Ms. Stephanie Sirianni, Math Coach
Mr. Troy Grant, Science Coach

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 MTSS/RTI Leadership Team will meet bi-weekly to collect and review student achievement data. Interventions and instructional services are discussed and recommended for each student. The RTI Specialist will coordinate and facilitate the MTSS/RTI meeting. Case Managers are identified depending on the need and subject area (i.e. Reading Coach for reading concerns). Students are identified by the classroom teachers, other educators, and by parent request. The team analyzes data, including anecdotes, attendance, student observations, academics, social-emotional issues and home environment, known as TIER 1 instruction. The MTSS/RTI Leadership Team will subsequently meet with individual teachers to discuss each student and their progress in all subject areas. Identified students that are struggling will be given additional interventions, TIER 2, support. An individual remedial plan, TIER 3, will be developed as needed to support instruction, especially in reading and math, if Tier 2 interventions are unsuccessful. Individual Intervention Records and progress monitoring graphs are utilized to track Tier 2 and Tier 3 student progress. Members of the team are assigned to provide support to classroom teachers to improve academic or behavior and to strive for higher student achievement. Data is recorded and tracked through graphs created by the team and teachers, as well as through meeting minutes. School wide data (Tier 1) is monitored on a monthly basis through data chats with teachers.

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?

Several mechanisms are in place to allow the stakeholders to participate in the school improvement planning process. The MTSS/RTI Leadership Team reviews the school report card and AYP/AMO reports to determine the core curriculum and behavior management needs for the school year. Additionally, members of the MTSS/RTI Leadership Team are responsible for insuring that staff is aware of and involved in developing the SIP. This is usually done at faculty or content area meetings, as well as at School Advisory Committee (SAC) meetings. Follow-up information is reviewed by the MTSS/RTI Leadership Team about subgroups that did not meet AYP/AMO targets so that strategies and activities can be implemented to address increasing student achievement for these subgroups. Throughout the monitoring process of student achievement and

curriculum support, the MTSS/RTI Leadership Team will recommend resources and effective teaching strategies for the School Improvement Plan and make adjustments as needed.

Possible methods of communication: School website, CAB – School Board e-mail system, Faculty/Staff meetings, Monthly School Newsletters and Weekly Staff Memos.

MTSS Implementation

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

Baseline Data (TIER 1) is acquired from a variety of sources, such as, the Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR) K-5, the FLKRS Participation Report and the ECHOS Observation System, gr K, Broward Assessment Tests (BAT1 & BAT2) for reading and math gr 3-5, Florida Comprehensive Test (FCAT) gr 3-5, Narrative and Expository Writing Prompts K-5, District-Approved Science Assessment gr 5, and Diagnostic Assessments of Reading (DAR) gr K-5, and the Broward Primary Assessment Test, gr 1-2.

Progress Monitoring is assessed through the use of data acquired from the PMRN, Mini Assessments, FCAT Simulation Tests, STAR Early Literacy Assessments, Intervention Assessment Tools, the EasyCBM, and the other aforementioned assessment tools.

Mid-Year data is acquired from the FAIR AP2, BAT2, and school or district Mini Assessments instruments.

End of Year data is acquired from the FAIR AP3, gr K-5, FCAT Writing Assessment Test, gr 4, Broward Primary Assessment Test for Reading and Math, gr 1-2.

Quarterly Data Chats are scheduled between teachers and students, teachers and parents, teachers and coaches and administrators. This is an on-going process.

TIER 2 and TIER 3 intervention records and progress monitoring graphs are used as data sources.

TIER 2 interventions are used with a group of students to instruct at their instructional level in order to target areas of student weaknesses.

TIER 3 interventions are used to teach targeted skill deficits using more personalized intensive multi-sensory strategies.

Describe the plan to train staff on MTSS.

The MTSS/RTI Leadership Team will conduct the training of the staff on the MTSS/RTI process. This will be followed by discussion and question/answer opportunities. Additionally, teachers will be trained in specific Tier 2 and Tier 3 interventions and supported by the school based Instructional and district Behavioral Coaches. Teachers will get to implement the strategies when recommending any student to the MTSS/RTI process.

Describe the plan to support MTSS.

The MTSS/RTI process is an on-going system to assess student achievement needs as well as providing continuing support to teachers who need to provide a broad spectrum of educational delivery to these students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) members include:

Mrs. Bridgette N. Harden-Howard, Reading Coach
Mrs. Leela Singh Short, Media Specialist
Ms. Stephnie Siranni, Math Coach
Mr. Troy Grant, Science Coach
Mrs. Allegra Marshall, Guidance Counselor, ELL Coordinator

Ms. Lindsay Sabra, 1st Grade Teacher
Ms. Maryse Desir, 2nd Grade Teacher
Mrs. Kathleen White, 3rd Grade Teacher
Ms. Dawn Fuller, 4th Grade Teacher
Mrs. Alesia Robinson, 5th Grade Teacher
Ms. Norma Juin, ESE Teacher
Mrs. Nicole B. Williams, Assistant Principal
Dr. Valoria Latson, Principal

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

Monthly meetings to discuss implementation of literacy programs, monitor student data, and implement activities to foster and encourage reading for enjoyment among students and staff. Through these monthly meetings and data chats, strengths and weaknesses of the student achievement in reading, in particular, will be addressed and a plan of action formed to address the weaknesses shown by the data.

Each team representative is responsible for implementing, monitoring, and supporting the literacy initiatives. Coaches and administrators provide input into the literacy plan for the year. The goals for the year will be to increase literacy throughout the school, as demonstrated on FCAT for grades 3 – 5, FAIR results for all students, K – 5, the Broward Primary Assessment, grades 1-2, and other assessments reviewed throughout the year.

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

Based on student performance in the area of reading, a major focus for the year will be to increase the amount of time students are engaged in independent and leisure reading. Through the Accelerated Reader Program, students will be able to participate in independent reading and perform self-assessment tests to determine their level of understanding of the fiction and non-fiction stories, or the utilization of high interest/low readability books that they have read.

Consistent monitoring of student participation in the Accelerated Reader Program, will be monitored on a bi-weekly basis. Grade level competitions will be implemented to create additional challenges to read.

Parents will be encouraged to get public library cards and visit the local library.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Plans to assist preschool children in transition from early childhood programs to local elementary school programs include: 1) Kindergarten Roundup (PreK transition to Kindergarten program facilitated by Jerrie Pouch, Head Start Teacher) scheduled for the second week of May, 2012; 2) schedule vertical curriculum alignment collaborative discussions with Kindergarten teachers during grade level meetings; matriculating PreK ESE to Kindergarten students will attend a partner Kindergarten classes for 1 hour for two weeks and participate in targeted/differentiated literacy and technology centers. Prek ESE students will buddy with a Kindergarten within the 2 week interval. 3) Evening parent involvement curriculum focused workshops will be held specific to encourage life long reading and literacy, utilizing technology purchased by the District for in-home usage, and tips to assist students in mathematic and science achievement. These workshops will be interactive and various strategies and materials will be available for parents to "make and take". 4) If available PreK students will participate with Kindergarten students in the READMOBILE/We Give Books initiative and receive a free book, participate in literacy games and create an art project.

HeadStart

Last year, to ensure school readiness, the Head Start (HS) Program implemented a newly adopted literacy, math and science curricula in 119 Head Start Programs. The program aligned the literacy and mathematic standards with the K3 national standards to ensure improvement in educational outcomes. Student expectation and student progress, the Creative Curriculum Continuum Report is organized in student cumulative folders and provided to Kindergarten teachers regarding matriculating Head Start students.

The Head Start Teachers and Family Services Support Team ensure a seamless transition from Head Start to Kindergarten by providing elementary school enrollment procedures and timeline information to families participating in the program. Ongoing

guidance are also provided to Head Start families by detailing immunization requirements, scheduled dates for Kindergarten Roundup and school boundary information.

Additionally, throughout the school year Head Start Teachers vertically align and curriculum plan with Kindergarten teachers. Specifically, discussions will be continued regarding the proposed revisions to the Kindergarten Promotional Criteria and intensifying Head Start instruction as Kindergarten academic expectations increase.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	There was a decrease in the overall achievement at Level 3 in reading from 37% in 2011 to 17% in 2012 on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17 % (24)	24% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for appropriate assessment measures aligned to state standards to assess student performance and evaluate the effectiveness of instruction.	Use targeted progress monitoring tools to assess student performance and evaluate the effectiveness of instruction.	<ul style="list-style-type: none"> Administration Subject Area Curriculum Coaches 	Collect and analyze assessment reports to determine level of student performance and evaluate and/or modify the instruction accordingly.	School and District Mini-Assessments
2	Students do not demonstrate grade level appropriate vocabulary	<p>The teacher will use the following strategies to increase grade level appropriate vocabulary:</p> <ul style="list-style-type: none"> *non-linguistic representations *mnemonics *flip charts and/or foldables *context clues *interactive word walls *scaffolded instruction *graphic organizers *transfer to writing <p>Teachers will provide daily modeling and guided practice of targeted vocabulary strategies from the core reading program.</p> <p>Elements of Vocabulary will be used with fidelity as an intervention in grades K-2.</p> <p>Teachers will receive training on the use of graphic organizers by school or district coaches.</p>	<ul style="list-style-type: none"> *Administrators Dr. Latson Mrs. Williams *Reading Coach, Mrs. Howard 	<p>Classroom observations and walkthroughs focusing specific explicit instruction</p> <p>Collection and Review of student work products and word study journals and word wall activities</p>	Student word study journals, district and school mini-assessments, and monitoring of fluency assessments
	Students do not	The teacher will use the	Mrs. Howard	Collect and review	Student word

3	demonstrate grade level appropriate vocabulary	<p>following strategies to increase grade level appropriate vocabulary:</p> <ul style="list-style-type: none"> •non-linguistic representations •mnemonics •flip charts/foldables •context clues •interactive word walls •scaffolded instruction •graphic organizers •transfer to writing <p>Teachers will provide daily modeling and guided practice of targeted vocabulary strategies from the core reading program.</p> <p>Elements of Vocabulary will be used with fidelity as an intervention in grades K-2</p> <p>Teachers will receive training on the use of graphic organizers by coaches or district support.</p>	(Reading Coach) Administration Classroom Teacher	student products and word study journals, Interactive word walls. Classroom walkthroughs three times a week focusing on explicit instruction.	study journals, FCAT Pro, District Mini Assessments and Elements of Vocabulary (K-2)
4	Fragile level 3 students demonstrate a deficiency in reading at the appropriate rate or level	<p>Teachers will use the following strategies to address students' deficiencies:</p> <ul style="list-style-type: none"> •differentiated instruction via small groups •context clues •on-going assessments to inform instruction •visualization •fluency instruction •phonics and decoding •daily reading (aloud, independent, peer) <p>The teacher will increase fluency and accuracy rate through the implementation of:</p> <ul style="list-style-type: none"> •Accelerated Reader •Six Minute Solution •Reading Plus 	Mrs. Howard (Reading Coach) Administration Classroom Teacher	Collect, analyze and discuss program reports, running records, and student reading lists. Monthly data chats.	Program reports, Running records, Data Chats
5	Students do not exhibit sufficient background knowledge to foster understanding of text.	Teacher will expose students to various genres and cross-curricular materials within the reading block.	Mrs.Howard (Reading Coach) Administration Classroom Teacher	Classroom walkthroughs with a focus on explicit instruction 3 times a week.	Graphic organizers, such as KWL chart, informal discussions, district mini assessments, BAT
6	Students have limited understanding of informational texts which affects comprehension.	Teachers will use expository text to teach students how to form ideas, make connections, and derive meaning from text read.	Mrs. Howard (Reading Coach) Administration Classroom Teachers	Collect, analyze and review student activities and assignments. Data Chats, Classroom walk through three times a week with a focus on guided practice.	Lesson Plans, Student reports, Minis, BAT, Treasures Assessment
	There are limited opportunities for enrichment outside of the basal reader.	<p>The teacher will implement novel studies using text with higher complexity levels.</p> <p>Teacher will use a set of higher-level questions</p>	Mrs. Howard (Reading Coach) Administration	Rubric will be used to rate students' responses to essential questions. Classroom walk through with a focus on independent practice.	Rubric, Teacher observations

7		stems for project-based learning to stimulate discussions. The reading coach will provide a Lesson Study PD on Webb's Depth of Knowledge.			
8	Lack of knowledge of how to analyze and group students based on student outcomes	Teachers will use data to effectively target students' strengths and weaknesses.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, and review monthly progress monitoring results	Fluency results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:		There was a decrease in achievement at Level 4 in reading from 11% (17/154) in 2011 to 8% (13/168) in 2012 on the FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
8% (13/168)		Overall 11% (16/140)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to continue to challenge students so that they maintain their high level of achievement.	Teachers will provide high order and critical thinking activities to challenge and actively engage students.	School Administrators School-Based Curriculum Coaches	Evidence can be monitored through teacher observations, student projects and group work, and student mini-assessments	iObservation Evaluation Tool, Project-Based Student Learning Activities, and district and school mini-assessments
	Students are not reading outside of the reading block.	Teachers will provide students the opportunity to read leisurely through:	Mrs. Howard (Reading Coach)	Collect, analyze, review program reports from Accelerated Reader.	Accelerated Reader Reports Students, Reading

2		Accelerated Reader Book-It Read Across Broward	Ms. Short (Media Specialist) Administration	Monthly data chats with students to review A.R. results.	lists developed through Book It and Read Across Broward
3	Students have a lack of experience and opportunity to participate in academically rigorous research based learning.	Teachers will receive training on creating rigorous projects and rubrics. Teachers will allow students to collaborate with peers in project / research-based learning: incorporating cross-curricular activities in science and social studies.	Mrs. Howard (Reading Coach) Administration	Presentation of project/research to peers, teachers, and reading coach. Rubrics will be evident throughout the process and seen during classroom walkthroughs.	Project Rubric
4	There are limited opportunities for enrichment outside of the basal reader.	Students will be provided the opportunities to participate novel studies using text with higher complexity levels. A set of higher-level questions stems will be used to stimulate discussions and project based learning. The reading coach and teachers will design a novel study project guide.	Mrs. Howard (Reading Coach) Administration	Classroom walk through with a focus on independent practice.	Rubric, Teacher observations
5	Students are unfamiliar with text structure, which limits their ability to comprehend texts.	Students will recognize and be familiar with how the author has organized the text and ideas. Teachers will incorporate the following strategies: locating signal words look at common text structures (cause/effect, problem/solution, description, time/order) physical presentation	Mrs. Howard (Reading Coach) Administration	Collect, analyze, review and discuss student products. Classroom walk through three times a week.	Teacher Rubrics, Benchmark assessments
6	Lack of knowledge of how to analyze and group students based on student outcomes	Teachers will use data to effectively target students' strengths and weaknesses.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, and review progress monitoring results on a monthly basis.	Fluency results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	There was a decrease from 64% in 2011 to 62% in learning gains in 2012 on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
After disaggregation there was a 62% (67) learning gain	After disaggregation there will be a 65% (71) learning gain raate.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited development of strategies to extract implicit meaning of the text,	Teaches will use explicit and systematic instruction matched to student's skills level and direct teaching and modeling along with multiple opportunities to practice	*Administrators Dr. Latson Mrs. Williams *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Classroom observations and walkthroughs with a focus on specific explicit instruction Collect, Analyze, and Review student work products and mini-assessments Student data chats	Observation rubric Benchmark Assessment Tests (BAT 1 and BAT 2) District and school mini-assessments
2	Students have a limited development of strategies to extract implicit meaning of the text.	Teachers will use explicit and systematic instruction matched to student's skill level with direct teaching and modeling along with multiple opportunities to practice. Reading Coach will conduct Lesson Study on Think-Aloud, Think Along, Think Alone, Reciprocal teaching strategies	Mrs. Howard (Reading Coach) Administration	Collect, analyze, review student products and assessments Classroom walk through three times a week with a focus on explicit instruction	BAT 1 and 2 Benchmark Assessments Classroom assessments
3	Classrooms lack student specific centers that provide opportunities for practice and mastery of specific skills.	Teachers will design differentiated centers derived from student data on an ongoing basis. The Reading Coach will provide professional development on Differentiated Centers. Students will complete outcome products at each center that teachers can use.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, and review student products Feedback will be provided to students Classroom walk through three times a week focus on independent practice. Data chats	Student Products Progress Monitoring reports BAT 1 and 2 Benchmark Assessments
	Lack of background knowledge and exposure	Students needing more guided practice will have	Mrs. Howard (Reading Coach)	Collect, analyze, and discuss program reports	Program reports conferencing

4	to reading practice causes the students to have learning gaps	access to technology that will reinforce areas of weakness (i.e. BEEP, United Streaming, Riverdeep, virtual fieldtrips, read alouds, teacher-led discussions, and think-pair-share, etc.)	Administration	Data chats Classroom walk throughs	BAT 1 and 2 Benchmark Assessments
5	Lack of knowledge of how to analyze data and group students based on student outcomes	Teachers will use data to effectively target students' strengths and weaknesses.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, and discuss progress monitoring results with students as well as with peers to identify next steps	Fluency results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	There was an increase from 58% (18) in 2011 to 65% (20) in 2012 of students in the lowest 25% making learning gains on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
After disaggregation, there was a 65% (20) learning gain rate in the lowest 25% in reading.	After disaggregation, there will be a 68% (21) learning gain rate for students in the lowest 25%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have problems comprehending a variety of simple to complex and fiction and non-fiction texts and connecting to language.	Use of visualizing and verbalizing techniques to stimulate students' concept imagery.	Administration, Reading Coach	Analyze program data via frequent data chats to identify decreases and/or increases in language comprehension, reasoning for critical thinking, and	Visualizing & Verbalizing Program Assessments

				expressive language skills.	
2	Students lack the skills needed to become fluent, independent readers.	Use of focused word-level skills via intensive, structured instruction (small group and one-on-one).	Administration, Reading Coach	Analyze program data via frequent data chats to identify decreases and/or increases in vocabulary and fluency.	Wilson Reading and Foundations Program Assessments.
3	Students lack the ability to decode and decipher unfamiliar or multisyllabic words.	Students will participate in an intermediate level phonics program to bridge the gap in word recognition and decoding. (Phonics for Reading and or Intermediate Rewards.)	Mrs. Howard (Reading Coach) Administration	Collect, Analyze and progress monitor student program reports. Data chats, Classroom walk through three times a week with a focus on explicit instruction.	Program reports, and progress monitoring reports, minis, BAT
4	Students do not demonstrate grade level appropriate vocabulary	Students will use graphic organizers, non-linguistic representations, personal clues to learn essential vocabulary. Teachers will use explicit teaching of words and etymology (prefixes, suffixes, base words) studies and word play.	Mrs. Howard (Reading Coach) Administration	Student products, DAR	Program Assessments, Mini-BAT, BAT, FAIR
5	Teachers need to increase their knowledge of progress monitoring techniques in order to best respond to interventions given to struggling readers.	Teachers will receive Professional Development in ongoing progress monitoring. •Progress monitoring tools will be utilized and referenced by teachers for instruction and during data chats •Students will be instructed in specific strategies and intervention. •Teachers will continue to diagnose and track interventions.	Mrs. Howard (Reading Coach) Administration Response to Intervention Specialist (RTI)	Progress Monitoring will be evident in conferencing, data folders and posted flexible groupings. Classroom walk through three times a week with a focus on explicit strategic instruction.	Progress monitoring Tools (FAIR), Running Records, Rigby, DRA or program OPM tools.
6	There is a lack of independent reading outside of the reading block	Students will take the STAR reading inventory to gauge reading levels. Students will participate in Accelerated Reader and other programs to motivate students interest. Pair students with books that address interests (high interest-low readability)	Mrs. Howard (Reading Coach) Administration	Collect interest survey. Data Chats, Classroom walk through two times a week with a focus on independent practice.	Program assessments, Minis, BAT, AR reports.
7	Teachers need to increase their knowledge of specific instructional techniques that support gradual release during small group instruction.	Teachers will receive professional development on strategic small group instruction. •Identify student reading levels •teach students to read strategically.	Mrs. Howard (Reading Coach) Administration	Collect review and analyze data. Classroom walk through three times a week with a focus on scaffolded instruction.	Program Assessments BATs Minis
8	Lack of knowledge of how to analyze data and group students based on student outcomes	Teachers will use data to effectively target students' strengths and weaknesses.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, and discuss progress monitoring results with students as well as with peers to identify next steps	Fluency results

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

Reading Goal #



school will reduce their achievement gap by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	There was an increase from 46% (63) in 2011 to 73% (79) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black - 73% (79)	Black - 79% (100)

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 unable to apply appropriate reading strategies to a variety of texts	Teachers will provide opportunities for students to use strategies such as but not limited to the clues from "The Readers Fix Up Tool Clues" format and strategies from the Good Readers Chart.	Mrs. Howard (Reading Coach) Administration	During CWTs it will be noted that teachers are providing opportunities during instruction and during center time. Classrooms will be provided with The Readers Fix Up Tools charts and the Good Readers charts to provide guidance on using the proper reading strategies.	CWTs, Lesson Plans
2	Students needs are extensive and additional time in needed to accelerate learning	Extended learning opportunities will be provided by push in or pull-out support.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, discuss student data Teacher push-in/pull-out schedules based on Extended Learning Opportunities CWTs three times a week with a focus on explicit instruction	BAT Benchmark Assessments Attendance and Progress reports.
3	Lack of knowledge of how to analyze data and group students based on student outcomes.	Teacher will use data to effectively target students' strengths and weaknesses.	Mrs. Howard (Reading Coach) Administration	Collect, analyze, and discuss progress monitoring results with students as well as with peers to identify next steps	Fluency results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Previously, Larkdale was not held accountable for this section.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Larkdale is not held accountable for this section.	Larkdale is not held accountable for this section.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack an understanding of the ELL strategies needed to develop lesson plans for instructional implementation	Teachers will incorporate ELL strategies in lesson plans and instruction in order to meet the needs of ELL students	*Administrators Dr. Latson Mrs. Williams *ESOL Contact Mrs. Marshall *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Review of lesson plans upon classroom visits Classroom observations of explicit instruction and differentiated activities in classroom centers	District and school mini-assessments Fluency Checklists CELLA Test
2	Teachers lack knowledge of ELL strategies needed to develop lesson plans for instructional implementation.	Teachers will incorporate ELL strategies in lesson plans and instruction in order to meet the needs of students.	Ms. Marshall (ELL Contact) Mrs. Howard (Reading Coach) Administration	Strategy work will be evident in instructional delivery and student activities during CWT three times a week with a focus on explicit instruction.	Progress Monitoring Reports BAT 1 and 2 Treasures assessments
3	Current ELL resources are not utilized consistently	Teachers will use ELL Matrix and ELL Supplemental materials to accommodate all ELL students at their language classification. Teachers will participate in PD centered around the ELL Matrix and ELL Supplemental Materials.	Ms. Marshall (ELL Contact) Mrs. Howard (Reading Coach) Administration	Students will utilize ELL dictionaries during daily assignments and activities Students will use supplemental ELL material Classroom walk through three times a week with a focus on independent practice	Lesson Plans BAT 1 and 2 Classroom 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with Disabilities is a very broad category that includes students with deficiencies in processing and recall	Instruction will follow the scope of the individual education plan (IEP) specific for each student as well as applying	*Administration Dr. Latson Mrs. Williams *ESE Specialist	Teacher Observations Classroom walkthroughs Monitoring of lesson plans	Individual Education Plan (IEP) Fluency Checklists

1	skills, have limited decoding and/or word recognition skills	modified instructional delivery of grade level content	Dr. Jones/Ms. Juin *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	upon visit to classroom Monitoring of student performance data	District and School Mini-Assessments
2	Many of these students have a history of failure in reading and now lack the motivation to read independently	Positive reinforcement should be provided for students when completing reading activities.	Mrs. Howard (Reading Coach) Dr. Carol Jones (ESE Specialist) Administration	Teachers will use data chat folders to conference with students. Individual and class goals will be established	Data Chats Accelerated Reader Reports IEP documents
3	Students have limited decoding and word recognition skills appropriate for their grade level	The teacher will teach students strategies that are specific to phonics interventions. They will provide instruction through interventions such as Wilson Reading, Foundations, Phonics for Reading, or Intermediate Rewards.	Mrs. Howard (Reading Coach) Dr. Carol Jones (ESE Specialist) Administration	Teachers will progress monitor students using program assessments and running records. Classroom walkthroughs will be conducted three times a week with a focus on explicit instruction. Data chats	Program assessments Benchmark Assessments BAT 1 and 2 Progress monitoring reports.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	There was an increase from 40% (63) in 2010 to 46% (64) in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (64)	52% (73)

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' background knowledge does not align with academic expectations	Teachers will read aloud to students on a consistent basis to assure understanding of the material and the expected assignments to be completed in the classroom and/or for homework Teachers will provide virtual field trip activities to broaden students' background knowledge Flip charts, slideshows, and/or powerpoint presentations will be used to present new information	*Administrators Dr. Latson Mrs. Williams *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Teacher observations Classroom walk throughs Observe for use of promethean and technology equipment where available Monitor student performance data such as fluency checklists, district and school mini-assessments Teacher/student data chats	Benchmark Assessment Tests (BAT1 and BAT@) District and school mini-assessments Teacher Data Chats and RTI Processes
	The students' background knowledge does not align with	Teacher will read aloud to students on a consistent basis.	Mrs. Howard (Reading Coach)	During CWTs it will be noted that teachers are providing opportunities	Lesson plan review Treasures

2	academic knowledge.	Virtual field trips will be accessed. Flip charts, sideshows, or power point presentations will be used to present new information.	Administration	for students to participate in activities that build background knowledge Lesson plan implementation will be guided by the reading coach	Assessments Benchmark Assessments BAT 1 and 2
3	Students are not participating in rigorous centers specific to their learning needs.	Teachers will develop differentiated centers based on student data in accordance to FAIR or other reports. Teachers will develop center schedules that will reflect times when students will participate daily in specific skill building centers.	Mrs. Howard (Reading Coach) Administration	Students will record activities in journals or center folders. Classroom walk through three times a week with a focus on independent practice. Data chats	BAT 1 and 2 District mini assessments FCAT Pro and on going progress monitoring
4	Students are not reading independently outside the reading block.	Students will participate in the Accelerated Reading Program	Ms. Short (Media Specialist) Mrs. Howard (Reading Coach) Administration	Collect, analyze, review program reports Data Chats	Accelerated Reader Reports
5					

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
Achieve 3000	Kindergarten-Fifth Reading	Achieve 3000 Coaching Staff School Based Reading Coaches	Increased Learning Time Teachers (ILT), K-5	October 2012- May 2013	Electronic Usage Reports indicate student progression and increased reading levels	School Administrators School Based Reading Coaches Increased Learning Time (ILT) Teachers
Bi-Weekly Meetings with grade level reading teacher	Kindergarten-Fifth Grades	School Based Reading Coaches	All Kindergarten-Second Grade Teachers All Reading Teachers Third-Fifth	August 2012- June 2013	Assures continuous instructional progress of instructional benchmarks. This also enables the team to identify any differentiated needs of the students	School Administrator School Based Coaches
Lesson Study on Unwrapping the Standards of Reading Common Core Standards	Second/Reading	School Based Primary Reading Coach District Talent Development Coaches	Second Grade Teachers	October 2012- Novmber 2012	High level of understanding and lesson delivery based on the Common Core Standards	School Administrators School Based Reading Coach District Coaches
		School-Based				School Administrators

The Daily 5	Kindergarten-Fifth	Coaches District Reading Coaches	Targeted reading teachers in grades K-5	November 2012 -May 2013	Fosters literacy independence	School Based Reading Coaches District Reading Coaches
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To foster literacy independence in the classroom, grades Kindergarten- fifth	The Daily 5	FLDOE/School Improvement Grant (SIG) Funds	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 2-5 will read two (2) articles per week followed by the use of a Poll Debate Organizer to assess their understanding of the articles read	Achieve 3000 site licenses	FLDOE and the Broward School District	\$25,000.00
Students in grades 3-5 will work on skill development based on eDiagnostic Assessments that will identify their strengths and areas of need	Pearson Digital Learning	FLDOE/School Improvement Grant (SIG) Funds	\$23,000.00
To increase students' reading speed and fluency while reading at their independent reading levels	Reading Plus	Title 1 Funds	\$2,500.00
			Subtotal: \$50,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study of Common Core Standards Instruction	Common Core Standards and Instructional Focus Benchmarks	District/School Budget	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To extend the school day to provide additional instruction in the area of reading and integrated subject matter for one hour per day	Hiring of 3.53 instructional personnel and related non-instructional personnel to provide an additional hour of instruction and extend the school day for all students in grades K-5 due to being in the Lowest 100 Schools in the State of Florida	FLDOE/District	\$200,000.00
			Subtotal: \$200,000.00
			Grand Total: \$253,700.00

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:	To increase the percentage of students scoring in the proficient on listening/speaking from 28% to 33% on the CELLA.
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2012 Current Percent of Students Proficient in listening/speaking:

28% (5/18) of students tested proficient in listening/speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers knowledge of ESOL strategies need to be more evident within instruction.	Teachers will incorporate ESOL Strategies in lesson plans and instruction.	ESOL Contact, Administration, Reading Coach	CWT three times a week to monitor student learning.	Progress Monitoring Reports, Assessments

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:

To increase the percentage of students scoring proficient from 33% to 39% on the CELLA.

2012 Current Percent of Students Proficient in reading:

33%(6/18) of students tested were proficient in reading on the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current ELL resources are not utilized consistently.	Teachers will use the ELL Matrix and ELL Supplemental material to accommodate all ELL students.	Reading Coach, Administration	Students will utilize ELL dictionaries during daily assignments and activities.	Lesson Plans, Classroom Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

To increase the percentage of students from 28% to 33% in writing on the CELLA.

2012 Current Percent of Students Proficient in writing:

28% (5/18) students scored proficient in writing on the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge of the formal writing process to effectively communicate.	Teachers will follow the districts writing format to effectively teach students the formal writing process.	Administration, District Writing Support, Reading Coach	Student Work	FCAT- Grade 4 CELLA, BAT

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
The program will address student need on an individual basis based on the eDiagnostic Assessment Tool. Students will be able to work on reinforcing their strengths and developing their areas of need.	Pearson Digital Learning	FLDOE/School Improvement Grant (SIG) Funds	\$23,000.00
			Subtotal: \$23,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To focus on ELL strategies during PLC discussions and lesson development when using the Instructional Focus Calendar (IFC) schedule.	ELL Strategies	District/School Budget	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$24,200.00

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:	There was an decrease from 34%(43) in 2011 to 26%(34) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (34)	34% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for appropriate assessment measures aligned to state standards to assess student performance and evaluate the effectiveness of instruction.	Use targeted progress monitoring tools to assess student performance and evaluate the effectiveness of instruction.	<ul style="list-style-type: none"> Administration Subject Area Curriculum Coaches 	Collect and analyze assessment reports to determine level of student performance and evaluate and/or modify the instruction accordingly.	School and District Mini-Assessments
2	The lack of rigor embedded in teacher lesson planning for more rigorous instructional delivery.	Teachers will practice developing lesson plans that include more rigor and problem solving strategies so that instruction includes use of question stems and higher order thinking strategies.	Ms. Sirianni(Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Coach will conduct ongoing PLC focusing on ways to incorporate more rigor into daily lesson delivery. Math Coach and Administration 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.	I-Observation tool Math Coach Classroom "Look for" Informal Feedback Tool Progress monitoring data such as FCAT PRO, chapter tests and quizzes.
3	The lack of opportunities for students to work cooperatively on hands-on activities.	Teachers will conduct lesson delivery using math manipulatives, when lesson requires their use. Manipulatives will be easily accessible to students.	Ms.Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Math Coach will disseminate math manipulatives to classrooms. PLC will focus use of manipulatives for the concrete level of math instruction. Administration and math coach will conduct informal "look-fors" to ensure teachers model appropriate manipulative use during whole group math instruction. Students will	I-observation tool conducted by administration Math Coach Classroom "Look for" Informal Feedback Tool Progress monitoring data such as FCAT PRO, chapter tests and quizzes.

				demonstrate proper use of manipulatives to aid in conceptualization of new math concepts. Math Coach and Administration will conduct Classroom 1- observations and classroom look-fors on a weekly basis.	
4	Students have difficulty retaining information and vocabulary introduced during a math lesson.	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking journals. Teachers will increase the use of graphic organizers and other products such as foldables to increase students' vocabulary retention. Teachers will provide specific feedback on all student work including math journals.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Frequent journal and product checks will be conducted by administration and math coach.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, note-taking journals
5	Students have difficulty retaining information and vocabulary learned during a math lesson.	Targeted Level 3 students will participate in extended learning opportunities (ELO), both during the school day and after regular school hours.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	Program supplied assessments note-taking journals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	There was an increase from 36%(45) in 2011 to 38%(39)in
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Mathematics Goal #2a:	2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(39)	48%(48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to continue to challenge students so that they maintain their high level of achievement.	Teachers will provide high order and critical thinking activities to challenge and actively engage students.	School Administrators School-Based Curriculum Coaches	Evidence can be monitored through teacher observations, student projects and group work, and student mini-assessments	iObservation Evaluation Tool, Project-Based Student Learning Activities, and district and school mini-assessments
2	Level 4-5 students need to be given additional opportunities to complete work that challenge their ability on a consistent basis.	Students will be required to complete one of the Big Idea projects each quarter.	Ms. Sirianni(Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Students will present their projects to their peers and Math Coach during the early release day at the end of each quarter.	Big Idea project and rubric
3	Students have difficulty retaining information and vocabulary learned during a math lesson.	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, note-taking journals
4	Students have difficulty retaining information and vocabulary learned during a math lesson.	Students will utilize and maintain a note-taking book on a daily basis.	Ms. Sirianni(Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, note-taking journals
5	The lack of rigor in the student assignments.	Students will complete activities included in the GO Math! Enrichment Book with the help of their classroom teacher.	Ms. Sirianni(Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Math Coach and Administration 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, Informal Feedback Tool, Chapter Tests, Big Idea Tests

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	There was a decrease from 73%(66) in 2011 in learning gains to 53%(49) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (49)	63% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited development of strategies to extract implicit meaning of the text,	Teachers will use explicit and systematic instruction matched to student's skills level and direct teaching and modeling along with multiple opportunities to practice	*Administrators Dr. Latson Mrs. Williams *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Classroom observations and walkthroughs with a focus on specific explicit instruction Collect, Analyze, and Review student work products and mini-assessments Student data chats	Observation rubric Benchmark Assessment Tests (BAT 1 and BAT 2) District and school mini-assessments
2	Students have difficulty retaining information and vocabulary learned during a math lesson.	Teachers will participate in a professional development opportunity focusing on the appropriate use of student note-taking books.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Chapter Tests, Big Idea Tests, textbook created formative assessments, teacher-created formative assessments, note-taking journals
	Students have difficulty	Students will utilize and	Ms. Sirianni (Math	Record, collect, analyze	Chapter Tests, Big

3	retaining information and vocabulary learned during a math lesson.	maintain a note-taking book on a daily basis.	Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	and discuss data according to the timeline in the District Instructional Focus Calendar. Teachers will conduct daily formative assessments and students may use their note-taking book as a reference.	Idea Tests, textbook created formative assessments, teacher-created formative assessments.
4	Students have difficulty initially understanding math concepts.	Students will participate in daily teacher-directed small group instruction for remediation.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar CWTs Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, formative assessments, Lesson plans
5	Students have difficulty initially understanding math concepts.	Targeted Level 2 students will be provided additional push-in/pull-out support to further increase learning gains.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	There was a decrease from 73%(22) in 2011 to 62%(14) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:

62% (14)			70% (20)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty initially understanding math concepts.	Students will participate in daily teacher-directed small group instruction for remediation.	Ms. Sirianni(Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. CWTs Teachers will conduct formative assessments during at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, formative assessments, Lesson plans
2	Students have difficulty initially understanding math concepts.	Targeted Level 1students will be provided additional push-in/pull-out support to further increase learning gains.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year Assessments.
3	Teacher knowledge of the appropriate use of manipulatives.	Teachers will participate in professional development focusing on the appropriate use of manipulatives during classroom instruction.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. CWTs	Chapter Tests, Big Idea Tests, formative assessments, Lesson plans
4	Students have not been given enough opportunities to use hands-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Ms. Sirianni(Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss Chapter Test data. CWT	GO Math! Chapter Tests Lesson plans
5	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Math Coach and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment(s).	Student center folders, completed center assignments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	There was an increase from 57%(90) in 2010 to 67%(92) in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (92)	71%(98)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty initially understanding math concepts.	Students will participate in daily teacher-directed small group instruction for remediation.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Lesson plan review Teachers will conduct formative assessments at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, formative assessments, Lesson plans
2	Students have difficulty initially understanding math concepts.	Students will be provided additional push-in/pull-out support to further increase learning gains.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year Assessments.
3	Teacher knowledge of the appropriate use of manipulatives.	Teachers will participate in professional development focusing on the appropriate use of manipulatives during classroom instruction.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar.	Chapter Tests, Big Idea Tests, formative assessments
4	Students have not been given enough opportunities to use hands-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss Chapter Test data. CWTs	GO Math! Chapter Tests, Lesson plans
5	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the GO Math!	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams	Math Coach and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment.	Student center folders, completed center assignments, Lesson plans

	Series.	(Assistant Principal)	CWTs
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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 mathematics. Mathematics Goal #5C:	
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	Teachers lack an understanding of the ELL strategies needed to develop lesson plans for instructional implementation	Teachers will incorporate ELL strategies in lesson plans and instruction in order to meet the needs of ELL students	*Administrators Dr. Latson Mrs. Williams *ESOL Contact Mrs. Marshall *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Review of lesson plans upon classroom visits Classroom observations of explicit instruction and differentiated activities in classroom centers	District and school mini-assessments Fluency Checklists CELLA Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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	Students with Disabilities is a very broad category that includes students with deficiencies in processing and recall skills, have limited decoding and/or word recognition skills	Instruction will follow the scope of the individual education plan (IEP) specific for each student as well as applying modified instructional delivery of grade level content	*Administration Dr. Latson Mrs. Williams *ESE Specialist Dr. Jones/Ms. Juin *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Teacher Observations Classroom walkthroughs Monitoring of lesson plans upon visit to classroom Monitoring of student performance data	Individual Education Plan (IEP) Fluency Checklists District and School Mini-Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	There was an increase from 58%(90) in 2010 to 66%(93) in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (93)	70% (98)

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' background knowledge does not align with academic expectations	Teachers will read aloud to students on a consistent basis to assure understanding of the material and the expected assignments to be completed in the classroom and/or for homework Teachers will provide virtual field trip activities to broaden students' background knowledge Flip charts, slideshows, and/or powerpoint presentations will be used to present new information	*Administrators Dr. Latson Mrs. Williams *Academic Coaches Mrs. Howard, Reading Ms. Sirianni, Math	Teacher observations Classroom walk throughs Observe for use of promethean and technology equipment where available Monitor student performance data such as fluency checklists, district and school mini-assessments Teacher/student data chats	Benchmark Assessment Tests (BAT1 and BAT@) District and school mini-assessments Teacher Data Chats and RTI Processes
2	Students have difficulty initially understanding math concepts.	Students will participate in daily teacher-directed small group instruction for remediation.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. Lesson plan review Teachers will conduct formative assessments during at the end of the small group instruction session.	Chapter Tests, Big Idea Tests, formative assessments, Lesson plans
3	Students have difficulty initially understanding math concepts.	Students will be provided additional push-in/pull-out support to further increase learning gains.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data gathered from the GO Math! Mini benchmark assessments and the Beginning, Middle and End-of-Year Assessments.	GO Math! Mini benchmark assessments, Beginning, Middle and End-of-Year Assessments.
4	Teacher knowledge of the appropriate use of manipulatives.	Teachers will participate in professional development focusing on the appropriate use of manipulatives during classroom instruction.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss data according to the timeline in the District Instructional Focus Calendar. CWTs	Chapter Tests, Big Idea Tests, formative assessments, Professional Development Sign-In sheets

5	Students have not been given enough opportunities to use hands-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Record, collect, analyze and discuss Chapter Test data. CWTs	GO Math! Chapter Tests, Lesson plans
6	The lack of opportunities for students to work cooperatively on hands-on activities.	Students will complete teacher-created, independent leveled center activities several times a week; including the leveled readers provided by the GO Math! Series.	Ms. Sirianni (Math Coach) Valoria Latson (Principal) Nicole Williams (Assistant Principal)	Math Coach and Administration will review student center folders on a weekly basis with a focus on the accuracy of the completed assignment. CWTs	Student center folders, completed center assignments, Lesson plans

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To provide STEM-like exposure to process in math computation for students in second grade through a math enrichment program	Second Grade/Math	District STEM Coaches Appropriate School Based Coaches	iMACS IMPACT Math Program	October 2012- June 2013	District Evaluation System	District Coaches Appropriate School Based Academic Coaches School Administrators

Mathematics 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
To provide training to second grade teachers to participate in the iMACS Impact Program	Substitute teachers for the purpose to release second grade teachers	FLDOE/District	\$30,000.00
			Subtotal: \$30,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$30,000.00

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:	There was a decrease from 38% (13/44) 2011 to 30% (13/55) in 2012 at Level 3 on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (13)	35% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for appropriate assessment measures aligned to state standards to assess student performance and evaluate the effectiveness of instruction.	Use targeted progress monitoring tools to assess student performance and evaluate the effectiveness of instruction.	<ul style="list-style-type: none"> Administration Subject Area Curriculum Coaches 	Collect and analyze assessment reports to determine level of student performance and evaluate and/or modify the instruction accordingly.	School and District Mini-Assessments
2	Students receive inconsistent science instruction at the grade level.	<p>Students will be taught science concepts in their daily science instruction, k-5, focusing on mastery of grade level science concepts and benchmarks</p> <p>Common lesson planning template will be used to ensure consistent instructional plans</p> <p>Integration of the 5E Module of instruction</p> <p>Published student work will indicate the instructional delivery has been implemented.</p>	<p>Troy Grant (Science Coach)</p> <p>Administration</p>	<p>Classroom walk throughs weekly</p> <p>Focusing on hands on, instructional delivery, science notebooks, and authentic student work</p> <p>Teacher feedback provided weekly.</p> <p>Biweekly data chats between administration, teacher, and students quarterly</p>	<p>Classroom walk throughs, focusing on hands on, instructional delivery, science notebooks, and authentic student work</p> <p>Mini Assessments (based on IFC)</p> <p>BAT 1 and 2 Assessment</p> <p>Student notebooks and journals</p> <p>Progress monitoring tool every two weeks</p>
	Student assessments need to be used to guide instructions.	<p>Teacher will use data to drive instructions in grades k-5.</p> <p>Secondary IFC's will include and address benchmarks</p>	<p>Troy Grant (Science Coach)</p> <p>Administration</p>	<p>Classroom walk throughs weekly, focusing on hands on, instructional delivery, science notebooks, and authentic student work</p>	<p>Classroom walk throughs, focusing on hands on, instructional delivery, science notebooks, and</p>

3		inconsistently taught. Bi-weekly formative assessments need to be administered and progress monitored. K-5		Teacher feedback provided weekly Lesson plan review	authentic student work Lesson plans Mini Assessments (based on IFC) BAT 1 and 2 Assessments Student notebooks and journals(lab reports)
4	Students need instruction using kinesthetic learning activities through labs, manipulatives and digital resources. K-5	Teachers will accelerate student learning through kinesthetic activities. Students will increase scientific thinking through use of labs, manipulative and digital resources Authentic Student Work	Troy Grant (Science Coach) Administration	Classroom walk throughs weekly focusing on hands on, instructional delivery, science notebooks, and authentic student work Teacher feedback provided weekly Review Science notebook/ Journal Lesson plan review	Classroom walk throughs, focusing on hands on, instructional delivery, science notebooks, and authentic student work. Lab Reports Mini Assessments (based on IFC) BAT 1 and 2 Assessments Lesson plans
5					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		There were no students scoring at Level 4			
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (0)			3% (2)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to continue to challenge students so that they maintain their high level of achievement.	Teachers will provide high order and critical thinking activities to challenge and actively engage students.	School Administrators School-Based Curriculum Coaches	Evidence can be monitored through teacher observations, student projects and group work, and student mini-assessments	iObservation Evaluation Tool, Project-Based Student Learning Activities, and district and school mini-assessments
2	Valid assessments are not used effectively to identify potential level 4/5 students in each grade level.	Each grade level team will use appropriate assessments to identify potential level 4/5 students.	Troy Grant, Science Coach	Review and analyze student work and assessment data.	BEEP Activity Sheets Performance Assessment Mini Assessment Broward County Customized Hands-On Science Kits Challenge Student Notebooks and journals
3	Differentiated instructional strategies are not being implemented to enrich potential level 4/5 students on a regular basis	Potential level 4/5 students will be required to complete one Delta Science Challenge with every lab.	Troy Grant, Science Coach	Review Delta Science Challenge in student science journal/notebooks.	Broward County Customized Hands-on Science Kits. Challenge or extension and Science Alive Challenge in student science/notebooks journals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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:	There was a decrease from 90% (36) of students making proficiency in 2011 to 66% (33) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (33/59) 3.0 and Above	72% (25/34) 3.0 and Above

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prior knowledge of the formal writing process to effectively incorporate experiences in their writing samples.	Teachers will follow the district's writing plan to effectively teach students the formal writing process.	Mrs. Howards (Reading Coach/Writing Coach) Stephanie Evans (Writing Liaison) Administration	Targeted Biweekly CWTs/ Observations Data Chats with focus on writing samples based on explicit instruction Weekly PLCs	iObservation Logs Rubrics of Writing Process Interim Assessments Results from District Prompts: Baseline and Mid-Year Assessments
2	Students have difficulty retaining information and communicating effectively in writing.	Teachers will use the classroom environment as a teaching and learning resource for all students Teachers will provide effective feedback to students based on individual needs Teachers will use the cooperative learning process to allow students to brainstorm and organize their thoughts with their peers Teachers will teach students how to use cues, questions, and advanced organizers to develop level 4 or above writing samples Teachers will teach and model for students how to use the Summarizing/ Note-taking strategy to organize their thoughts when developing a writing sample	Mrs. Howard (Reading Coach/Writing Coach) Stephanie Evans Writing Liaison Administration	Daily classroom visits targeted to look for specific strategy use Data Chats with focus on writing samples results Weekly PLCs	iObservation Interim Assessments Results from District Prompts: Baseline and Mid-Year Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	There was a decrease from 87% (39/44) in 2011 to 3% (2/59) in students scoring 4.0 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (2/59) of students scoring 4.0 and above.	12% (4/34)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to increase the level of expectation in the writing process to reach the higher writing proficiency.	To instruct the students on the proper use of grammar, punctuation, as well as the other conventions of the writing process	School Administration School Based Writing Coach District Writing Coach Grade Level Teachers	Progress Monitor Bi-Weekly Writing Activities Progress Monitor Monthly Writing Prompts Monitor results of BAT1 and BAT2 Writing Prompts Classroom Observations of Instruction	Writing Process Rubric

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
Writing Instruction for Common Core K-2	Kindergarten -2	District Literacy Training	K-2 PLC on the components of the Writing for the Common Core	October 2012-December 2013	Classroom observations of instruction Team review of student practice writing activities	School Administration School Based REading/Writing Coaches
Writing Instruction 3-5	3-5	District Literacy Training	3-5 PLC on the components of the Writing for the Common Core	September 2012-November 2013	Team scoring of monthly writing prompts	District Support Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher participation in Literacy Training on Writing for the Common Core	Teachers enroll in workshops and relieved by teacher substitutes	School Inservice Budget	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Regular collection of student bi-weekly writing assignments	Student Writing Journals	FLDOE/School Improvement Grant (SIG) Funds	\$1,200.00

Subtotal: \$1,200.00

Grand Total: \$2,400.00

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:	In 2011-2012, the average daily attendance rate was 94.2% (382)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (382)	94% (350)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
14% (54/382)	10%(35/350)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
7% (25/382)	6% (20/350)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There may be a disconnect between the importance of "seat time" and student academic success in relation to reporting to school on time.	1.1 A newsletter reminding parents that SEAT TIME=SUCCESS, also to be reinforced on the parent link, PTA and SAC meetings. 1.2 Teacher stands at the door for the first three weeks of school to welcome students and thank them for being on time. 1.3 Teacher will provide students that have accumulated no tardies for that week, with a cutout. Students will write their names on the cutout and place on classroom wall designated for display. 1.4 On a monthly basis, School Social Worker will come and remove cutouts and give name of students from each class with most "on	School Social Worker (1) Full time Community Liaison Teachers Administration	A decrease in tardies and an increase in Seat Time.	Attendance reports

		time" attendance to principal.			
2	Parents in our community may have difficulty with financial issues, which affect childcare and transportation in the morning. Start times of schools may also create barriers.	2.1 BTIP process will begin at the five-day meeting, which alerts parents of attendance concerns and need for improvement. 2.2 Parent Link, weekly reminder that Seat Time leads to Student Success. 2.3 Bulletin board in a high traffic area of the school, which will display pictures of students with monthly perfect attendance. 2.4 Monthly announcement by Principal/Assistant Principal of students whose picture has been added for monthly perfect attendance. 2.5 Students with monthly perfect attendance will bring their lunch to eat with Principal on a designated day as a reward.	School Social Worker (1) Full time Community Liaison Administration	An increase in average daily attendance.	Attendance reports
3	Large number of students being affected by Asthma.	3.1 Contacting Adella Earle, SBBC asthma specialist to set up a presentation at school using a PTA or SAC meeting to teach parents how to protect and treat their kids effectively to reduce occurrences of asthma. 3.2 Ensure that every parent whose child has a diagnosis of asthma as reflected on the A06 panel be invited to this informational presentation.	School Social Worker (1) Full time Community Liaison Administration	A decreased number of absences due to asthma related problems.	Attendance reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In 2010 - 2011 school year, there were 6 (2%) students suspended.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
8(2%)	1 (.25%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5 (1%)	1 (.25%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1 (0.2%)	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1 (0.2%) AES will be available to students instead of external suspension. The strategies in the problem solving process portion of this goal reflects the school's action plan to reduce the number of days out of class for all suspensions, including AES.	0
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintain current behavior plan. Data is positive.	Develop interventions with parents through parent conferences or phone conferences to develop prevention skills.	Administration, Guidance, Behavior Support	Monitor discipline logs	Discipline Reports.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The student population is predominately economically disadvantaged.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
14% (61)	23% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school lacks the knowledge as to why there is low parent involvement.	Develop a parent survey to gather information and participation.	Administration Mrs. Marshall	Gather and analyze data collected from the parent survey. Determine the percentage in increase of parent involvement.	Parent survey Parent sign-in
2	Parents have difficulty understanding the importance of parent involvement.	Form a committee of staff to develop plans to motivate parents to attend parent meetings. MegaSkills for parents	Administration Mrs. Marshall Mrs. Mitchell	Conduct a mid-year parent satisfaction survey Parent participation in MegaSkills	Satisfaction survey Parental participation
3	Strategies for communicating are in place but need to be distributed in a more timely fashion.	Parent communications, including flyers, agendas, and Parent Link will be distributed 3-7 days prior to the event. Provide parents with a quarterly schedule of meetings. The parent newsletter will be distributed on a monthly basis.	Administration Mrs. Marshall Mrs. Mitchell	Gather and analyze data from parent sign-in sheets.	Parent sign-in
4	Parents lack technology exposure in the homes.	Have a computer training to instruct parents on how to access computer programs- Virtual Counselor, BEEP, Riverdeep, and etc.	Administration Mrs. Marshall Mrs. Mitchell	Parental Attendance	Parent Sign-in

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Training on SBBC websites	All; Pre K-5	School Administration Guidance Counselor Academic Coaches Classroom Teachers	Parents of all enrolled students will be oriented on the various aspects of the School Board of Broward County,FL (SBBC) websites to retrieve information	September 2012- May 2013	Parent Participation Survey Title 1 Parent Survey District Parent Climate Survey	School Administration Guidance Counselor Academic Coaches
Parent Hands-On Activities at Report Card/PTA/Title1 Meetings	All; Pre K-5	School Administrators Guidance Counselor Academic Coaches Invited Guest Speakers Classroom Teachers	Parents who attend Report Card Night Meetings, morning meetings, or other parent oriented meetings will have an opportunity to learn and experience some of the instructional activities of the classroom	September 2012- May 2013	Parent Participation Survey Title 1 Parent Survey District Parent Climate Survey	School Administration Guidance Counselor Academic Coaches

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All activities to share instructional delivery practices used in the classroom	Available technology and classroom materials used in the classroom. Copy paper and file folders for take-home materials	School Budget Title 1 Parent Involvement Funds	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To inform parents of student expectations of homework as an extension of daily classwork	Student Agenda Calendars, grades 3-5 Student Daily Take-Home Folder, grades K-2	Title 1 Parent Involvement Funds	\$3,000.00
Monthly Newsletter to communicate current and upcoming activities at the school.	Monthly Newsletters and other parent information flyers prepared and printed at the school level. Cases of copy paper needed for informational notices monthly.	Title 1 Parent Involvement Funds School Budget	\$2,500.00
			Subtotal: \$5,500.00
			Grand Total: \$6,700.00

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:		To provide more practical activities in the daily instructional program to prepare students for the future of science, technology, engineering, and mathematics. The program at this time will concentrate on students in grades 3-5, 140 students.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
To assure that the instructional team involved in the STEM process are adequately prepared for the instructional delivery required of the program	Grades 3-5	District STEM Coordinator School Administration Appropriate Academic Coaches	Science, Math, and Technology	November 2012-May 2013	Project Based Learning Activities Appropriate Mini-Assessments	District STEM Coordinator School Administration Appropriate Academic Coaches

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To implement engineering into the elementary STEM Program	Engineering in Elementary	Office of Strategid Achievement	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To extend instruction through the use of newer, more compact technology	Class Set of iPad Computers and the accompanying peripherals	FLDOE/School Improvement Grant (SIG) Funds	\$12,600.00
To provide an opportunity for class participation via group/individual responses	Class sets of Active Expression remotes	FLDoe/School Improvement Grant (SIG)	\$10,560.00
			Subtotal: \$23,160.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
To develop more expertise in the areas of the STEM instructional expectations	Various STEM related professional learning opportunities provided by the School Board of Broward County,FL Substitute teachers will be needed for teacher release	School Budget Inservice Funds Title 1 Professional Development FLDOE/School Improvement Grant (SIG) Funds	\$1,000.00
To enhance the proficiency level of employees at various levels in the area of the implementation of the STEM curriculum in the elementary school	Various STEM Conferences in and out of the state of Florida	FLDOE/School Improvement Grant (SIG) Funds Title 1 Funds School Budget Inservice Funds	\$7,200.00
Subtotal:			\$8,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To provide a common notebook for students to record their regular STEM activities	Student Science Journals	FLDOE/School Improvement Grant (SIG)	\$500.00
Subtotal:			\$500.00
Grand Total:			\$34,360.00

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	To foster literacy independence in the classroom, grades Kindergarten- fifth	The Daily 5	FLDOE/School Improvement Grant (SIG) Funds	\$1,200.00
STEM	To implement engineering into the elementary STEM Program	Engineering in Elementary	Office of Strategid Achievement	\$2,500.00
				Subtotal: \$3,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in grades 2-5 will read two (2) articles per week followed by the use of a Poll Debate Organizer to assess their understanding of the articles read	Achieve 3000 site licenses	FLDOE and the Broward School District	\$25,000.00
Reading	Students in grades 3-5 will work on skill development based on eDiagnostic Assessments that will identify their strengths and areas of need	Pearson Digital Learning	FLDOE/School Improvement Grant (SIG) Funds	\$23,000.00
Reading	To increase students' reading speed and fluency while reading at their independent reading levels	Reading Plus	Title 1 Funds	\$2,500.00
CELLA	The program will address student need on an individual basis based on the eDiagnostic Assessment Tool. Students will be able to work on reinforcing their strengths and developing their areas of need.	Pearson Digital Learning	FLDOE/School Improvement Grant (SIG) Funds	\$23,000.00
STEM	To extend instruction through the use of newer, more compact technology	Class Set of iPad Computers and the accompanying peripherals	FLDOE/School Improvement Grant (SIG) Funds	\$12,600.00
STEM	To provide an opportunity for class participation via group/individual responses	Class sets of Active Expression remotes	FLDoe/School Improvement Grant (SIG)	\$10,560.00
				Subtotal: \$96,660.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study of Common Core Standards Instruction	Common Core Standards and Instructional Focus Benchmarks	District/School Budget	\$2,000.00
CELLA	To focus on ELL strategies during PLC discussions and lesson development when using the Instructional Focus Calendar (IFC) schedule.	ELL Strategies	District/School Budget	\$1,200.00
Mathematics	To provide training to second grade teachers to participate in the iMACS Impact Program	Substitute teachers for the purpose to release second grade teachers	FLDOE/District	\$30,000.00
	Teacher participation in	Teachers enroll in		

Writing	Literacy Training on Writing for the Common Core	workshops and relieved by teacher substitutes	School Inservice Budget	\$1,200.00
Parent Involvement	All activities to share instructional delivery practices used in the classroom	Available technology and classroom materials used in the classroom. Copy paper and file folders for take-home materials	School Budget Title 1 Parent Involvement Funds	\$1,200.00
STEM	To develop more expertise in the areas of the STEM instructional expectations	Various STEM related professional learning opportunities provided by the School Board of Broward County, FL Substitute teachers will be needed for teacher release	School Budget Inservice Funds Title 1 Professional Development FLDOE/School Improvement Grant (SIG) Funds	\$1,000.00
STEM	To enhance the proficiency level of employees at various levels in the area of the implementation of the STEM curriculum in the elementary school	Various STEM Conferences in and out of the state of Florida	FLDOE/School Improvement Grant (SIG) Funds Title 1 Funds School Budget Inservice Funds	\$7,200.00
				Subtotal: \$43,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To extend the school day to provide additional instruction in the area of reading and integrated subject matter for one hour per day	Hiring of 3.53 instructional personnel and related non-instructional personnel to provide an additional hour of instruction and extend the school day for all students in grades K-5 due to being in the Lowest 100 Schools in the State of Florida	FLDOE/District	\$200,000.00
Writing	Regular collection of student bi-weekly writing assignments	Student Writing Journals	FLDOE/School Improvement Grant (SIG) Funds	\$1,200.00
Parent Involvement	To inform parents of student expectations of homework as an extension of daily classwork	Student Agenda Calendars, grades 3-5 Student Daily Take-Home Folder, grades K-2	Title 1 Parent Involvement Funds	\$3,000.00
Parent Involvement	Monthly Newsletter to communicate current and up-coming activities at the school.	Monthly Newsletters and other parent information flyers prepared and printed at the school level. Cases of copy paper needed for informational notices monthly.	Title 1 Parent Involvement Funds School Budget	\$2,500.00
STEM	To provide a common notebook for students to record their regular STEM activities	Student Science Journals	FLDOE/School Improvement Grant (SIG)	\$500.00
				Subtotal: \$207,200.00
				Grand Total: \$351,360.00

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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be used to foster parent participation in school activities by funding materials and supplies to host an event. The funds will also be used to recognize student academic achievement and accomplishments. An end of the year field trip for students in grades 3-5 will be offered to expand students' background knowledge of the State of Florida	\$1,918.00

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

The School Advisory (SAC) Committee will participate in the decision making process regarding school activities, programs for enhanced instruction, and to encourage more parent participation in other school endeavors.

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 LARKDALE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	70%	90%	38%	249	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	64%	73%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	73% (YES)			131	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					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District LARKDALE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	66%	74%	23%	209	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	49%	59%			108	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?	37% (NO)	57% (YES)			94	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					411	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested