FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HARBORDALE ELEMENTARY SCHOOL

District Name: Broward

Principal: Theresa Bucolo

SAC Chair: Camiella Campbell & Megan Hanley

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Theresa Bucolo	B.A. Elem. Ed.; M.A. Ed. Leadership & Early Childhood Ed.; Elem. Ed. K-6, ESOL, School Principal-all levels	10	14	Principal since 2002. 2011-2012: Grade A; 2010-2011: Grade B; 2009-2010: Grade-B; 2003-2009: Grade-A; Reading Mastery 71%; Math Mastery 61%; Writing Mastery 77%; Science Mastery 73%; Learning Gains in Reading of Lowest 25%: 89%; Learning Gains in Math of Lowest 25%: 48%; AMO Target met in Reading for all students; AMO Targets met in Reading for the following subgroups: Hispanic, White, and Economically Disadvantaged.
Assis Principal	Jennifer Kashdin	B.A. Elem Ed.; M.A. ESOL K-12; Specialist Ed. Leadership; Elem Ed. 1-6, Reading Endorsed, School Principal-all levels	8	12	Assistant Principal since 2004. 2011-2012: Grade A; 2010-2011: Grade B; 2009-2010: Grade-B; 2003-2009: Grade-A; Reading Mastery 71%; Math Mastery 61%; Writing Mastery 77%; Science Mastery 73%; Learning Gains in Reading of Lowest 25%: 89%; Learning Gains in Math of Lowest 25%: 48%; AMO Target met in Reading for all students; AMO Targets met in Reading for the following subgroups: Hispanic, White, and Economically Disadvantaged.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Resource Specialist	Traci Porter	B.A.-Elem. Ed. M.A. Elem.Ed. Elem. Ed.-1-6 ESE-K-12 Reading, Gifted and ESOL endorsed	2	5	2011-2012 School Grade A AMO Target met in Reading for all students AMO Targets met in Reading for the following subgroups: Hispanic, White, & Economically Disadvantaged Reading Mastery 71% Math Mastery 61% Writing Mastery 77% Science Mastery 73% Learning Gains in Reading of Lowest 25%: 89% Learning Gains in Math of Lowest 25%: 48% 2010-11 School Grade B AYP Status Yes Learning Gain (Reading): 64% Learning Gain (Math): 69% Lowest 25th Percentile LG (Reading): 47% Lowest 25th Percentile LG (Math): 45% 2009-10 School Grade C AYP Status No (79% of indicators met) Learning Gain (Reading): 58% Learning Gain (Math): 63% Lowest 25th Percentile LG (Reading): 56 Lowest 25th Percentile LG (Math): 80 2008-9 School Grade B AYP: No (92% of indicators) Learning Gain (Reading): 66 Learning Gain (Math): 61 Lowest 25th Percentile LG (Reading): 68 Lowest 25th Percentile LG (Math): 62

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. All new teachers will participate in the New Educator's Support System (NESS). The NESS Liason will conduct monthly meetings for new teachers and include high quality, highly effective teachers to partner with and mentor less experienced teachers.	Colleen Morrow, NESS Liason	Ongoing	
2	2. All new teachers will participate in the New Teacher Academy.	Colleen Morrow, NESS Liason	June 2013	
3	3. Team Leaders will serve as mentors. Teachers assigned to a new grade level will be assigned a peer mentor to help with the transition.	Team Leaders: Heidi Buitron-K, Magdhala Fitzgerald-1, Myra Corrao-2, Tom Harman-3, Terri Vaughn-4, Alice Wade-5	June 2013	
4	4. All new teachers will attend an orientation prior to the start of the school year. Policies and procedures, school climate, and expectations will be reviewed.	Theresa Bucolo, Principal Jennifer Kashdin, Assistant Principal	June 2013	
		Theresa		

5	5. High quality, highly effective teachers will be sought out to fill any possible vacancies through the District's Experience Broward Fair and in accordance with the District's personnel hiring guidelines.	Bucolo, Principal Jennifer Kashdin, Assistant Principal	June 2013	
6	6. All teachers will participate in Professional Development throughout the year in areas of need.	Theresa Bucolo, Principal Jennifer Kashdin, Assistant Principal	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of Field: ESOL Ashley Calvery Kelly Hardison	Teachers will complete ESOL Endorsement requirements as per the timeline.

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
31	3.2%(1)	19.4%(6)	35.5%(11)	41.9%(13)	48.4%(15)	93.5%(29)	9.7%(3)	6.5%(2)	93.5%(29)

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
Team Leaders: H. Buitron-K M. Fitzgerald-1st M. Corrao-2nd T. Harman-3rd T. Vaughn-4th A. Wade-5th	Grade Level Team	Team Collaboration	Planning, curriculum enrichment, technology, record keeping
Colleen Morrow	Kelly Hardison	NESS Coach- New Teacher	The mentor will meet weekly with new teacher to develop and review plans. The mentor will provide feedback.
Megan Hanley Traci Porter Shelley Schoen	Ashley Calvery Tania Garza Julia Guerrero Kelly Hardison Barbara Samuels Kelly Zacharias	New to Harbordale	Quarterly meetings for teachers new to Harbordale to address questions, review policies and procedures, and plan for upcoming school events. Mentors worked with teachers during pre-planning week to help set up classrooms and prepare for Open House. Mentors meet with mentees as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Theresa Bucolo, Principal
Jennifer Kashdin, Assistant Principal
Shelley Schoen, Guidance Counselor & RTI Coordinator
Traci Porter, Reading Resource Specialist & Curriculum Coach
Megan Hanley, ESE Specialist & VE Teacher
Michelle Rogatinsky, School Psychologist
Eva Merrill, Social Worker
Abby Albin, Speech & Language Pathologist

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?

• Meets twice monthly to discuss students in need of assistance.
• Determines appropriate Tier 2/3 interventions to be used.
• Guidance Counselor (MTSS Coordinator) will manage all aspects of the MTSS process for individual students.
o Schedule team meetings
o Follow up with teachers on the implementation and results of the interventions
o Assist teachers with generating progress monitoring graphs
o Appropriately track and store student records
• Reading Specialist and ESE Specialist will act as the MTSS coaches.
o Provide training and technical assistance to teachers
o Support the staff and leadership team
o Share best practices
o Share content knowledge with stakeholders
• Team meetings, by grade level, are held weekly.
o Review data and discuss students not making adequate progress
o Decide whether a student is in need of a referral to the MTSS Coordinator
o Review instructional focus calendars
o Share best practices
• Progress Monitoring meetings, by grade level, are held monthly with the leadership team.
o Review data and discuss students not making adequate progress
o Discuss students that are receiving Tier 2/3 interventions

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

• Active role in developing the SIP
• Members assigned to grade level teams
• All grade levels report back monthly to leadership team on the success and difficulties of the SIP

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.

• Diagnostic Assessments, such as Diagnostic Assessments in Reading (DAR), Oral Reading Fluency (ORF), Cool Tools, Rigby running records, Florida Assessment In Reading (FAIR), Key Math 3. Go Math Assessments, Group Mathematics and Diagnostic Evaluation (GMADE), writing samples, Science Fusion, Functional Behavior Assessment (FBA), scatter plots, frequency chart
• Progress Monitoring using graphs tracking weekly data

Describe the plan to train staff on MTSS.

• Staff will receive training for intervention programs, progress monitoring tools, tracking data, graphing tools, and small group instruction utilizing a multimedia presentation.
• Staff will engage in learning communities to utilize data effectively during SAC sub-committee and learning community meetings monthly.

• Staff will receive training on how to access data through the district's BASIS system and other sources.

Describe the plan to support MTSS.

• MTSS team will regularly monitor data from FAIR, BAT, and grade-wide assessments to determine that all students not meeting grade level expectations are receiving interventions at the appropriate Tier.
• Case Managers from the team will regularly communicate with teachers on their grade level to ensure that interventions are in place, approved resources are utilized and data is graphed appropriately.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Theresa Bucolo, Principal
Jennifer Kashdin, Assistant Principal
Shelley Schoen, Guidance Counselor/ESOL Coordinator
Traci Porter, Reading Resource Specialist/Curriculum Coach
Megan Hanley, ESE Specialist/VE Teacher
Heidi Buitron, Kindergarten Team Leader
Magdhala Fitzgerald, 1st grade Team Leader
Myra Corrao, 2nd grade Team Leader
Tom Harman, 3rd grade Team Leader
Terri Vaughn, 4th grade Team Leader
Alice Wade, 5th grade Team Leader

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

• Meets monthly to discuss current events at the school
• Analyzes data to determine trends and make plans to meet the needs of all students
• Shares data with staff during data chats, team meetings, and Professional Learning Communities
• Explores and researches successful literacy initiatives in different settings
• Designs, assigns, and monitors literacy initiatives
• Reports to SAC current reading and math data, e.g. mini assessments tied to the supplemental Instructional Focus Calendar (IFC) and Benchmark Assessment Test (BAT)
• Reports to Administration

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

• To provide quality monitoring of the RTI process in order to increase student literacy
• To oversee the implementation of the reading, writing, math and science curriculum
• To provide curriculum support to teachers as needed
• To monitor the school wide reading incentive program

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.

n/a

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

*High Schools Only

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

n/a

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

n/a

Postsecondary Transition

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 28%(45) of students scoring Level 3 were proficient in reading strategies and skills.	Based on 2012 FCAT data, 31%(50) of students are expected to score level 3 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	We will use graphic organizers, read alouds, cooperative learning groups, and oral vocabulary cards.	Classroom Teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings	FAIR, BAT, DAR, FCAT, Florida Achieves, Mini BATs
2	Knowledge of Various Reading Strategies to use to understand text	We will use a supplemental school-wide Instructional Focus Calendar that focuses on particular skills. We will also use cross curricular instruction, graphic organizers, and read alouds.	Classroom Teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings, lesson plans, track data using spreadsheets	FAIR, BAT, DAR, FCAT, Mini BATS, Florida Achieves
3	Lack of Background Knowledge	The use of Marzano strategies, such as previewing content and activities to activate prior knowledge, virtual field trips, read alouds, and graphic organizers will be implemented.	Classroom Teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings	FAIR, BAT, DAR, FCAT, Mini BATS, Florida Achieves, Marzano Protocols

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 43%(69) of students scoring Levels 4 and 5 demonstrated a high level of proficiency in reading.	Based on 2012 FCAT data, 46%(74) of students are expected to score level 4 and 5 on the 2013 FCAT.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Appropriate Enrichment Activities	We will implement Project based learning research projects, novel studies with fiction and nonfiction literature, cooperative groups, literature circles, and the use of technology.	Classroom Teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Gifted/High Achieving Curriculum Team	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings, Gifted Curriculum Meetings	FAIR, BAT, DAR, FCAT, Mini BATS, Florida Achieves, rubrics for projects
2	Lack of engagement in learning the curriculum	Interest surveys, independent activities, cooperative learning, project based learning, use of CRISS strategies, use of technology will be utilized.	Classroom Teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings	FAIR, BAT, DAR, FCAT, Mini BATS, Florida Achieves, frequency charts
3	Creating a Link to Real World Purposes/Experiences	We will redesign lessons to make them more hands-on, include research projects, field trips, and project based learning.	Classroom Teachers, Reading Resource Specialist	Progress Monitoring Tools, Data Analysis Assessments, Team/Curriculum Meetings	FAIR, BAT, DAR, FCAT, Mini BATS, Florida Achieves, rubrics for projects

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:	By June 2013, 100% of students will score a level 7 or above on the FAA Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2) of students scored a level 7 or above on the FAA.	100%(1) of students will score a level 7 or above on the FAA.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary	We will use read alouds, graphic organizers, multi-sensory-strategies, and visuals.	ESE Specialist, VE Teacher, Administration	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings, ESE Staffings/Annual Review	FAA, FAIR, DAR, intervention resources, teacher-generated formative assessments
2	Educators' knowledge of FAA Resources through Access Points	Teachers will improve their knowledge of access points through coaching and collaboration with the ESE Department.	ESE Specialist, VE Teacher, Administration	Weekly meetings with ESE Staff and continuous monitoring of lesson modification	FAA, Lesson Plans, I-observation data
3	Independent Functioning Skills	We will use visual task strips, cue-cards, visual schedules, accommodations as needed.	ESE Specialist, VE Teacher, Administration	Progress Monitoring Meetings with ESE Department, updates from classroom teacher	FAA, Informal assessment through observation

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 83%(81) of students making learning gains demonstrated improvement in reading strategies and skills.	Based on 2012 FCAT data, 86%(84) of students are expected to make learning gains the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing targeted instruction to all students regardless of reading level	We will track student progress, provide clear learning goals and scales, and utilize diagnostic tools	Classroom teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Administration	Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings, track data using spreadsheets, observations	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols
2	Lack of Motivation	We will use rubrics to show growth, track student progress, portfolios to show growth, set clear expectations of learning goals and objectives.	Classroom teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Administration	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, track data using excel spreadsheets, observations of flexible grouping	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols
3	Lack of Academic Role Models	We will use cooperative groups with mixed ability students and utilize strategies that allow students to think aloud and explain mental processing as well as think-pair-share.	Classroom teachers, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Administration	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, track data using excel spreadsheets, observations of flexible grouping	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols

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:		By June 2013, 100% of students will demonstrate learning gains in reading on the FAA Reading Assessment.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	According to the SIP 2012 Data File, 0%(0) of students making learning gains demonstrated improvement in reading strategies and skills.		Based on 2012 FCAT data, 100%(1) of students are expected to make learning gains the 2013 FAA.		

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited vocabulary</td><td>We will use read alouds, graphic organizers, multi-sensory strategies, and visuals.</td><td>ESE Specialist/VE Teacher, Administration</td><td>Progress Monitoring Tools, Data Analysis, Assessments, Team/Curriculum Meetings, ESE Staffings</td><td>FAIR, DAR, FAA sample materials, intervention resources, FAA, teacher generated formative assessments</td></tr>
<tr><td>2</td><td>Educator's knowledge of FAA Resources through Access Points</td><td>Teachers will improve their knowledge of Access Points through coaching and collaboration with the ESE department.</td><td>Administrator, ESE Specialist/VE Teacher</td><td>Weekly meetings with ESE personnel and continuous monitoring of lesson modification, Team/ Curriculum Meetings</td><td>Sample materials form Florida Alternate Assessment (FAA), intervention resources, FAA, and teacher generated formative assessment</td></tr>
<tr><td>3</td><td>Independent functioning</td><td>We will utilize visual task strips, checklists, cue-cards, visual schedules, and provide accommodations.</td><td>ESE Specialist/VE Teacher, Administration</td><td>Progress monitoring meetings with ESE personnel, updates from classroom teacher</td><td>Informal assessment through observation, FAA</td></tr>
</table>

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:		By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	According to the SIP 2012 Data File, 100%(24) of lowest quartile students made learning gains in reading.		Based on 2012 FCAT data, 100%(24) of lowest quartile students are expected to make learning gains the 2013 FCAT.		

<table>
<tr><td colspan="6">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Accurately identify students' weaknesses</td><td>We will track student progress, provide clear learning goals and scales, and utilize diagnostic tools.</td><td>Administration, Reading Resource Specialist, Comprehensive Problem Solving Team, Literacy Leadership Team</td><td>Review and analyze student assessment data, Data analysis during team meetings to evaluate and modify individual student instruction</td><td>Running Records, DAR, data binders, BAT I & BAT II, FCAT 2.0, Mini-Assessments</td></tr>
<tr><td></td><td>Accessing prior</td><td>We will preview new</td><td>Administration,</td><td>Teacher observations</td><td>Running Records,</td></tr>
</table>

2	knowledge	content and organize students to interact with new knowledge.	Reading Resource Specialist, Comprehensive Problem Solving Team, Literacy Leadership Team	utilizing Marzano protocols pertaining to accessing prior knowledge, Marzano trainings and PLC groups, lesson plan checks to determine the use of strategies	DAR, data binders, BAT I & BAT II, FCAT 2.0, Mini-Assessments
3	Sufficient time to provide interventions with fidelity	Flexible scheduling and trained personnel will be utilized.	Administration, Reading Resource Specialist, Comprehensive Problem Solving Team, Literacy Leadership Team	Classroom schedules that include double dose times, assignments of trained personnel to classrooms with large numbers of students in the lowest quartile, teacher observations with Marzano protocols pertaining to review and remediation, schedules of the day to create instructional blocks of time	Running Records, DAR, data binders, BAT I & BAT II, FCAT 2.0, Mini-Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	5A : By June 2013, 73% of students in grades 3-5 will be proficient in reading as evidenced by a level 3, 4, or 5 on the 2013 FCAT 2.0 Assessment or a level 7, 8, 9 on the 2013 Florida Alternate Assessment.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	75%	77%	79%	

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:	In 2012-2013, Harbordale plans to improve the reading proficiency of students with an aggressive reading plan that meets the individual needs of all students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 16%(12) Black: 55%(22) Hispanic: 25%(8) Asian: 0%(0) American Indian: N/A	White: 13%(9) Black: 52%(19) Hispanic: 22%(5) Asian: 0%(0) American Indian: N/A

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Prior Knowledge & Curriculum Bias	We will review content of lessons for curriculum bias, activate students background knowledge through the use of graphic organizers and read alouds to ensure all students have the same access to the content, use ESOL strategies during lessons, and include multicultural	Administration, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Team Leaders, ESOL Committee	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, lesson plans, track data using excel spreadsheets, Marzano observations and classroom walkthroughs, student conferences	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols, CELLA, IPT

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		lessons within the reading and social studies curriculum.			
2	Lack of Differentiation based on learning styles of different subgroups	Learning styles inventories, multiple formats for teaching concepts, technology integration, and cooperative groups will be utilized.	Administration, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Team Leaders, ESOL Committee	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, lesson plans, track data using excel spreadsheets, Marzano observations and classroom walkthroughs, student conferences	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols, CELLA, IPT
3	Lack of multicultural awareness to enhance understanding of curriculum and different cultures	Cooperative groups with members of various cultural backgrounds, integrate multicultural awareness into more lessons, and collaboration with specials teachers to integrate awareness into the arts will be utilized.	Administration, Reading Resource Specialist, MTSS Team, Literacy Leadership Team, Team Leaders, ESOL Committee	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, lesson plans, track data using excel spreadsheets, Marzano observations and classroom walkthroughs, student conferences	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols, CELLA, IPT

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 data file, 89%(8) of ELLs did not make satisfactory progress in reading.	Based on 2012 FCAT data, 44%(4) of ELLs will make satisfactory progress in reading

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL- Language Acquisition	Cooperative Learning, graphic Organizers, and translations using technology will be utilized.	Administration, Reading Resource Specialist, Comprehensive Problem Solving Team, Literacy Leadership Team	Selected Progress Monitoring Tools, Data Analysis, Assessments	CELLA, IPT, FAIR, DRA, RIGBY
2	Parent Communication	We will enlist community involvement and organize cultural groups and send home paperwork in native languages.	Administration and School Leadership Team	Parent Sign -In	Parent Survey
3	Lack of Resources	We will organize peer groups and create a teacher Resource Room.	Administration, Reading Resource Specialist, Literacy Leadership Team	Check-out system to monitor use, Team meetings	CELLA, IPT, FAIR, DRA, RIGBY, Mini-Benchmark 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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	According to the SIP 2012 data file, 54%(13) of SWD did not make satisfactory progress in reading.	Based on 2012 FCAT data, 58%(14) of SWD will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decoding skills	Direct instruction of multi-sensory decoding strategies (i.e. tapping, scooping, marking words), district approved intervention programs, quick reads technology, computer based programs and online websites that focus on decoding, and promethean board activities that focus on word families and multisyllabic words will be utilized.	Administration, Reading Specialist, ESE Specialist, VE Teacher	Selected Progress Monitoring Tools, Data Analysis, Assessments	Informal Assessments, Diagnostic Assessments, FAIR, Mini-BATs, Florida Achieves, BAT
2	Lack of reading stamina to sustain reading long passages	Daily sustained silent reading time, setting reading goals, gradually increasing length of passages, vary reading process (independent, buddy, read aloud), celebrate progress, and use of online read alouds will be utilized.	Administration, Reading Specialist, ESE Specialist, VE Teacher	Selected Progress Monitoring Tools, Data Analysis, Assessments	Informal Assessments, Diagnostic Assessments, Mini-BATs, Florida Achieves, BAT
3	Lack of focus/time on task	Nonverbal signals, small group instruction, teacher proximity, activities designed that use the medium students are most comfortable with, i.e. technology, and cooperative groups will be utilized.	Administration, Reading Specialist, ESE Specialist, VE Teacher	Selected Progress Monitoring Tools, Data Analysis, Assessments	Informal Assessment, Teacher Observation, Mini-BATs, Florida Achieves, BAT

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 data file, 53%(47) of ED students did not make satisfactory progress in reading.	Based on 2012 FCAT data, 50%(44) of ED students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Prior Knowledge/Background Information	We will use Marzano strategies such as previewing content and	Administration, Reading Resource Specialist,	Progress Monitoring Tools, Data Analysis, Assessment,	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments

1		activities to activate prior knowledge, virtual field trips, read alouds, graphic organizers, and integrate technology and videos to activate knowledge.	Comprehensive Problem Solving Team, Literacy Leadership Team	Team/Curriculum Meetings, track data using excel spreadsheets, Marzano observations and classroom walkthroughs, student conferences	from Florida Achieves, rubrics for projects, Marzano protocols, DAR, Running Records
2	Vocabulary	We will use graphic organizers, cooperative learning, read alouds, oral vocabulary cards, and promethean lessons that focus on different elements of vocabulary- prefixes, suffixes, homophones, homographs.	Administration, Reading Resource Specialist, Comprehensive Problem Solving Team, Literacy Leadership Team	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, track data using excel spreadsheets, Marzano observations and classroom walkthroughs, student conferences	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols, DAR, Running Records
3	Weak Home, School, Community connection	We will offer meetings at various times, conduct meetings outside of school, get parents involved in ways that don't require them to come into the school, ensure information is disseminated in multiple languages, connect services available to parents, and put information on the website for parents to access at home, the school, or community locations.	Administration, Reading Resource Specialist, Comprehensive Problem Solving Team, Literacy Leadership Team	Progress Monitoring Tools, Data Analysis, Assessment, Team/Curriculum Meetings, track data using excel spreadsheets, Marzano observations and classroom walkthroughs, student conferences	FAIR, BAT, DAR, FCAT, Mini BATS, and assessments from Florida Achieves, rubrics for projects, Marzano protocols, DAR, Running Records

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
CCSS	ELA & Reading K-5	Traci Porter- Reading Coach	School Wide with focused discussion between primary teachers and intermediate teachers in PLCs	Early Release and learning community meetings (monthly)	Observations/Student Work/Rubrics/Lesson Plans	Administration, Literacy Team, Team Leader
The Core Six: Essential Strategies	ELA & Reading	ESE Specialist	School Wide	Community Meetings	Observations with Marzano protocols/Student Work/Rubrics/Lesson Plans	Administration, Literacy Team, and Gifted Team
Reading Tools using Social Media	ELA & Reading	Reading Coach	School Wide	Early Release	a Conference to support and share	Administration, Literacy Team

Reading Budget:

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

Supplement the curriculum	Class set novels	School Budget	$500.00
Supplement the curriculum/Differentiated Instruction	Center resources - Bag Lady Workshop and books	School Budget	$100.00
			Subtotal: $600.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Integrate technology into the classroom curriculum	Promethean Board Equipment	School Budget	$500.00
			Subtotal: $500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Integrate Common Core Standards into Intermediate grades	Instructional Staff Workshops	School Budget	$500.00
Grade level progress monitoring; Test Specs	Substitutes	School Budget	$800.00
Collegial Inquiry - Book Study	The Core Six: Essential Strategies for Achieving Excellence with the Common Core - Book purchased for each instructional staff member	School Budget	$300.00
			Subtotal: $1,600.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Remediation of benchmarks; test taking strategies	FCAT Camp	School Budget	$1,750.00
Enhancing gifted instruction in the classroom - real world application	Gifted Symposium	School Budget	$140.00
			Subtotal: $1,890.00
			Grand Total: $4,590.00

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:	By June 2013, the number of English Language Learners who are proficient in listening/speaking skills will increase by 10%.

2012 Current Percent of Students Proficient in listening/speaking:

According to the 2012 Data File, 30% of English Language Learners were 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	Use of English in the home environment	We will provide resources for parents and families to utilize at home and notify the parents of ELL parent meetings.	Guidance Counselor, Administration	Documentation of resources sent home to parents or provided through the parent/home link and school website.	IPT Speaking/Listening components and CELLA Speaking/Listening
2	Current level of English speaking/listening skills	Teachers implement ESOL strategies and provide opportunities in the classroom for	Guidance Counselor, Classroom Teacher	Teachers will develop rubrics to assess speaking/listening skills	IPT Speaking/Listening components and CELLA

		students to practice listening/speaking skills.			Speaking/Listening, rubric
3	Cultural differences	Students will have opportunities to speak about their culture/country in English.	Classroom Teacher	Teachers will develop rubrics to assess speaking/listening skills	IPT Speaking/Listening components and CELLA Speaking/Listening, rubric
4	Fear of being ridiculed	Teachers will assign peer buddies to students and design multi-cultural events and lessons to promote diversity.	Guidance Counselor, Classroom Teacher	Teachers will develop rubrics to assess speaking/listening skills	IPT Speaking/Listening components and CELLA Speaking/Listening, rubric, teacher observation

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:	By June 2013, the number of English Language Learners who are proficient in reading skills will increase by 10%.

2012 Current Percent of Students Proficient in reading:

According to the 2012 Data File, 16% of students were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Access to a variety of resources to support understanding of reading materials in English	Teachers will utilize multi-lingual resources (software, books on tape, heritage language dictionaries, etc) for students to hear reading in both English and home language. We will create a section in library, to house these resources.	Classroom Teacher, Guidance Counselor, World Languages Teacher, Media Specialist	Classroom – scores on reading assignments and assessments, progress monitoring	IPT Reading and CELLA Reading, Classroom Assessments, District and State Assessments
2	Limited vocabulary	Students will use visual/ interactive glossaries.	Classroom Teacher, Guidance Counselor	Classroom – scores on reading assignments and assessments, progress monitoring	IPT Reading and CELLA Reading, Classroom Assessments, District and State 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:	By June 2013, the number of English Language Learners who are proficient in writing skills will increase by 10%.

2012 Current Percent of Students Proficient in writing:

According to the 2012 Data File, 16% of students were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English skills in speaking, listening, and reading	Teachers will utilize online translation tools, such as google translator and use a multi-modality approach to spelling.	Classroom Teacher, Guidance Counselor	Rubrics for writing assessments	IPT Writing and CELLA Writing, Classroom Assessments, District and State Assessments
2	Lack of writing skills in home language	Teachers will provide samples and utilize peer partners and groups to cooperatively learn writing skills.	Classroom Teacher, Guidance Counselor	Rubrics for writing assessments	IPT Writing and CELLA Writing, Classroom Assessments, District and State Assessments

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
Integrate technology into the curriculum	Promethean Board Equipment	School Budget	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporating ESOL strategies into lesson planning and instruction	Instructional Staff Workshops	School Budget	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation of benchmarks; test taking strategies	FCAT Camp	School Budget	$1,750.00
			Subtotal: $1,750.00
			Grand Total: $2,750.00

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
According to the SIP 2012 Data File, 30%(49) of students scoring Level 3 were proficient in math strategies and skills	Based on 2012 FCAT data, 33%(53) of students are expected to score level 3 on the 2013 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exhibit difficulty retaining information and vocabulary from math lessons	Students will maintain math journals to reinforce the essential question and vocabulary. Study chart with addition and subtraction – study facts for homework, weekly drills, Morning Math on Promethean Board, student generated flip books, and glossary will be utilized to review vocabulary and introduce vocabulary.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Go Math Assessments, Math Journal Rubric, i-observation tallies, Mini-Benchmark assessments, Teacher-created assessments
2	Limited opportunities for students to work cooperatively on hands-on activities	Students will complete teacher-created and Go-Math Grab & Go center activities several times a week.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, review and analyze student center folders with a focus on accuracy during team meetings	Student center folders, completed center assignments, i-observation tallies
3	Students lack computational fluency	Students will use manipulatives and daily math drills, nightly study charts with facts, and Promethean board centers to gain computational fluency.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Math drills, i-observation tallies, Mini-Benchmark assessments, Teacher-created 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 Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 30%(48) of students scoring levels 4 and 5 demonstrated a high level of proficiency in mathematics.	Based on 2012 FCAT data, 33%(53) of students are expected to score levels 4 and 5 on the 2013 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional opportunities to complete work that challenge their ability consistently.	Students will complete a Big Idea or teacher-designed math project each quarter and will generate questions relating to real world.	Team Leaders and Administration	Ongoing progress monitoring, teachers will give students a timeline and monitor progress from drafts to completion, data analysis, review and analyze student assessment data during team meetings, student presentations	Project and rubric
2	Rigor of student assignments	Students will complete Go Math enrichment activities with teacher support. Teachers will utilize BEEP lessons as an additional resource for enrichment activities.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during weekly team meetings	Go Math Assessments, i-observation tallies, Mini-Benchmark assessments, Teacher-created assessments
3	Teachers have difficulty following pacing guide in order to cover all tested benchmarks by FCAT 2.0.	Teachers will merge similar lessons and follow the instructional focus calendar more closely designed by the school-based plan.	Team Leaders and Administration	Walkthroughs, ongoing progress monitoring, data analysis, review instructional focus calendar and plan which lessons will be covered during weekly team meetings	i-observation tallies, lesson plan checks

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:	By June 2013, 100% students will score a Level 7 or above on the FAA Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to the SIP 2012 Data File, 100%(2) of students scoring at or above level 7 demonstrated a high level of proficiency in math.	Based on 2012 FAA data, 100% (1) of students are expected to score at or above level 7 on the 2013 FAA.

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 limited vocabulary skills.	Students will use picture and vocabulary cards to develop vocabulary skills. Students will also use visual aides, hands-on practice, interactive whiteboards, and math concepts will be taught using leveled readers.	Administration and ESE Specialist	Student/teacher conferences, data analysis of formal and informal assessments.	Teacher made assessment, Florida Alternate Assessment sample materials
2	Teachers' knowledge of FAA resources through access points may be limited.	Teachers will improve their knowledge of access points through coaching and collaboration with the ESE Department.	Administration and ESE Specialist	Weekly meetings with ESE personnel and continuous monitoring of lesson modification	Observation, Assessments
3	Independent Functioning	We will use visual task strips, cue cards, visual schedules, and repeat directions.	Administration and ESE Specialist	Weekly meetings with ESE personnel and updates from classroom teacher	Teacher observation, checklists

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 30% (49) of students made learning gains in math.	Based on 2012 FCAT data, 33% (53) of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exhibit difficulty retaining information and vocabulary from math lessons.	Students will maintain math journals to reinforce the essential question and vocabulary. We will use study charts with addition and subtraction – study facts for homework, weekly drills, Morning Math on Promethean Board, student generated flip books, and glossaries will be utilized to review vocabulary and introduce vocabulary.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Go Math Assessments, Math Journal Rubric, i-observation tallies, Mini-Benchmark assessments, Teacher-created assessments
2	Students lack pre-requisite skills required for grade level curriculum mastery.	Students will participate in teacher-directed small group instruction for remediation daily. Interventions with Riverdeep, Go- Math	Team Leaders, Administration, ESE Specialist	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during	Go Math Assessments, i-observation tallies, Mini-Benchmark assessments, Teacher-created

				team meetings, formative assessments conducted at the end of small group session	formative assessments
3	Students lack problem solving skills.	Students will engage in daily problem solving activities (i.e. "problem of the day") and develop their own word problems. Students will utilize centers to share and solve problems.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Go Math Assessments, rubric, i-observation tallies, Mini-Benchmark assessments, Teacher-created 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:	By June 2013, 100% of students will demonstrate learning gains on the 2013 FAA Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 100%(1) of students demonstrated learning gains in math on the 2012 FAA.	Based on 2012 FAA data, 100%(1) of students will demonstrate learning gains on the 2013 FAA.

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 exhibit difficulty retaining information and vocabulary from math lessons.	Students will maintain math journals to reinforce the essential question and vocabulary. We will use study charts with addition and subtraction – study facts for homework, weekly drills, Morning Math on Promethean Board, student generated flip books, and glossary will be utilized to review vocabulary and introduce vocabulary.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Go Math Assessments, Math Journal Rubric, i-observation tallies, Mini-Benchmark assessments, Teacher-created assessments
2	Students lack pre-requisite skills required for grade level curriculum mastery.	Students will participate in teacher-directed small group instruction for remediation daily. Interventions with Riverdeep, Go- Math interventions, and Math work centers to reinforce previous grade level will be utilized.	Team Leaders, Administration, ESE Specialist	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings, formative assessments conducted at the end of small group session	Go Math Assessments, i-observation tallies, Mini-Benchmark assessments, Teacher-created formative assessments
3	Students lack problem solving skills.	Students will engage in daily problem solving activities (i.e. "problem of the day") and develop their own word problems.	Team Leaders and Administration	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Go Math Assessments, rubric, i-observation tallies, Mini-Benchmark assessments, Teacher-created 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 49%(13) of lowest quartile students made learning gains	Based on 2012 FCAT data, 54% (14) of lowest quartile students will make learning gains

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate weaknesses in prerequisite skills	We will implement the use of vertical teaming to communicate student's weaknesses, utlize the Reteach workbook from Go-Math, allow accommodations to take tests, provide interventions with Riverdeep and Go- Math interventions.	Administration, Team Leaders	Walkthroughs, student conferences, ongoing progress monitoring, data analysis, review and analyze student assessment data during team meetings	Prerequisite test, Chapter test, Mini BATs, BAT II
2	Lack of motivation to learn new information	We will increase the use of small group instruction and more hands-on activities, small group instruction, and utilize technology to enhance lessons.	Administration, Team Leaders	Administer subject interest survey to determine students attitude toward math	Administer pre and post survey and record variables
3	Students exhibit difficulties retaining previously taught skills	We will reinforce skills through content related games (i.e Grab and Go Centers) .	Administration, Team Leaders	Data review, informal assessment	Observation, Mini BATs, Florida Achieves

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 : By June 2013, 73% of students in grades 3-5 will be proficient in math as evidenced by a level 3, 4, or 5 on the 2013 FCAT 2.0 Assessment or a level 7, 8, or 9 on the Florida Alternate Assessment.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	75%	77%	79%	

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31% (23) Black: 60% (24) Hispanic: 32% (10) Asian: 25% (1)	White: 27% (20) Black: 53% (21) Hispanic: 23% (7) Asian: 0% (0)

American Indian: N/A | American Indian: N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic computational skills.	Students will be double dosed in small group daily. We will use math drills and Go Math resources daily, such as Go-Math Reteach workbook, Go-Math Intervention workbook, Go-Math Technology interventions. Computer practice to increase proficiency in taking the FCAT test. Go-Math student computer assessment will be utilized.	Classroom Teacher, Administration	Analysis of strengths and weaknesses on assessments	Teacher created Tests/quizzes, Go Math assessments, mini-BATs, Florida Achieves, and BAT
2	Lack of prerequisite skills	We will use individualized remediation tools to reinforce math skills	Classroom Teacher, Administration	Student data chats to evaluate performance	Chapter tests, Florida Achieves, mini-BATs, BAT, classwork, teacher observation
3	Lack of reading comprehension.	We will use math literature to gain better understanding of the use of mathematics in real world situations.	Reading Specialist, Administration, Classroom Teacher	Data analysis, Progress Monitoring	Chapter tests, Florida Achieves, mini-BATs BAT, classwork, teacher observation

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 100% (9) of ELLs did not make satisfactory progress in math	Based on 2012 FCAT data, 33% (3) of ELLs will make satisfactory progress in math.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Number sense	We will use daily math drills, and hands-on math manipulatives.	Administration, Classroom Teacher	Data Analysis, progress monitoring meetings	Pictorial Assessment
2	Lack of prerequisite skills	We will use cooperative learning groups, small group remediation Interventions with Riverdeep Go- Math interventions, and Math work	Administration, Classroom Teacher	Data Analysis, progress monitoring	Weekly Assessment
3	Lack of confidence	We will use peer tutors and verbal encouragement.	Administration, Classroom Teacher	Data Analysis, progress monitoring	Peer/self assessment, teacher observation

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:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 54% (13) of SWD did not make satisfactory progress in math.	Based on 2012 FCAT data, 58% (14) of SWD will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time during instructional day	We will use small group instruction, and math manipulatives.	Administration, ESE Specialist, VE Teacher, Classroom Teacher	Teacher observation, data analysis, progress monitoring	Informal Assessments, Florida Achieves, mini-BATs, teacher made assessments, Go Math assessments
2	Limited ability to transfer knowledge to new situations	We will use interactive lessons on Promethean Board, real world examples, modeled practice, think alouds and small group instruction.	Administration, ESE Specialist, VE Teacher, Classroom Teacher	Teacher observation, data analysis, progress monitoring	Informal Assessments, Florida Achieves, mini-BATs, teacher made assessments, Go Math assessments
3	Lack of computer skills	We will use peer buddies and remediation programs/tutorials.	Administration, ESE Specialist, VE Teacher, Classroom Teacher	Teacher observation, data analysis, progress monitoring	Informal Assessments, Florida Achieves, mini-BATs, teacher made assessments, Go Math assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 73% or more of third through fifth grade students will score Level 3 or above on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the SIP 2012 Data File, 53% (47) of ED students did not make satisfactory progress in math.	Based on 2012 FCAT data, 51% (45) of ED students will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	We will conduct parent workshops and curriculum meetings by grade level. We will provide at-home volunteering opportunities.	Administration, Volunteer Coordinator	Data Analysis, progress monitoring, parent survey	sign-in sheets, parent survey and feedback

2	Lack of motivation	We will use math journals, centers, and small group instruction.	Administration, classroom teacher	Data analysis, progress monitoring	Florida Achieves, mini-BATs, teacher made assessments, Go Math assessments
3	Lack of Prerequisite Skills	We will use small group instruction, individualized remediation tools, Interventions with Riverdeep, Go- Math interventions, and Math work centers to reinforce previous grade level.	Administration, classroom teacher	Data Analysis, progress monitoring	Florida Achieves, mini-BATs, teacher made assessments, Go Math assessments

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

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

PD 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
CCSS/Standards for Mathematical Practice	Math/K-5	Megan Hanley, Math Contact	School Wide with focused discussion between primary teachers and intermediate teachers in PLCs	Early Release and learning community meetings (monthly)	Observations/Student Work/Rubrics/Lesson Plans	Administration, Team Leaders
The Core Six: Essential Strategies	Math/K-5	Megan Hanley, Math Contact	School Wide	Community Meetings	Work/Rubrics/Lesson Plans	Administration, Team Leaders
Small Group Instruction utilizing Marzano strategies and technology	Math/K-5	Megan Hanley, Math Contact	School Wide	Early Release	Lesson Plans, Sharing Best Practices, Creation of a Conference to support and share, Marzano i-observation	Administration, Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement daily math drills	Class sets of daily math drills	School Budget	$350.00
Home/School Connection	Math Enrichment Activities for Home	School Budget	$800.00
			Subtotal: $1,150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integrate technology into the curriculum	Promethean Board equipment	School Budget	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Grade level progress monitoring; Test Specs	Substitutes	School Budget	$800.00
Collegial inquiry	The Core Six: Essential Strategies for Achieving Excellence with the Common Core - Book purchased	School Budget	$300.00

	for each instructional staff member		
			Subtotal: $1,100.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation of benchmarks; test taking strategies	FCAT Camp	School Budget	$1,750.00
Enhancing gifted instruction in the classroom - real world application	Gifted Symposium	School Budget	$140.00
			Subtotal: $1,890.00
			Grand Total: $4,640.00

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:	By June 2013, 60% or more of fifth grade students will score Level 3 or above on the FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(27)	59%(29)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate limited understanding of Scientific Method	Hands-on science inquiry experiments, teacher generated research project, infuse digital lessons, District IFC and BEEP science lessons, cooperative groups, spiraling curriculum based on the scientific process, United Streaming educational video clips, journals, and interactive white boards will be utilized.	Administration, Team leader	Progress monitoring, review and analyze student assessment data during team meetings, revise teaching strategies (where needed) during data analysis meetings, walk-throughs, review science journals during students/teacher conference	Science Journal Rubrics, Science Project Rubrics, Science Fusion Assessments, student generated lab reports, Authentic student work, Florida Achieves
2	Students exhibit limited ability to synthesis information	Hands-on Science Kits, cooperative groups, cross curricular instruction using reading and math strategies, practice, journaling and lab reports to improve science concepts will be utilized.	Administration, team leader	On-going evaluation of student performance in groups, weekly lab report and journal evaluation	Science Journal Rubrics, Science Project Rubrics, Science Fusion Assessments Authentic student work, Florida Achieves
	Limited use of differentiated instructional strategies	Using the Bloom's Taxonomy domain, teachers will gradually	Administration, team leader	On-going evaluation of student performance, Analyze data to	Florida Achieves, lesson and chapter tests,

		incorporate higher order thinking and questioning in each lesson. Teachers will use additional science resources such as Science Saurus to enhance scientific thinking and vocabulary.		determine effectiveness and make appropriate adjustments, Monitor progress with weekly assessment	BAT
3					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 60% or more of fifth grade students will score Level 3 or above on the FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(8)	20%(10)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students have difficulty explaining the Scientific Process using the appropriate vocabulary.</td><td>Students will use Science Fusion Experiments, science journals, and Delta Science readers to increase their depth of knowledge.</td><td>Classroom/Science Teacher</td><td>Student will complete scientific investigation, analyze and share data gathered, and summarize information from Science readers.</td><td>Science projects, chapter and unit tests, science journal rubrics, pre/post tests</td></tr>
<tr><td>2</td><td>Enrichment activities are limited.</td><td>Students will apply concepts learned to real world experience and current events to improve scientific knowledge. Teachers will incorporate higher</td><td>Classroom/Science teacher</td><td>Students will complete observation activities linking explanation with evidence</td><td>2a.2. Science Fusion Experiments, rubrics</td></tr>
</table>

		order thinking questions. Students will be engaged in Project Based Learning.			
3	Research skills are limited.	Teachers will implement the use of the Scientific Method when completing classroom activities.	Classroom/Science teacher	Evaluate science journals	Journal review, discussions, rubric

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, 100% of students will score a Level 7 or above on the 2013 FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary skills	Students will use picture and vocabulary cards to develop lacking skill. Students will also use visual aides and hands-on practice, and teachers will teach science concepts through the use of leveled readers.	Administrator, Team leader, ESE Specialist	On-going student/teacher conferences, analysis of formal and informal assessments	Teacher made assessment Florida Alternate Assessment sample materials
2	Educator's knowledge of FAA Resources through Access Points	Teachers will improve their knowledge of Access Point through coaching and collaboration with ESE department.	Administrator, Team leader, ESE Specialist	Weekly meetings with ESE personnel and continuous monitoring of lesson modification	Sample materials form Florida Alternate Assessment (FAA), Think Central, and teacher generated formative assessment
3	Independent functioning	Visual task strips, cue-cards, visual schedule, and repeated directions will be utilized.	Administrator, Team leader, ESE Specialist	Progress monitoring meetings with ESE personnel, updates from classroom teacher	Teacher observation

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
Scientific Method	Science/K-5	Team Leaders	PLC-voluntary	Bi-monthly	Observations/Student Work/Rubrics/Lesson Plans	Administration, Team Leaders

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize resources	Assembly - Fantasy Theater Science Assembly	School Budget	$800.00
Home/School Connection	Science Enrichment Activities for Home	School Budget	$800.00
			Subtotal: $1,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integrate technology into the curriculum	Promethean Board Equipment	School Budget	$500.00
			Subtotal: $500.00
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
Enhance Science Curriculum	High Tech High Touch Field Trip	School Budget	$800.00
			Subtotal: $800.00
			Grand Total: $2,900.00

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:	By June 2013, at least 80% or more of fourth grade students will score 3.0 or above on the FCAT 2.0 Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(39)	80%(41)
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 demonstrate weakness in transitioning from casual to formal registry when speaking and writing.	We will model formal writing and speaking, provide corrective and positive feedback, allow peer collaboration, peer share, writing journals, centers, and student conferencing. A spiral curriculum, K-1 Writing Fundamentals program, mini grammar lessons 3x per week, interactive white boards, Spanish research projects, and cross curricular instruction will be utilized.	Administration, Reading Specialist, Team Leader	Weekly writing prompt, informal assessment through student/teacher conference, classroom discussion	State provided writing rubric, rubric-scored sample writings will be used as a guide to evaluate students' base level and growth over time, writing journal
2	Students exhibit weakness with writing conventions.	Grammar lessons will be implemented to allow exposure and review. Employ the use of sentence strips to display words along with part of speech and usage in a sentence. Teach proper punctuation across curriculum by emphasizing and highlighting punctuation usage. Weekly spelling lesson from reading series will be given.	Administration, Reading Specialist, Team Leader	Weekly grammar and spelling test, impromptu paragraph construction, monthly submission of essays to monitoring personnel	Reading series spelling and grammar tests, Florida Writes rubric, writing journal, observation
3	Students exhibit limited prior knowledge.	Implement the use of Virtual field trips, provide opportunities for extended research on select topics, continuous guided classroom discussion, peer sharing, show and tell, and small group instruction will be utilized.	Administration, Reading Specialist, Team Leader	Weekly writing prompt, informal assessment through student/teacher conference, classroom discussion	Florida Writes rubric, writing journal, observation

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:	N/A – No fourth grade students taking the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Nonfiction Writing	Writing K-5	Traci Porter, Reading Coach	School Wide	Early Release and learning community meetings (monthly)	Observations with Marzano protocols/Student Work/Rubrics/Lesson Plans	Administration, Literacy Team, and Gifted Team
The Core Six: Essential Strategies	ELA & Reading	Traci Porter, Reading Coach	School Wide	Early Release and Learning Community Meetings	Observations with Marzano protocols/Student Work/Rubrics/Lesson Plans Analysis of school-wide writing samples	Administration, Literacy Team, and Gifted Team

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
Increase teacher expertise with writing instruction	FCAT Writes Training	School Budget	$400.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Writing Goals

Attendance Goal(s)

* 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, Harbordale plans to improve the attendance with an aggressive plan to decrease absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.8%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
66	56
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
45	35

			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	Family Vacations	Monthly Attendance Awards, BTIP, Parent Link for reinforcement of attendance goals	Administration	Attendance record review	Daily attendance records
2	Transportation issues (parents reported they are unable to transport child to school)	Work with Social Worker, attendance/tardy contact with parent, BTIP, Parent Link for reinforcement of attendance goals	Social Worker, Administration, Guidance Counselor	Attendance record review	Daily attendance records, Contract
3	Student Tardiness	Parent Link call, staff telephone call, letter to parent, parent conference with administrator, and/or home visit by the school social worker.	Administration, Social Worker, Guidance Counselor, IMT	Attendance record review	Reduction in the number of tardies and a reduction in the number of tardy minutes compared to previous school year

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 2012-2013, Harbordale plans to improve the school-wide discipline with a plan to reduce the number of days out of class from referrals and suspensions, including Alternatives to External Suspension (AES).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
37	.03% (10)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
19	.03% (9)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7 Alternatives to External Suspension: .008%(3)	.001% (1) Alternatives to External Suspension: .001%(1)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3 Alternatives to External Suspension: .006%(2)	Maintain/decrease by .001% (1) Alternatives to External Suspension: Maintain/decrease by .001%(1)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Insufficient time spent	Peace Building Skills will	Guidance	Teacher observations	Decrease in

1	teaching conflict resolution skills	be integrated into school life	Counselor, Administration	of students being more respectful and following classroom/school rules, Team meetings,	suspensions and referrals, DMS, BASIS
2	Lack of school-home communication (i.e. disconnected phones)	Written dialogue between parents and teachers (ex:school wide Red Folders, student agendas), Home visits if needed	Social Worker, Administration	Require parent signature on Red Folders and student agenda	Returned and signed interim reports
3	Loss of instructional time with teacher	One-on-one instruction with volunteer and/or mentor	Administration, Support staff	Administer progress monitoring assessments, data analysis	Pre/post tests, teacher observation
4	Ineffective implementation of school-wide discipline plan	Revise and implement school-wide discipline plan	Administration, Proactive Discipline Team	Proactive Discipline Team will meet monthly to discuss effectiveness of plan	DMS, BASIS, teacher observation

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2012-13, Harbordale plans to increase parental involvement attendance at school activities with an aggressive plan by 47%(165 parents) and also show an increase in home-school communication.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45%(158) of parents attended one or more parent workshops or activities during the past school year.	47%(165) of parents will attend one or more parent workshops or activities during the upcoming school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working parents	Varying times to make workshops more accessible	Administration	Parent Evaluation of Workshop	Sign-in Sheets
2	School correspondence is not always shared between both parents in dual households	E-mail/phone info to both households	Administration	Parent Evaluation of new strategy	Customer Survey
3	Parents' native language is not English	Bilingual instruction/interpreterto translate information sent home to parents	Administration	Parent Evaluation of Workshop, in native language	Sign-in Sheets, Customer Survey
4	Lack of parental involvement at school activities	Home visits, personal phone calls, Home volunteering opportunities	School based social worker, school counselor, Administration	Parent Evaluation of Workshop	Sign-in Sheets, Customer Survey

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Showcase Harbordale - Students showcase projects at evening event	Decorations, Facilities, Marketing	School Budget	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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:		N/A		
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplement the curriculum	Class set novels	School Budget	$500.00
Reading	Supplement the curriculum/Differentiated Instruction	Center resources - Bag Lady Workshop and books	School Budget	$100.00
Mathematics	Implement daily math drills	Class sets of daily math drills	School Budget	$350.00
Mathematics	Home/School Connection	Math Enrichment Activities for Home	School Budget	$800.00
Science	Utilize resources	Assembly - Fantasy Theater Science Assembly	School Budget	$800.00
Science	Home/School Connection	Science Enrichment Activities for Home	School Budget	$800.00
				Subtotal: $3,350.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integrate technology into the classroom curriculum	Promethean Board Equipment	School Budget	$500.00
CELLA	Integrate technology into the curriculum	Promethean Board Equipment	School Budget	$500.00
Mathematics	Integrate technology into the curriculum	Promethean Board equipment	School Budget	$500.00
Science	Integrate technology into the curriculum	Promethean Board Equipment	School Budget	$500.00
				Subtotal: $2,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integrate Common Core Standards into Intermediate grades	Instructional Staff Workshops	School Budget	$500.00
Reading	Grade level progress monitoring; Test Specs	Substitutes	School Budget	$800.00
Reading	Collegial Inquiry - Book Study	The Core Six: Essential Strategies for Achieving Excellence with the Common Core - Book purchased for each instructional staff member	School Budget	$300.00
CELLA	Incorporating ESOL strategies into lesson planning and instruction	Instructional Staff Workshops	School Budget	$500.00
Mathematics	Grade level progress monitoring; Test Specs	Substitutes	School Budget	$800.00
Mathematics	Collegial inquiry	The Core Six: Essential Strategies for Achieving Excellence with the Common Core - Book purchased for each instructional staff member	School Budget	$300.00
Writing	Increase teacher expertise with writing instruction	FCAT Writes Training	School Budget	$400.00
				Subtotal: $3,600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Remediation of benchmarks; test taking strategies	FCAT Camp	School Budget	$1,750.00
Reading	Enhancing gifted instruction in the classroom - real world	Gifted Symposium	School Budget	$140.00

	application			
CELLA	Remediation of benchmarks; test taking strategies	FCAT Camp	School Budget	$1,750.00
Mathematics	Remediation of benchmarks; test taking strategies	FCAT Camp	School Budget	$1,750.00
Mathematics	Enhancing gifted instruction in the classroom - real world application	Gifted Symposium	School Budget	$140.00
Science	Enhance Science Curriculum	High Tech High Touch Field Trip	School Budget	$800.00
Parent Involvement	Showcase Harbordale - Students showcase projects at evening event	Decorations, Facilities, Marketing	School Budget	$500.00
				Subtotal: $6,830.00
				Grand Total: $15,780.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology, Instructional Materials	$1,919.00

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

• To facilitate the development of the School Improvement Plan
• To monitor implementation of the School Improvement Plan
• To evaluate the effectiveness of the School Improvement Plan
• To provide assistance in the preparation of the school's budget
• To make recommendations as to the alignment of instructional staffing and instructional materials to support the School Improvement Plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District HARBORDALE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	95%	61%	320	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%	69%			133	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?	47% (NO)	45% (NO)			92	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					545	
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 HARBORDALE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	87%	88%	59%	314	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%	62%			126	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?	41% (NO)	63% (YES)			104	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					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested