

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HOLLYWOOD HILLS ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Vered Roberts

SAC Chair: Mrs. Christina Murphy

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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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	Mrs. Vered Roberts	B.S. Elementary Education, M.S. Administration and Supervision K-12 Certification-Elementary Education, School Principal, ESOL	15	15	"A" school for 11 years in a row. Comparing 2002 to 2012, students meeting high standards in reading increased from 73% to 76%, math decreased from 78% to 73%, increased in writing from 78% to 92%. Comparing 2007 to 2012 in science, students meeting high standards in science increased from 52% to 59%. Percent making Learning Gains in reading increased from 68% to 79%, math decreased from 74% to 73%. School did not meet AYP in 2004, 2009 and 2011.
Assis Principal	Mrs. Tamara Zaslow	B.A. in Psychology, M.S. in Early Childhood and Elementary Education, Certification -Elementary Education, Educational Leadership, ESOL	10	3	"A" school for 11 years in a row. From 2009-2011, students meeting high standards in reading decreased from 89% to 76%, in math from 88% to 77%, in writing from 95% to 92% and in science 71% to 59%. The percent of students making Learning Gains in reading decreased from 80% to 79% and increased in math from 69% to 73%. School did not meet AYP in 2004, 2009 and 2011.

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	Mrs. Christina Murphy	B.S. in Elementary Education and M.S. in Educational Leadership Certification-Educational Leadership, Gifted Endorsement, Elementary Education (Grades 1-6)	10		"A" school for last nine years. School did not meet AYP in 2009 and 2011.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	The district's Human Resources and Staff Development departments, in collaboration with Hollywood Hills Elementary School only recruit and retain highly qualified teachers.	District Personnel Principal	June 2013	
2	All new teachers complete the district's induction program, the Educator Support Program. This school-site program provides each new teacher with a support team consisting of the New Educator Support System (NESS) school contact and a qualified mentor.	NESS Coach	June 2013	
3	Teachers new to a grade level are assigned a peer teacher as a mentor and partner.	Leadership Team	June 2013	
4	Staff development and professional learning community workshops to support the implementation of Common Core State Standards are held in the areas of ELA and math, in order to improve teacher content knowledge and support the implementation of effective strategies in accordance with Marzano.	Leadership Team and Staff Development Team	June 2013	
5				
6				
7				

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
Two percent (1) of teachers are currently out of field for ESOL.	

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
46	4.3%(2)	6.5%(3)	60.9%(28)	30.4%(14)	39.1%(18)	100.0%(46)	4.3%(2)	4.3%(2)	97.8%(45)

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
Laurie Kraus	Christine Gurdak	first year teacher	Meet with Instructional Coach once a week to share strategies and lessons. Meet monthly with other new educators to review school policies and procedures through the NESS program.
Kelly Stein	Amy Stella	new to the grade level	Meet with Instructional Coach once a week to share strategies and lessons. Meet monthly with other new educators to review school policies and procedures through the NESS program.
Dina Schlichte	Alana Lamberti	first year teacher	Meet with Instructional Coach once a week to share strategies and lessons. Meet monthly with other new educators to review school policies and procedures through the NESS program.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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)

SAI funds are used to reduce class size.

Violence Prevention Programs

Violence Prevention Programs are incorporated into daily activities in classrooms and throughout the school as part of the district's anti-bullying policy.

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

Hollywood Hills Elementary School students will have an opportunity to explore career options through participation in our annual Career Day event. Additionally, all fifth grade students will participate in the Junior Achievement curriculum, which is a 20-hour economic curriculum focused on career opportunities.

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.

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

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection.

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

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

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

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

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

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

Leadership team has scheduled meetings as needed. Topics of discussion center around the SIP, appropriate instructional groups, data analysis, CPS strategies, response to interventions (including Tier 1, 2, and 3 interventions) and articulation between grade levels. The entire team meets once a month for a full day, the facilitator/coordinator of these meetings is our ESE Specialist. She established the schedule and communicates with all participants including parents. The ESE specialist assigns a case manager to each student depending upon his/ her needs/goals/interventions.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data (Tier 1) and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and will require Tier 2 or 3 interventions. After plotting/graphing the data obtained through frequent progress monitoring, the team identifies students who are not "closing the gap" or meeting required grade-level benchmarks. The team discusses implementing Tier 2 strategies/interventions. A member of the leadership team assists and monitors the implementation and fidelity of the Tier 2 intervention. The team then meets again to discuss the student's progress after the intervention has been implemented for the required levels of frequency, duration, and intensity. The goal is to determine the student's response to the Tier 2 intervention. Frequency, duration, and intensity of the Tier 2 intervention(s) is/are then increased to reach Tier 3 levels if the student fails to progress adequately. If the student demonstrates resistance to the intervention(s), steps are then taken to determine if the student requires ESE services. This process is the last step of the RtI/CPS model.

Throughout the CPS process, the RtI Leadership Team collaborates with the Literacy Leadership Team in order to identify effective interventions at each of the 3 Tier levels. Specific research-based programs and strategies are discussed and shared with teachers when a student's progress is insufficient. The teams also discuss the fidelity of implementation to meet the Tier specifications.

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

The school-based RtI Leadership Team works collaboratively with the SAC team to assist in the development and implementation of the SIP. The teams will identify school-wide and/or grade-specific trends through the analysis of data. The data analyzed includes the following: FCAT scores, BAT and mini-BAT results, FAIR data, QBAT scores, SDRT scores, and Primary reading and math mid year and end-of-year data. After trends are identified, the teams will discuss the intervention plans used to target specific weaknesses. The intervention plans will include strategies and programs used at each of the 3 Tiers. Subsequent data will be obtained through progress monitoring and District testing in order to evaluate the effectiveness of the interventions being implemented.

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.

Academic data that is collected throughout the year is used to drive instruction. Data is used to diagnose, plan, and individualize instruction. All data drives school-wide curriculum and academic program decisions.

- Each student has a folder that holds his/her data (specific documents requested by administration). Those folders are collected at the end of each year and then redistributed to next year's teacher.
- Each student has a matriculation card that follows him/her from kindergarten to 5th grade. That card contains specific data which is added on from year to year and is used when making classes. It is then given to the classroom teacher at the beginning of the year.

- Administration and support staff meet with each teacher 2-3 times a year for formal data meetings. Teachers come to the meeting with specific data that is requested by administration (fluency, DAR levels, DRA scores, concepts of print, etc.).
- When BAT scores become available (September and December), administration meets with each intermediate teacher to discuss results and a plan of action.

Baseline data: FAIR, Florida Comprehensive Assessment Test (FCAT), SAT, DRA levels, DAR scores.

Progress Monitoring: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Broward Benchmark Assessments (BATs), DRA, mini-bats, ORF.

End of year: FAIR, FCAT, SDT, District created assessment for primary students, DRA levels, ORF.

Describe the plan to train staff on MTSS.

All new staff members will receive staff development on the Response to Intervention model pertaining to both academics and behavior. Support will be provided throughout the year as teacher and/or student needs develop. In addition, Guidance Counselor, ESE Specialist and Reading Coach will be available to guide teachers through the RtI process.

Describe the plan to support MTSS.

Administration and Support Staff members meet with teachers quarterly to review classroom data in order to closely monitor and support students receiving tiered instruction. In addition, students receiving Tier 2 or Tier 3 interventions are monitored by case managers assigned to each student through the Collaborative Problem Solving Process at our school. The intervention programs used to support Tier 2 and Tier 3 instruction are readily available to our teachers. These research-based intervention programs are purchased during the summer.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Vered Roberts
 Assistant Principal: Tamara Zaslow
 Reading Coach: Christina Murphy
 ESE Specialist: Aimee Dolan
 ELL Coordinator/Guidance Counselor: Cathryn Driver
 Grade level leaders: Alana Rapp, Shelley Scudder, Melodi Kometic, Laurie Kraus, Amanda Hicks, Katherine Lessard

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

During our monthly leadership team meeting, the Reading Coach will present updates and pertinent information from the State and District levels related to literacy and the ELA Common Core State Standards. Team leaders will discuss how to implement effective strategies that will result in increased achievement in reading and writing. Team leaders will then disseminate the information to their team members and monitor implementation of the strategies. Data will be collected by the teams to monitor student progress in literacy. As part of the LLT, team leaders will also serve as the facilitators of our bi-monthly professional learning communities. These PLCs will focus on the ELA CCSS.

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

The LLT's major initiatives this year will focus on increasing the learning gains in reading, specifically targeting the SWD, Economically Disadvantaged and Black AYP subgroups. Third grade SWD students will receive a 90-minute uninterrupted reading block and an additional 60-minute reading block in a VE setting with small-group, differentiated instruction. SWD students in grades 4 and 5 will receive additional intervention-based reading instruction to target their specific reading deficits in both the general education and VE settings. Intervention programs will be delivered through a push-in model during the 90-minute uninterrupted reading block, for students in the Economically Disadvantaged and Black subgroups. In addition, the LLT will role out a year-long professional development plan focusing on ELA CCSS.

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

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

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

n/a

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

n/a

Postsecondary Transition

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

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:		From 2002 until 2010, our school has shown a consistent and steady increase in students scoring a Level 3 or higher. Since 2002, the number of students meeting high standards increased by 18% (from 73% to 89%). Then, in 2011, our school decreased by two percent in this area and in 2012 we dropped another 13 percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (84 students)		34% (112 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers challenged with the task of implementing small group, differentiated instruction to fidelity.	Grades 1, 2, and 3 will implement a team teaching model to differentiate instruction and implement intervention programs while also implementing the CCSS in English-Language Arts.	Christina Murphy, Reading Coach	Quarterly data chats with administration to monitor progress	D.R.A., ORF data, District Benchmark Tests, Marzano observation data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 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
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a result of small group, differentiated instruction, students have been able to score at higher levels on the FCAT. At each grade level, gifted and high achieving students are homogeneously grouped to better suit their academic needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (167 students)	58% of (191 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to texts of a higher complexity including nonfiction and informational text.	Teachers will expose students to a minimum of 50% non-fiction reading materials/informational text such as Time for Kids, National Geographic, non-fiction narrative, recipes, newspapers, advertisements and website features.	Mrs. Vered Roberts, Principal	Marzano observations	District Benchmark Tests, Marzano observation data
2	Students are less engaged in reading as a result of teacher selected materials.	Teachers will group students more frequently based on interest. Inversely, teachers will decrease grouping students by ability and or skills.	Christina Murphy, Reading Resource Specialist and Tamara Zaslow, Assistant Principal	Marzano observations, data analysis/chats with intermediate teachers	Marzano observation data, BAT I and BAT II results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	The percentage of students making Learning Gains over the past eleven years has fluctuated; however, our expected
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Reading Goal #3a:	level of performance for 2012 was 80%. We met and exceeded that goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (161 students)	85% (169 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to address student needs by identifying and targeting benchmark weaknesses/trends using FCAT/BAT data.	Grades 3-5 teachers will disaggregate and analyze their students' 2012 FCAT and current BAT data. Teams will work together to analyze grade level test specs and then identify the greatest areas of weakness in each grade level.	Tamara Zaslow, Assistant Principal and Christina Murphy, Reading Resource Specialist	Data Chats/Reflective conversations with teachers after BAT scores become available.	2012 Reading FCAT scores and BAT I and II data
2	In grades 3-5, the current reading program does not address phonics and phonemic awareness skills.	Supplemental research-based reading intervention programs (such as Phonics for Reading and Rewards) will be implemented to address those students with weaknesses.	Vered Roberts, Principal Tamara Zaslow, Assistant Principal Christina Murphy, Reading Resource Specialist	Data Chats	-Formal/Informal Phonics and Phonemic Awareness Tests -Phonics for Reading/Rewards Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Over the past five years, extended learning opportunities have been offered to students scoring in the lowest quartile in reading. Our 2012 expected level of performance was 75% and we met and exceeded that goal by eight percent.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (42 students)	87% (44 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A limited time with lowest-performing students during the school day to provide additional skill-based instruction in reading.	Extra time and resources will be allocated for extended learning opportunities for struggling readers, such as before and after school FCAT camps.	Christina Murphy, Reading Coach	Review FAIR data after each Assessment Period	FAIR data from AP 1, 2, and 3

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 # By 2016-2017, our school will greatly reduce the achievement gap in reading. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	77%	79%	81%	84%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on 2012's current level of performance, our main focus will be to decrease the achievement gap of students in the Black subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 16% (25 students), Black 49% (21 students), Hispanic 28% (31 students), Asian 0% (0 students), American Indian (N/A)	White-10% (16 students), Black-35% (16 students), Hispanic-20% (23 students), Asian-maintain at 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	Time constraints during reading block result in limited time double-dosing struggling readers.	Paraprofessionals and Support Staff will provide remediation in specific reading skills during the reading block under the supervision of the classroom teacher.	Christina Murphy, Reading Specialist	Monthly data chats with teachers whose students receive remediation/double-dosing	oral reading fluency probes, mini-BATs, DRA, phonics assessments, FAIR data

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

5C. English Language Learners (ELL) not making	
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satisfactory progress in reading. Reading Goal #5C:	Our intermediate ELL population is extremely small. However, these students' progress will be closely monitored.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2 students)	0% (0 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Basic reading and vocabulary skills are deficient due to limited acquisition of English language.	Paraprofessionals and parent volunteers will provide tutorials utilizing the Reading Basics program provided by the ESOL department under the supervision of the classroom teacher.	Tamara Zaslow, AP; Cathryn Driver, Guidance Counselor and ESOL contact	Informal observations of lessons and data chats with teachers of ESOL students	CELLA test and skills tests used with Reading Basics program

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:	Students with disabilities receive math and/or reading instruction in a pull-out model, based on their IEPs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (23 students)	42% (18 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers struggle to meet the needs of our Students with Disabilities.	All teachers will implement the strategies learned from the differentiated instruction training received in 2012. Teachers will also collaborate bimonthly with ESE teachers in order to discuss the needs of the "shared" ESE student(s).	Stacy Appelblatt and Aimee Dolan, ESE teacher/ESE Specialist Christina Murphy, Reading Coach	Teachers will examine scores on a bimonthly basis and realign their instructional focus according to student progress.	Mini Benchmark Assessment Tests, Weekly Reading Tests
2	There is an increased number of ESE students receiving discipline referrals resulting in time away from classroom instruction.	Teachers will consult with the ESE Specialist and receive formal training on specific behavioral strategies that coincide with specific disabilities.	Aimee Dolan, ESE Specialist, Tamara Zaslow, Assistant Principal	1. The Assistant Principal and ESE Specialist will analyze discipline incident reports. 2. Classroom and ESE teachers will collaborate and monitor the progress of ESE students.	1. DWH Incident reports 2. Weekly reading 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	
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satisfactory progress in reading. Reading Goal #5E:		The number of students receiving free and reduced lunch has steadily increased over the past 11 years.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (42 students)		25% (32 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup who rely on bus transportation are unable to attend after-school and before-school extended learning opportunities (FCAT Tutorials).	School will provide additional remediation and reinforcement of reading skills utilizing push-in teachers during the reading block.	Christina Murphy, Reading Coach and Administration	Monthly data chats with Administration and Support Staff to determine the effectiveness of the push-in model	District mini-BATs in reading, Formative reading assessments; FAIR data

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
Small-group reading instruction based on Nell Duke's research	Grades K-5/Reading	Christina Murphy	School-wide	Planning Day, October 26, 2012	Marzano observations/walk-throughs	Vered Roberts, Principal; Christina Murphy, Reading Coach
Analysis and scaffolding of non-fiction texts of higher text complexity	Grades 3-5/Reading	Amanda Hicks and Katie Lessard, Team Leaders	Teachers in grades 3-5	Bi-monthly PLCs	Marzano observations/walk-throughs	Christina Murphy, Reading Coach; Vered Roberts, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Providing research based intervention programs to struggling readers	REWARDS, Phonics for Reading, Quick Reads, QAR	general budget	\$250.00
Utilizing more non-fiction materials	non-fiction magazines	PTA funds	\$1,000.00
			Subtotal: \$1,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,250.00

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:			In 2011-2012, our school had 56 ELL students who took the CELLA.		
2012 Current Percent of Students Proficient in listening/speaking:					
36% (20 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited time to express ideas orally and practice listening comprehension.	Teachers will assign specific performance tasks to ELL students that support the ELA CCSS for Speaking and Listening.	Christina Murphy, Reading Coach; Cathryn Driver, Guidance Counselor/ESOL contact	Administration will look over students portfolios; Data chats to review CELLA scores	Student portfolios of ELL students; CELLA scores

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:			In 2011-2012, our school had 56 ELL students who took the CELLA.		
2012 Current Percent of Students Proficient in reading:					
29% (16 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	ELL students need more exposure to leveled readers, specifically geared towards ELL students, that are provided by the reading basal program.	Teachers will include a small reading group of ELL students utilizing the leveled readers.	Christina Murphy, Reading Coach; Cathryn Driver, Guidance Counselor/ESOL Contact	Review of reading data with teachers of ELL students	Weekly reading tests; CELLA scores

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2011-2012, our school had 56 ELL students who took the CELLA.

2012 Current Percent of Students Proficient in writing:

36% (20 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the vocabulary skills due to limited exposure of Tier 1 and Tier 2 words.	1. Teachers will utilize the "Elements of Reading: Vocabulary" program that supports the acquisition of Tier 2 words, utilizing picture cards and repeated practice. 2. Teachers will utilize the Language Master with ELL students classified as A1-A2.	Christina Murphy, Reading Coach; Cathryn Driver, Guidance Counselor/ESOL contact	Review writing journals and monthly writing prompts to determine application of vocabulary words; Review weekly "Elements of Reading: Vocabulary" tests	Vocabulary tests; Writing prompts/journals

CELLA Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Over the last ten years, students meeting high standards in math has increased from 78% to 93% at a steady, consistent rate. Last year, however, only 77% of our students met high standards in math. One contributing factor may be the new "cut" scores established in 2012.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (86 students)	33% (109 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our Level 1 and 2 students in grades 4 and 5 have gaps in their math background knowledge and have not been exposed to the rigor of the new math standards since kindergarten.	1. We will take a grade level approach to differentiating instruction through small group learning. Specific teachers will address the needs of the lowest performing students. 2. Students will utilize an internet-based math program (First in Math) to reinforce concepts and increase automaticity with math concepts/skills. 3. Teachers in grades 3-5 will incorporate the 8 standards for mathematical practice from the CCSS.	Team Leaders	Marzano observations/walk-throughs; Data chats with Administration and Support Staff	Marzano data; Mini-BAT data from the District and the Go Math series

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	As a result of small group, differentiated instruction, students have been able to score at higher levels on the math FCAT. In grades 1-5, gifted and high achieving students are homogeneously grouped to better suit their academic needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (168 students)	58% (191 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infrequent use of pretests to assess what skills and concepts students have already mastered.	Implementing formative assessments before teaching new concepts, such as Go Math's "Show What You Know." Teachers will then use the data to guide instruction, offering enrichment and remediation as necessary.	Administration	Analysis of test data from the Go Math Series	Pre and post tests from Go Math Series

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The percentage of students making Learning Gains over the past ten years has fluctuated. More focus will be placed on
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Mathematics Goal #3a:	students failing to make Learning Gains in years past.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (146 students)	80% (160 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to address student needs by identifying and targeting math benchmark weaknesses/trends using FCAT/BAT data and the Go Math prerequisite test.	Grades 3-5 teachers will disaggregate and analyze their students' data from the Go Math prerequisite test by utilizing the data-driven decision making student record form from the Go Math series. Teachers will then form math groups based on weaknesses.	Christina Murphy, Reading Specialist; Vered Roberts, Principal	Data Chats/Reflective conversations with teachers after Nov. BAT scores and FCAT scores become available	BAT I and II; 2013 Math FCAT scores

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students making Learning Gains in math dropped drastically in 2012. One contributing factor is the new "cut" scores established in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (27 students)	66% (32 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Incorporating the newly adopted Math series with the Next Generation Sunshine State Standards in Math.	Teachers will meet by grade level to review the Instructional Focus Calendar in Math. Necessary changes to the IFC will be made in order to meet the needs of struggling math students, i.e. remediation and reteach of skills.	Team leaders on each grade level; Administration	Teachers will analyze and monitor the progress of struggling math students utilizing weekly math assessments from the Go Math series.	Formative Assessments (mini-BATs and chapter tests) from Go Math Series
2	The lowest quartile of students struggle with basic skills.	1. Peer tutors, tutors and parent volunteers will work with these struggling students on strengthening this deficit. 2. Teachers will assign computer-based tutorials using FOCUS and FCAT Explorer to struggling math students.	4th and 5th grade team leaders, Tamara Zaslow, Assistant Principal	Teachers will document results from basic skill exams for these specific students and monitor their progress.	Basic Skills Tests

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 # By 2016-2017, our school will greatly reduce the achievement gap in math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on 2012's current level of performance, our main focus will be to decrease the achievement gap in mathematics of students in the Black and Hispanic subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White-14% (22), Black-47% (20), Hispanic 28% (31), Asian-17% (2), American Indian-N/A	White-7% (11), Black-30% (13), Hispanic-18% (20), Asian-10% (2), 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 have gaps in knowledge and skills as a result of the transition from the Old SSS to the NGSSS-Big Ideas.	These students will utilize an on-line math tutorial, as part of the Go Math series and FOCUS computer program, to help with the remediation of math skills.	Vered Roberts-Principal and Tamara Zaslow-Assistant Principal, Christina Murphy, Reading Specialist.	Teachers will analyze the data from the on-line math assessments administered after each skill is remediated.	On-line 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our intermediate ELL population is extremely small. However, these students' progress will be closely monitored.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1 student)	0% (0 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited language acquisition skills related to mathematical vocabulary and concepts.	Teachers will utilize the Florida ESOL activity guide included within the Go Math Series with ELL students to support the math instruction. Students will then be assessed using the ESOL Assessment book provided by Go Math.	Heidi Fredricks-Math Contact; Christina Murphy, Reading Coach	Marzano observations/walk-throughs; data chats with Administration and Support Staff	Marzano observation data; ESOL 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with disabilities receive math and/or reading instruction in a pull-out model, based on their IEPs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (21 students)	35% (15 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers struggle to differentiate instruction to meet the needs of students with disabilities.	General education teachers will collaborate with ESE teachers and the ESE Specialist to reassess the needs of the SWD students in math and provide for remediation in both settings.	Aimee Dolan, ESE Specialist; Administration	Collaborative meetings with ESE personnel and general education teachers; Data Chats with Administration	District mini-BATs in math; Skill-based math assessments
2	Our SWD subgroup has limited exposure to Go Math and/or Big Ideas.	ESE teacher will increase the exposure to Go Math vocabulary and skills through small group and/or technology based lessons or centers.	ESE teacher and ESE Specialist	Mini Benchmark data, and collaborative meetings with ESE personnel and general education teachers; Data Chats with Administration	Mini Benchmarks, Big Idea Tests from Go Math series

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:	The number of students receiving free and reduced lunch has steadily increased over the past 11 years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (40 students)	25% (32 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The parents in this subgroup struggle with understanding math concepts which impedes their ability to help their child at home.	School will provide evening tutoring opportunities for parents and their children.	Christina Murphy, Reading Coach; Heidi Fredricks, Math Contact	We will analyze scores from the 2013 FCAT Test results, Chapter/ Big Idea tests and monitor the students' progress.	2013 FCAT Test results, Chapter/Big Idea tests.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
First in Math on-line math program	Grades K-5; Math	Katie Lessard and Debbie Covard	School-wide	2 faculty meetings in October	Monthly print-outs of student participation and achievement from First in Math	Vered Roberts, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize a computer-based program to increase math practice for reinforcement purposes.	First in Math on-line math program	PTA	\$5,000.00
			Subtotal: \$5,000.00
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: \$5,000.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			In the 2011-12 school year, 59% of students scored at a Level 3 or higher.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
37% (41 students)			50% (56 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers require more familiarity with the new FCAT Test Item Specifications for FCAT 2.0.	A training will be provided to review Science Test Specifications. Teachers will receive a hard copy of benchmarks specific to their grade level.	Dr. Laura Saef, Science Resource Teacher Christina Murphy, Reading Resource Teacher	Marzano observation data	Marzano observation/walkthroughs
2	The Science Fusion textbook requires materials that are not readily available at school.	All science resources/materials will be organized in the science lab and teachers will be able to request materials from the Science Resource Teacher.	Dr. Laura Saef, Science Resource Teacher Vered Roberts, Principal	Teacher feedback	Survey
3	Students are not retaining the science concepts taught in previous lessons. They also do not have a resource to refer back to when needed.	All students will be required to keep a science notebook/ journal to record previous experiments, notes, examples etc. They will use this journal for both class experiments and experiments conducted in the science lab.	Administration	Marzano observation data	Marzano observation/walkthroughs
4	Overall, the participation in Slimefest decreased this year.	1. Teachers will monitor when students take specific tests and allocate some class time for the program.	Classroom teachers and Team Leaders	Data chats	FCAT Explorer data and Marzano observation walkthrough.

	2. An incentive chart will be made to monitor students' progress throughout the program.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	We have had an increased amount of students scoring Levels 4 and 5 as a result of identifying "Golden Eggs," which is a method of identifying students who can potentially score at a higher science level. This is done by examining their previous year's FCAT math scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (24 students)	30% (33 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not consistently exposed to science texts of a higher complexity.	Students will use higher leveled texts as they relate to specific science standards in order to increase their depth of knowledge.	Dr. Laura Saef, Science Resource Teacher Administration	Marzano observation data	Marzano observation tool

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Test Specifications	All grade levels	Dr. Laura Saef	school-wide	During a faculty meeting	Marzano observations/walk-throughs	administration

Science Budget:

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

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:	Since 2001-2002, the percentage of students meeting high standards in writing has increased from 78% to 92%, as a result of the implementation of effective teaching strategies as they relate to narrative and expository writing and the 6 traits of writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (87 students)	97% (93 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter fourth grade with varying writing abilities and knowledge of vocabulary.	Students will be given formative writing prompts that will be assessed using a writing rubric. Students will then be grouped and instructed based on their needs.	Christina Murphy, Reading Coach	The Fourth Grade team will meet monthly with the Reading Coach to monitor the students' progress and determine whether their writing skills have improved.	Monthly Writing Samples
2	Due to the changes in the Florida Writes test, more emphasis will be placed on grammar, conventions and spelling.	All teachers will implement mini lessons focusing on conventions of sentence structure, mechanics, usage, punctuation, and spelling.	Christina Murphy, Reading Resource Specialist	Teachers will evaluate the effectiveness of mini lessons and provide remediation based on monthly writing prompts.	Monthly Writing Prompts
3	Students are not expected to write and reflect after reading literature or non-fictional texts on a regular basis.	Teachers will provide daily opportunities for students to reflect and think about text in an ELA journal through the implementation of the CCSS.	Christina Murphy, Reading Resource Specialist; Tamara Zaslow, Asst. Principal	Teachers will share excerpts from their students' ELA journals during bi-monthly PLCs with their teams.	ELA-CCSS performance tasks in student portfolios and in journals

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing 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
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No Data Submitted

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ELA CCSS/ Reading and Writing in ELA journals	Grades K-5	Team Leaders in K-5	School-wide	Bi-monthly meetings after school; 10 additional hours during Early Release and Planning days	Teachers will share students ELA journals with team members.	K-5 Team Leaders; Christina Murphy, Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The school's overall attendance rate is high. The school will work towards decreasing the number of students with excessive tardies.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
23 students	Reduce by 25% (17 students)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
154 students	Reduce by 25% (115 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communication with parents regarding the importance of school attendance and arriving on time.	Guidance Counselor and School Social Worker will meet with students and contact parents when patterns of non-attendance arise.	Vered Roberts, Principal; Terence McGarry, Social Worker	Administration and Support Staff review attendance data monthly	Attendance data on TERMS and the School Reports Menu
2	Parents lack of awareness of the total number of cumulative absences and/or tardies that their child possesses.	Teachers will notify parents through interims and conferences to let them know the impact that their child's absences and/or tardies have on his/her academic performance.	Maria Babich, BTIP Designee; Vered Roberts, Principal	BTIP committee will meet and review attendance data monthly.	Attendance data on TERMS and the School Reports Menu

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:	The number of referrals has decreased over the past 3 years. In 2007-2008, 108 referrals were written. Last year, the number of referrals to administration decreased to 75. The school implements a school-wide discipline plan and follows the Discipline Matrix created by the Broward County Public School System. The number of external suspensions and the number of alternative to external suspensions is zero. AES is an option made available to students instead of external suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
10 suspensions	6 suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6 students	3 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7 suspensions	3 suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5 students	2 students
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the knowledge of the repercussions/consequences of the infractions outlined in the Student Code of Conduct.	Teachers will show the district's Code of Conduct video. Teachers will highlight and discuss the suspendible infractions.	Tamara Zaslow, Assistant Principal	Evaluate the number of suspensions on a monthly basis	Discipline data, i.e. number of suspensions.
2	Teachers lack strategies and interventions to use when modifying behaviors of our ESE students.	All staff members will receive training on interventions/strategies to use with our ESE students.	Aimee Dolan, ESE specialist and Tamara Zaslow, Assistant Principal	Evaluate the number of referrals issued per teacher on a monthly basis, specifically the ESE students.	Discipline data, i.e. number of referrals.

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
Behavioral interventions and strategies for ESE students.	All grade levels	Aimee Dolan	school-wide	Planning Day- October 26, 2012	Monthly monitoring of referrals received by ESE students.	Tamara Zaslow and Aimee Dolan

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parents at Hollywood Hills Elementary have the opportunity to become involved in many aspects of the school. Parents may join the PTA, attend functions such as Open House, Meet-the-Teacher Day, and a variety of other educational programs or events in which their children may participate (plays, tournaments, etc.)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
62% of the parents participated in Open House	75% of parents will participate in Open House.

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	Utilizing a variety of methods to communicate evening functions with parents in a timely manner and provide a thorough description of the event and its purpose.	1. Evening functions will be communicated utilizing parent link phone calls, the marquee, flyers, monthly newsletters, and the school's website. 2. Teachers will utilize additional methods of communication with their students such as writing reminders in agendas, on wristbands etc. and will elaborate and encourage students to attend. 3. Parent volunteers will provide flyers at parent drop-off and pick-up advertising PTA events.	Vered Roberts, Principal	Administration will calculate and monitor the percentage of parents attending evening functions	Sign-in sheets
2	Motivating both parents and students to attend after school functions.	Teachers can provide incentives to students who attend after school events such as homework passes etc.	Vered Roberts, Principal	Administration will calculate and monitor the percentage of parents attending evening functions.	Sign-in sheets
3	Parents have a difficult time attending more than one school function per week.	More than one after school function will not be scheduled per week.	Vered Roberts, Principal	Administration will calculate and monitor the percentage of parents attending evening functions.	Sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Providing research based intervention programs to struggling readers	REWARDS, Phonics for Reading, Quick Reads, QAR	general budget	\$250.00
Reading	Utilizing more non-fiction materials	non-fiction magazines	PTA funds	\$1,000.00
				Subtotal: \$1,250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teachers will utilize a computer-based program to increase math practice for reinforcement purposes.	First in Math on-line math program	PTA	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/11/2012)

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.

Describe projected use of SAC funds	Amount

No data submitted

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

Review of student achievement data
Review of school objectives and action steps
Determine parent training components
Monitoring of strategies/action steps outlined in the SIP
Aligning action steps based upon student needs

Describe the projected use of SAC funds:

1. Teacher salaries for FCAT tutorial camp- \$4,000

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District HOLLYWOOD HILLS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	93%	94%	78%	354	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	72%	78%			150	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?	63% (YES)	74% (YES)			137	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					641	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD HILLS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	95%	86%	364	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	76%	78%			154	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	74% (YES)			143	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					661	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested