

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: DEERFIELD PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Jocelyn Reid

SAC Chair: Sara Consler & Janiece Davis

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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	Jocelyn Reid	BS Elementary Education MS Educational Leadership	1	5	Assistant Principal at Sunshine Elementary 2008 - 2012 2011-2012 School Grade : C Reading Mastery: 54% Math Mastery: 54% Science Mastery: 35 % Writing Mastery: 81% Struggling Students (Lowest 25%) 67% 2010-2011 School Grade : B Reading Mastery: 73% Learning Gains: 68% Struggling Students (Lowest 25%) 55% Math Mastery: 71% Learning Gains: 53% Struggling Students (Lowest 25%) 48% Science Mastery: 51% Writing Mastery: 87% AYP: Sunshine Elementary did not make AYP for the 2010-2011 school year.

		EDS Educational Leadership			<p>2009 -2010 School Grade: B Reading :Mastery: 69% Learning Gains: 60% Struggling Students (Lowest 25%) 45% Math: Mastery: 70% Learning Gains: 61 % Struggling Students (Lowest 25%) 65% Science Mastery: 43% Writing Mastery: 90%. AYP: Black and Economically Disadvantaged students did not meet reading and math standards.</p> <p>2008-09 School Grade: A Reading :Mastery: 76% Learning Gains: 68% Struggling Students (Lowest 25%) 55% Math: Mastery: 77% Learning Gains: 68 % Struggling Students (Lowest 25%) 63% Science Mastery: 56% Writing Mastery: 89%. AYP: met 100% of standards</p>
Assis Principal	Donna Rucker	<p>BFA Studio Art</p> <p>MS Educational Leadership</p> <p>ESOL</p> <p>Art K-12</p> <p>Elementary Education</p> <p>Educational Leadership</p>	7	7	<p>2011-2012 Grade: D Reading Mastery: 37% Math Mastery: 40% Writing Mastery: 83% Science Mastery: 23% AYP: NA% of criteria satisfied</p> <p>2010-2011 Grade: D Reading Mastery: %50 Math Mastery: 61% Writing Mastery: 83% Science Mastery: 37% AYP: 95% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Reading</p> <p>2009-2010 Grade: C Reading Mastery: 51% Math Mastery: 59% Writing Mastery: 91% Science Mastery: 23% AYP: 85% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Math</p> <p>2008-2009 Grade: B Reading Mastery: 57% Math Mastery: 64% Writing Mastery: 93% Science Mastery: 32% AYP: 87% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Math</p>

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)
					<p>2011-2012 Grade: D Reading Mastery: 37% Math Mastery: 40% Writing Mastery: 83% Science Mastery: 23% AYP: NA% of criteria satisfied</p> <p>2010-2011</p>

Reading	Erika McKeever	BS Elementary Education MS Education Leadership ESOL Endorsement Reading Endorsement	8	3	Grade: D Reading Mastery: %50 Math Mastery: 61% Writing Mastery: 83% Science Mastery: 37% AYP: 95% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Reading 2009-2010 Grade: C Reading Mastery: 51% Math Mastery: 59% Writing Mastery: 91% Science Mastery: 23% AYP: 85% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Math
Mathematics	Kassandra Burton	BS Elementary Education MS Reading K-6 NBCT ESOL/Gifted Endorsement	1	3	Dillard Elementary 2011- 2012 Grade: C Reading Mastery: 28% Math Mastery : 32% Science Mastery: 21% Writing Mastery : 81% Dillard Elementary 2010- 2011 Grade: B Reading Mastery: 53% Math Mastery : 60% Science Mastery: 43% Writing Mastery : 100% AYP: Met Dillard Elementary 2009- 2010 Grade: F Reading Mastery: 43% Math Mastery : 55% Science Mastery: 27% Writing Mastery : 87% AYP: Black, ED did not make AYP.
Science	Tawanna Allen	BS Elementary Education/ESE MS Behavior Disorders NBCT	6	1	2011-2012 Grade: D Reading Mastery: 37% Math Mastery: 40% Writing Mastery: 83% Science Mastery: 23% AYP: NA% of criteria satisfied 2010-2011 Grade: D Reading Mastery: %50 Math Mastery: 61% Writing Mastery: 83% Science Mastery: 37% AYP: 95% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Reading 2009-2010 Grade: C Reading Mastery: 51% Math Mastery: 59% Writing Mastery: 91% Science Mastery: 23% AYP: 85% of criteria satisfied Black, Economically Disadvantaged did not make AYP in Reading Black students did not make AYP in Math

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)
Recruitment/Retention of Highly Qualified Teachers: At Deerfield Park Elementary, the administration, as well as the Leadership Team work collaboratively in these efforts: • All new teachers at Deerfield Park Elementary complete an			

1	<p>induction program, the Educator Support Program. The ESP takes one year to complete and is a school-site program. Each new teacher is provided a support team consisting of the ESP school contact and a qualified mentor. Ideally, the mentor teaches the same grade or subject as the new teacher.</p> <ul style="list-style-type: none"> • Staff development • Deerfield Park Elementary's Administration provides opportunities and resources for counseling and support in the areas of teaching challenges and strategies for success • One ESP resource teachers provides, at the request of the principal, monthly meetings for PreK-5 teachers, where PreK-5 literacy tips are shared. The meetings are held from August-May and the ESP program is generally completed one year after induction. <p>All of these efforts should help Deerfield Park Elementary recruit and retain highly qualified teachers in all areas.</p>	Mrs. Reid	May 2013	
2	<p>All new teachers will participate in the New Educator's Support System (NESS).</p> <p>The NESS Liason will conduct monthly meetings for new teachers and include high quality, highly qualified teachers to partner with and mentor less experienced teachers.</p>	Simon Kent	May 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
N/A	N/a

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
44	0.0%(0)	11.4%(5)	65.9%(29)	22.7%(10)	43.2%(19)	97.7%(43)	13.6%(6)	18.2%(8)	61.4%(27)

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
		Ms. Ford is	<p>The Mentor and Mentee will collaborate during weekly Team Meetings to discuss best practices and share data.</p> <p>Staff Development opportunities will take place on campus and off campus. Topics will include the Treasures Reading Series, Go Math, Small Group Instruction, Science Series (Florida Science Fusion) and</p>

Dana Edinburg	Ms. Ford	new to the Kindergarten Team and Ms. Edinburg is the Kindergarten Team Leader	<p>Common Core Standards for Kindergarten.</p> <p>Data chats will be conducted to identify students in need of enrichment and remedial support.</p> <p>Mentee will model reading, math, writing and science strategies (when applicable). As well as the implementation of the instructional focus Calendars.</p> <p>Model usage of Kindergarten pacing charts.</p>
Edith Brown	Antoinete Raya	Ms. Raya is on the First Grade Team and Ms. Brown is a leader on the First Grade Team Leader	<p>Modeling first grade lesson planning. Conduct data chats and demonstrate identifying students who need enrichment and remedial support.</p> <p>Continued Orientation to the new Reading (Treasures), Math (GO Math) and Science Series, and the delivery of each content area.</p> <p>The Mentor will model reading, math and science standards (as needed). As well as model the implementation of the instructional focus in daily lessons.</p>
Nakisha Flowers	Clarice Murray	Mr. Murray is new to Deerfield Park's Fifth Grade Team, and Ms. Flowers is the Fifth Grade Team Leader	<p>The Mentor will conduct data chats and assist in identifying students who need enrichment and remedial support in various academic areas.</p> <p>The Mentor will model appropriate strategies/lessons in reading, math, technology and science (as needed).</p> <p>Assistance with transitioning to Go Math for fifth grade and test spec items and standards will take place.</p> <p>Model the implementation of the instructional focus in daily lessons. Orientation to Broward Enterprise Education Portal (BEEP).</p> <p>Model usage of pacing charts and Broward County instructional focus calendars, NGSSS standards and benchmarks, and Common Core Standards.</p>
Jennifer Del Sol	Benisa Forte	Ms. Forte is a first year teacher at Deerfield Park and is a recent addition to the Related Arts and Performing Arts Magnet program, and MS. Del Sol is the Performing and Related Arts Team	<p>Orientation to the magnet program, dance major and minor classes, dance production, performance, competition and the magnet showcase. Introduction to student production of shows and high quality presentations.</p> <p>Demonstrate creative scheduling and transitioning between intermediate grade levels.</p>

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Title I funds are used to provide supplementary instruction to raise the achievement of struggling students in reading, writing and math. Title I funds are used to provide staff development, and to improve delivery of instruction to increase student success. Our focus is also on parent involvement in order to increase family participation and family literacy. Funds are used for extended learning opportunities, to purchase food, supplies/materials and to provide stipends for teachers presenters.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and various academic standards training. Summer Leadership and curriculum workshops in the areas of Reading, Writing, Math and Science are supported with Title I.

Title III

The ESOL Coordinator and Guidance Counselor collaboratively coordinates our ELL program. Together they secure materials and services from the District's Multicultural department for English Language Learners. All ELL students receive reading and developmental language arts instruction by a ESOL certified teacher

Title X- Homeless

Teachers and staff members help to identify and refer homeless students to the Homeless Education Program offered by the district. A School Social Worker is assigned to Deerfield Park Elementary School to coordinates and provide resources such as school supplies, clothing, food vouchers, health care, supplemental academic and counseling services as well as referrals for additional social services to students identified as homeless.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are used to provide an education for our struggling students and free and reduced lunch students. These funds are used for our Saturday Academy and before and after school tutoring programs.

Violence Prevention Programs

Red Ribbon Week, a drug resistant campaign, is conducted school-wide.

The Drug Abuse Resistance Education (DARE) is provided by Broward Sheriff Office (BSO) and delivered to the fifth grade students and teachers to educate against and prevent drug abuse.

Deerfield Park Elementary implements the County Student Code of Conduct and follows the District Discipline Matrix. Our School enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, guest speakers, student assemblies and our BSO school resource officer. Anti-Bullying and Diversity education are also integrated during special classes and in counseling sessions by our guidance counselor to prevent violence and develop a positive relationship amongst students throughout all grade levels.

Anti-Bullying presentations are also given to all students by the North Area Special Investigative Unit Specialist to educate and promote anti-bullying throughout the Deerfield community.

The Assistant Principal, monitors and train the staff and students in anti-bullying. The administrative staff and leadership team

enforces the district anti-bullying policy 5.9 and the state Anti-Bullying law to ensure and promote security and safety in the education environment.

Community Speakers are invited to present programs such as Stranger Danger and 911 to our students during Career Day and throughout the school year in order to promote safety at school, in the home and the community.

The guidance counselor is working with the district's Office of Prevention Programs (OPP) to promote, support and implement prevention education to our students and training to our teachers, health and wellness, substance abuse prevention, violence prevention, and substance abuse.

Instructional strategies in Character Education is used throughout the school to promote positive behavior and positive relationships. One of the character education traits(respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation) are integrated into the Pre K-5 curriculum monthly, and incentives are used to promote positive behavior and enhance the health and well-being of the students . (F.S. 1003.42(2)(s))

Additional instructional strategies are delivered through training(s) and modeling by the guidance counselor and the Prevention Committee in order to educate the students in prevention education. The teachers participate in C.H.A.M.P.S. Classroom Management training as needed.

Nutrition Programs

Deerfield Park is committed to a nutritional program, which is a wellness initiative designed to encourage better nutrition and increase physical activity. Through the districts Food & Nutrition Services program healthy meals are provided to all students. Free and Reduced Lunch Program is offered to eligible students to assure healthy meals are consumed by all students.

Deerfield Park is a part of the Universal Breakfast Program. This means all of our students will receive breakfast at no cost. Deerfield Park is also participating in the Fresh Fruit and Vegetable Program. This program is an extension of our Health and Wellness Program, which aims to increase our children's consumption of fruits and vegetables. Children are given an additional fresh fruit and vegetable each week for snack. The physical education teacher infused health and wellness and the importance of exercise into his curriculum.

Housing Programs

N/A

Head Start

Two teachers are funded through Title I funding to educate 4 year old students in the surrounding communities. The early childhood expertise of these teachers has assisted with providing a solid foundation with the use of the OWL (Opening the World of Learning) curriculum and the Creative Curriculum Framework so that students transition easily into the Kindergarten Program.

To ensure school readiness at Deerfield Park Elementary, the Head Start Program has implemented a new literacy, math and science curricula. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. And end-of-the-year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers and Head Start students' progress in the program. The Head Start Program ensures a smooth transition to Kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program.

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.

Jocelyn Reid-Principal
Donna Rucker-Assistant Principal
Gail Gauthier-ESE Specialist
Sylvia Brown-ESE Resource Teacher
Tawanna Allen-Science Coach/ESOL Coordinator
Erika McKeever-Reading Coach
Kassandra Burton- Math Coach
Ernestine Mays-Mitchell-Guidance Counselor/ Testing Coordinator
Linda Leeds-Speech Language Pathologist
Teachers
School Social Worker
Ann Rosen, School Psychologist

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

The RtI Leadership Team meets bimonthly for case establishment, case review, case management, case analysis, data chats and data analysis. ESE Specialist serves as container of records, tracking system and meeting facilitator. The ESE Specialist facilitates each meeting and presents each case study along with all necessary reports and data for review or possible institution. The Case manager presents the status of the case along with findings and collected data. The School Psychologist, School Social Worker, School Speech Language Pathologist and Guidance Counselor and other participants presents additional documents, data and findings. Based on the academic and/or behavioral information the team conducts decision-making processes addressing a tiered approach for the most appropriate instruction, including interventions, that will help a student learn and/or the best behavioral interventions to apply to modify a student's behavior to help him/her learn. Results of efforts are documented and all data is analyzed and disaggregated in order to identify students' weaknesses and strengths and to ensure appropriate tiered interventions are being employed. Our process is intended to result in better learning opportunities (academic and behavioral) and higher achievement for all students.

The RtI Leadership Team meets in conjunction the Collaborative Problem Solving Team serving as the essential infrastructure for RtI. The Collaborative Problem Solving Team is the receptacle for academic and/or behavioral concerns about general education students. The Collaborative Problem Solving Team plans, implements, progress monitors and evaluates interventions. The Collaborative Problem Solving Team determines the appropriate tiered intervention that are put in place by the RtI Leadership Team.

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 role of the school-based RtI Leadership Team is to assist the SAC Chairperson with identifying goals and objectives that help to support struggling students and students with special needs. This Leadership Team also assists with the monitoring and implementation of the interventions.

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.

The School Board of Broward County has a data warehouse which assisted with the collection of all data in various types of reports. These reports are generated and the data is disaggregated and used to implement the interventions to meet students' individual needs. In addition school reports such as attendance, discipline and interim/conference, and teacher anecdotes are also used.

ESE Specialist serves as container of records. Tier 1 data is routinely inspected in core curriculum areas (reading writing, math, science) and behavior. Tier 1 data consist of FAIR data, Mini Benchmark Assessment, Broward Assessment Tests((BATs) in each content area. Data are used by the Collaborative Problem Solving Team to make decisions about modifications needed to each referred students for consideration for interventions (core curriculum and behavioral). These data are used to screen at-risk students who are considered for Tier 2 or Tier 3. This data includes but is not exclusive to progress monitoring charts, intervention tracking, anecdotes, Intervention data, Destination Math and Reading reports, journals and unit, chapter, mid-year, bi-weekly assessments. The data sources for Tier 2 or Tier 3 are the intervention records and progress monitoring graphs generated for each individual students.

Reading: All students in grades K-5 are administered the FAIR Quarterly and the Broward Assessment Test (BAT) in Reading during September and November. Data provided from these tests drives the school-based instructional focus calendars and serves as a baseline and predictor for student success on the FCAT. Ongoing student progress monitoring is implemented through the use of bi-monthly Broward County Mini Assessments in Reading for students in grades 1-5. Results will be used

to assist in meeting individual student needs by benchmark and standards. Students identified as Tier 2 receives small group instruction utilizing the Macmillan McGraw-Hill Treasure Comprehensive Core Reading Program (CCRP) and Macmillan McGraw-Hill Triumphs Comprehensive Intervention Reading Program (CIRP) in Grade K-5. End of story and unit chapter tests are given for the core reading series in grades K-5. Monthly Diagnostic reports will be generated and analyzed for progressing and success in comprehension in Accelerated Reader by class. FAIR Data Analysis Assessments will be conducted three times per year for grades K-5. Students will receive intervention instruction via technology using iStation, Destination Reading and CompassLearning Odyssey to hone skills and strategies. Teachers and administrators will monitor students' technology reports in reading to ensure progression is being made and the intervention is appropriate. Teachers will utilize data charts for ongoing progress monitoring. Administration and the support staff will monitor teaching and learning by conducting classroom observations using the Marzano Observation and Feedback Protocol, Broward County Essential Teacher Tools/Look-Fors. In addition, administration will conduct monthly data chats with teachers regarding student achievement data, and six week RtI data chats and data review regarding student progression toward proficiency. Tier 3 students will participate in small group lessons utilizing Macmillan McGraw-Hill Triumphs Comprehensive Intervention Reading Program (CIRP) and iStation technology intervention. Results from BATs will be disaggregated to monitor each students individual need. Broward Mini Assessments will be administered bi-weekly. End of the story tests and unit chapter tests will be conducted as per the school based instructional focus calendar. Weekly data chats will be conducted between teacher and students, and monthly data chats will be conducted between teachers and administration and support staff members in order to monitor progress on students' targeted deficiency. RtI focus meetings will take place during six week intervals in order to address the progression of the implementation of the intervention for each identified student. The data sources for Tier 2 and Tier 3 will be the Intervention records and progress monitoring graphs generated for individual students.

Math: All students in grades 3-5 are administered the Broward Assessment Test (BAT) in Math during September and November. For progress monitoring the end of the chapter test, Broward Mini Assessments in math, GO Math Beginning-of-the-Year Test, GO Math Middle-of-Year Test GO Math End-of-the Year Test, Benchmark Mini Assessments, BIG Idea Assessments and On Core Assessments will be administered. Students in grades 3-5 will utilize Think Central and CompassLearning Odyssey. FCAT Explorer Math will also be used in grade 5 as the technology integration component. Tier 2 students receives the Go Math Florida Strategic Intervention program based on the student individual needs. Destination (Riverdeep) Math will be used to address individual needs via technology. Tier 3 receives the GO Math Florida Intervention (Strategic and/or Intensive) program, Soar to Success: Math and Go Math Academic Vocabulary System (Grades K-5). Math journals are used to assist and support the student with content vocabulary. The First In Math program will also be used to reinforce needed skills. Data chats will be held weekly between teacher and student, and bi-weekly between teacher and administrators. RtI focus meetings will take place during six week intervals in order to address the progression of the implementation of the intervention for each identified student. The data sources for Tier 2 and Tier 3 will be the Intervention records and progress monitoring graphs generated for individual students.

Science: BAT 1 and BAT 2 in Science are administered to all fifth grade students in September and November. Broward Mini Assessments in Science, Florida ScienceFusion Unit Benchmark Tests, Florida ScienceFusion Performance Assessments and Florida ScienceFusion Benchmark Practice Tests will be administered and monitored weekly and/or monthly to monitor student progress. FCAT Explorer Science will be used weekly. FCAT Explorer Science reports will be review weekly and monitored by support staff members bi-weekly. Science data charts will be used for ongoing progress monitoring. The data sources for Tier 2 will include BAT data, Mini BAT results to guide, diagnose and assist targeting areas of needed remediation. Portfolio review, ScienceFusion Self Assessments and ScienceFusion Checklists will also be used to assess and monitor students. Tier 3 data source will include ScienceFusion Media Gallery, Florida ScienceFusion Unit Quizzes, ScienceFusion Vocabulary Flip Charts, Science Portfolio and science journals. RtI focus meetings will take place during six week intervals in order to address the progression of the implementation of the intervention for each identified student. Progress monitoring graphs will be generated for individual students reflecting the progression of science interventions.

Writing: The Writing component of the Macmillan McGraw-Hill Treasures Comprehensive Reading Program is being used in grades K-5. Students in grades K-5 participate in school-wide monthly writing prompts. All 4th grade students are administered a writing prompt on Friday's with a focus on the six traits (individually) and the four elements of an essay-Focus, Organization, Support, Convention. Broward Enterprise Education Portal (BEEP) Lesson Plans are used. Student success data is entered into a school data base and reviewed at Data Chats and conferences between teachers and administrators. Identified Tier 2 students will receive interventions which address elaboration strategies, organization strategies, figurative language and support. Tier 3 interventions will include strategies for Focus, Organization, Support and Convention strategies. Sentence building and structure, writing grabbers, narrative and expository clues and takeaway endings. RtI focus meetings will take place during six week intervals in order to address the progression of the implementation of the intervention for each identified student. The Florida Writes Rubric is used to analyze writing prompts for each Tier. The data sources for Tier 2 and Tier 3 will also include specific writing element intervention records, writing portfolios and and progress monitoring graphs generated for individual students. A school based management system is maintained to monitor all writing prompt results. These results are reviewed bi-weekly by administrators.

BEHAVIOR: In-School Discipline log are maintained to closely monitor infractions and consequences monthly. Review of Classroom Behavior Plans and monitor teacher implementation. Student behavior referrals are analyzed and research based interventions are implemented. District Discipline matrix directs the consequences for inappropriate behavior. Tier 2 students are individually counseled and positive behavioral strategies and prevention are instated. Group counseling with the guidance counselor is offered. Behavior observation data is collected and analyzed. Tier 3 students participates in individual counseling with the guidance counselor is offered. a Functional Behavioral Assessment is conducted and interventions are

implemented. Social-emotional curriculum is used. These students receive services from school resource officer and outside counseling agents are also offer behavior modification strategies The Discipline Management System and the Behavioral & Academic Student Information System (BASIS) is the data management system used to identify at-risk students and to monitor student academic and behavioral data and progress.

Describe the plan to train staff on MTSS.

The staff will be trained and retrained as needed on RtI by RED and through learning communities and mentoring throughout the school year. This training is conducted by our State and District Support Team with additional support from the Reading, Math and Science Coaches, who will be trained by the District.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jocelyn Reid-Principal
Donna Rucker-Assistant Principal
Erika McKeever-Reading
Math and Science Coach
Gail Gauthier-ESE Specialist
Tawanna Allen-ESE Facilitator/Resource Teacher/ESOL Facilitator
Linda-Leeds-Speech Language Pathologist
Mays-Mitchell-Guidance/Testing Coordinator
Collen Clarke-Media Specialist
Nakisha Flowers, 5th Grade Teacher
Jean Gordan-Gates, 4th Grade Teacher
Estela Huipio, 3rd Grade Teacher
Janiece Davis, 2nd Grade Teacher
Edith Brown, 1st Grade Teacher
Roselinde Desamour, Kindergarten Teacher

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

The school-based Literacy Leadership Team will meet to analyze reading data, establish goals to improve the reading performance of students, and to promote reading initiatives to improve student achievement. The team will collaborate at least once a month.

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

The major initiative of the Literacy Leadership Team is to implement strategies to improve reading, and vocabulary in all content areas school-wide. In addition we will continue to implement the Weekly Reader and Times for Kids programs, and strive to increase the school-wide utilization of the Accelerated Reader program, iStation, Compass Learning Odyssey and school-wide writing prompts assessments.

The Literacy Leadership Team will assist with the development of demonstration classrooms in order to model instructional effectiveness and to model the implementation of effective strategies with fidelity. The Literacy Leadership Team will use the data to determine and analyze the effectiveness of instruction, and to adjust and redesign instruction and necessary resources to meet the needs of all students. The Literacy Leadership Team will institute a monitoring and support component for the implementation with fidelity of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies. The Literacy Leadership Team will use and align data to develop Study Groups and institute Professional Learning Communities to meet student and teacher learning.

*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.

The Reading Coach coordinates a Kindergarten Roundup (orientation) to help parents transition their children from preschool to elementary school. This forum is for the teachers to assess the students in order to construct equitable classrooms by gender, knowledge and class size. The teachers also use this opportunity to meet and greet the parents and give instructions on the necessities and expectations in kindergarten.

The Reading Coach coordinates and assist with administering the ECHOES, FLKR and FAIR assessments, during the first week of school in order to collect baseline data and to modify the instructional focus calendar timeline if necessary. The Reading and Academic Coach coordinates times, location and schedules for administering these assessments.

Transitioning students into Kindergarten from Head Start at Deerfield Park Elementary is vital to our learning community. To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in Deerfield Park Elementary's HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten Roundup at Deerfield Park Elementary.

*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:	Reading proficiency is vital for students to achieve academic success. A student being proficient in reading has a major impact in all content areas. The goal of Deerfield Park Elementary is to increase the number of students achieving proficiency (Level 3) on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 23% (58) students scored at Level 3 on the 2012 FCAT 2.0 Reading Assessment.	In Grades 3-5 28% (70) students will score at Level 3 on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student deficiency in reading comprehension including understanding complex text	<p>Incorporate graphic organizers and read alouds to increase comprehension.</p> <p>Provide students with comprehension questions that require literal, interpretive, and analytical thinking skills.</p> <p>Implement reading instructional focus calendars, which are aligned with District IFCs.</p> <p>Implement Common Core Standards</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Erika McKeever, Reading Coach</p>	<p>CWTs focusing on instructional strategies and instructional practices</p> <p>Data Chats with teachers and students</p> <p>Focus on Marzano Instructional Strategies: DQ1: Communicating Learning Goals and Feedback</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Analyzing data from various assessments including: BAT I & BAT II Classroom Assessments/Unit Tests, and Mini-Assessments</p> <p>Data from CWT Records/Teacher observation (Marzano Observation Tool)</p> <p>Dimensions of Text Complexity Chart</p>
2	Full implementation of the Treasures reading program. Teachers are in self-contained instructional environment across the grade levels.	<p>Utilize mini-benchmarks to target reading standards across all grade levels. Literacy will be integrated into content areas</p> <p>Students will be exposed to instruction via interactive technology.</p> <p>Ensure teacher collaboration during</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Erika McKeever, Reading Coach</p> <p>Literacy Leadership Team</p>	<p>Teacher Assessments focused on comprehension and vocabulary skills</p> <p>Ongoing progress monitoring to ensure mastery of standards,</p> <p>Data Chats with students and teachers</p> <p>CWTs focusing on</p>	<p>Analyzing Data from the Unit Tests and Weekly Assessments in the Treasure Reading Series.</p> <p>Data Chat Feedback</p> <p>Marzano Observation and</p>

	Common Planning Time and Lesson Study. Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.	instructional strategies and instructional practices Focus on Marzano Instructional Strategies: DQ3: Helping Students Practice and Deepen New Knowledge DQ5: Engaging Students	Feedback Protocol
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Reading proficiency is vital for students to achieve academic success. A student being proficient in reading has a major impact in all content areas. The goal of Deerfield Park Elementary is to increase the number of students achieving proficiency (Levels 4&5) on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 13% (33) of the students achieved above proficiency (Level 4&5) on the 2012 FCAT in reading FCAT 2.0.	In Grades 3-5 18% (45) of the students will achieve above proficiency (Levels 4&5) on the 2013 FCAT 2.0 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					
	Student need an increased motivation and interest in increasing reading ability of complex text	Implement school-wide reading challenge in order to identify student reading interest and to promote students' reading of different genre.	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Erika McKeever, Reading Coach Media Specialist	Monthly monitoring of Accelerated Reading data AR and BAT Data Chats (Administrators with teachers, teacher with students)	Accelerated Reader report Teacher Assessments BAT: Mini Assessments (Bi-weekly)

2		Establish classroom libraries to encourage reading for pleasure and high complexity text Common Core Standards with a focus the use of Complexity of Text		Bi-weekly monitoring of Benchmark Mini assessments and reading reports CWT-Focus on Engagement Text Complexity DQ5: Engaging Students	Reading Interest Level report Dimensions of Text Complexity Chart Marzano Observation and Feedback Protocol
3	Limited use of technology to enhance the reading curriculum and provide enrichment opportunities for students.	Technology based programs such as The Accelerated Reader (AR) Program, Compass Learning, and FCAT Explorer will be utilized on Daily basis to enrich the reading curriculum. Ensure teacher collaboration during Common Planning Time and Lesson Study. Utilize Instructional Coaches to implement the Coaching Cycle (as needed)to assist teachers.	Literacy Team Classroom Teachers	Classroom Walkthrough (CWT) Review of Lesson Plans	Data Reports from AR, Compass Learning and FCAT Explorer

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading proficiency is vital for students to achieve academic success. A student being proficient in reading has a major impact in all content areas. The goal of Deerfield Park Elementary is to increase the number of students making Learning Gains on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 58% (95) of students made Learning Gains on	In Grades 3-5 63% (103) of students made Learning Gains on

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	Strategies to assist teachers with Differentiated Instruction	<p>Teachers will establish a maximum of three reading groups, which includes one intervention group for small group and differentiated instruction</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p> <p>Students' reading achievement levels will be considered in configurations of reading groups</p> <p>Centers will be created to meet the individual needs of students</p> <p>Utilize Read Aloud, Shared Reading, Independent Reading, and Guided Comprehension to develop individual reading skills in the six areas of reading</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Erika McKeever, Reading Coach</p> <p>Literacy Leadership Team</p>	<p>Data Chats with students and teachers</p> <p>CWTs focusing on instructional strategies, instructional practices and the learner</p> <p>Center Activities</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Analyze data from Reading Assessment, FAIR, and Ongoing Center Activities.</p> <p>BAT: Mini Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
2	Indepth Monitoring of students' progress in reading	<p>The Florida Continuous Improvement Model (FCIM) will be implemented school-wide to monitor and analyze data, focus instruction and monitor progress</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p> <p>FAIR will be implemented to closely monitor student developmental skills and students progress in reading</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal</p>	<p>CWTs,</p> <p>Data monitoring,</p> <p>Analysis of FAIR data</p> <p>Data analysis,</p> <p>Disaggregation of data to determine intervention,</p> <p>Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)</p> <p>Quarterly Monitoring</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>FAIR</p> <p>Basal (Macmillan/McGraw-Hill Treasures/Triumphs)-FCAT Weekly Assessment</p> <p>Basal (Macmillan/McGraw-Hill Treasures/Triumphs)-FCAT Benchmark Assessment</p> <p>Marzano Observation and Feedback Protocol</p>
	Additional reading resources needed to supplement the standard reading program	Students performing in the lowest 30th percentile will be double dosed by their classroom	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker,</p>	Review student performance data on Mini Benchmark assessments,	<p>BAT: Mini Assessment data,</p> <p>BATs</p>

3		<p>teacher and/or provided push in and/or pull out services by Academic Coach, Reading Coach, ESE Facilitator and ESE Specialist</p> <p>Supplemental materials, Discovery Education United Streaming videos and Macmillan McGraw-Hill Triumphs Comprehensive Intervention Reading Program (CIRP) in Grade K-5, will be used to continue maximize student engagement.</p>	<p>Assistant Principal, Erika McKeever, Reading Coach, Gail Gauthier, ESE Specialist, Tawanna Allen ESE Facilitator</p>	<p>Review Performance data charts Data Chats (Administrators with Teachers, Teachers with Students) DQ1: Communicating Learning Goals and Feedback DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Performance chart data, Basal (Macmillan/McGraw-Hill Treasures/Triumphs)-Weekly Assessment Basal (Macmillian/McGraw-Hill Treasures)/Triumphs Unit Assessment Marzano Observation and Feedback Protocol</p>
4	<p>Student use of technology to enrich comprehension and vocabulary skills.</p>	<p>Students will use iStation, CompassLearning Odyssey, FCAT Explorer, Weekly Reader Online to experience reading through technology and enhance reading skills</p> <p>Students will be exposed to instruction via interactive technology</p>	<p>Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Erika McKeever, Reading Coach Literacy Leadership Team</p>	<p>Analyze Data from various assessments Teacher observation, CWTs focusing on instructional materials and student actions, CWT data analysis and feedback Vocabulary journals DQ3: Helping Students Practice New Knowledge DQ5: Engaging Students</p>	<p>Teacher observation, iStation, FCAT Explorer and Odyssey report analysis, Student engagement assessing Marzano Observation and Feedback Protocol Vocabulary Journal</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:</p>				
<p>2012 Current Level of Performance:</p>		<p>2013 Expected Level of Performance:</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>No Data Submitted</p>				

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:	Reading development and obtaining proficiency is crucial to student progress. Student must demonstrate learning gains each year to remain proficient in Reading. The goal of Deerfield Park Elementary is to increase the percentage of students in the Lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 63% (27) of students in the Lowest 25% made learning gains on 2012 FCAT 2.0 in Reading	In Grades 3-5 67% (29) of the students in the Lowest 25% will make learning gains on the 2013 FCAT 2.0 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	A monitoring tool must be in place to track students' progress in reading	The Florida Continuous Improvement Model (FCIM) will be implemented school-wide to monitor and analyze data, focus instruction and monitor progress. FAIR will be implemented to closely monitor the development of students reading skills and the progression in Word Analysis	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Erika McKeever, Reading Coach Literacy Leadership Team	CWT's focusing on instructional materials and student actions Data analysis (Quarterly) Data monitoring Disaggregation of data to determine projections and to develop expectations Data Chats (Administrators with Teachers, Administrators with students, Teachers with students) DQ1: Communicating Learning Goals and Feedback	FAIR Assessment Marzano Observation and Feedback Protocol
2	Students need additional supplemental reading instruction to supplement their standard reading program	ESE Facilitator, provide push-in/pull out for students performing in the lowest 25th percentile in reading Additional small group instruction will be provided by our partners (retired teachers), and used to increase the mastery of fluency skills Quick Reads and Leadership Resources will be used as supplemental material The K-12 ESOL Plan will be utilized as planning guide. ELL students will have access to bilingual dictionaries	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Coach, Erika McKeever, Reading Coach, Literacy Leadership Team Tawanna Allen, ESE Facilitator, Gail Gauthier ESE Specialist	Review student performance data on Mini Benchmark Assessments Review performance data charts CWTs focusing on instructional practices and the learner, CWT Data analysis and feedback Review Quick Reads data DQ1: Communicating Learning Goals and Feedback DQ3: Helping Students Practice and Deepen New Knowledge DQ9: Communicating High Expectations for All Students	Quick Reads data BAT: Mini Benchmark Assessment data BATs Performance chart data Basal (Macmillan/McGraw-Hill Treasures) Weekly Assessment Basal (Macmillian/McGraw-Hill Treasures) Unit Assessment Marzano Observation and Feedback Protocol
	Students need engagement in instruction at a level that will meet individual academic needs	Establish a maximum of three reading groups, which includes one intervention group for small group instruction.	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal,	Data Analysis (six week intervals), CWTs focusing on instructional practices	Reading Baseline Assessment, BAT: Mini Benchmark

3		<p>Students' reading achievement levels will be considered in configurations of reading groups.</p> <p>Utilize Read Aloud, Shared Reading, Independent Reading, and Guided Comprehension to develop individual reading skills in the six areas of reading.</p> <p>ELL Intervention(s) based on level of need (language acquisition) will be implemented daily</p> <p>RtI Process</p>	<p>Erika McKeever, Reading Coach</p>	<p>and the learner,</p> <p>CWT Data analysis and feedback</p> <p>RtI Data Charts and Graphs</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>Assessment data</p> <p>FAIR</p> <p>Performance chart data</p> <p>Basal (Macmillan/McGraw-Hill Treasures) Weekly Assessment</p> <p>Basal (Macmillian/McGraw-Hill Treasures) Unit Assessment</p> <p>RtI Data Review</p> <p>Marzano Observation and Feedback Protocol</p>
4	<p>Students need Oral Fluency, Comprehension and Vocabulary skills.</p>	<p>QuickReads will be implemented with fidelity to improve Oral Fluency</p> <p>Closely monitor student developmental skills, determine core instructional needs, and students progress by implementing FAIR</p> <p>Differentiated instruction to effectively meet students' individual needs to increase comprehension and vocabulary skills</p> <p>Identify supplemental staff and materials to implement push-in or pull-out strategy</p> <p>Build vocabulary skills in grades K-5 through word walls, read alouds and using Elements of Vocabulary.</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Erika McKeever, Reading Coach</p> <p>Literacy Leadership Team</p>	<p>CWTs focusing on instructional materials and student actions</p> <p>CWT data analysis and feedback</p> <p>Data analysis (monthly)</p> <p>QuickReads data review</p> <p>Disaggregation of data to determine the effectiveness of the vocabulary strategies</p> <p>Review FAIR data</p> <p>Bi-weekly Assessments</p> <p>Leadership Team meetings</p> <p>Ongoing informal Teacher Assessments in the mastery of fluency, comprehension and vocabulary skills</p> <p>Mini Benchmark Assessments</p> <p>Data Review chart</p> <p>Bi-weekly Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>Teacher observations</p> <p>BAT: Mini Benchmark Assessment</p> <p>BATs</p> <p>QuickReads data</p> <p>Marzano Observation and Feedback Protocol</p>

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 Deerfield Park Elementary will reduce our achievement gap in reading by 50%. In order to meet this goal we have to increase the amount of students that are proficient in reading by 5% each year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Reading development and obtaining proficiency is crucial to student progress. Student must demonstrate learning gains each year to remain proficient in Reading. The goal of Deerfield Park Elementary is to decrease the number of students in the Black ethnicity subgroup not making Adequate Yearly Progress (AYP) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 66% (144) of students in the Black Ethnicity subgroup did not make Adequate Yearly Progress (AYP) on the 2012 FCAT 2.0 in reading.	69% (151) of the students in the Black ethnicity subgroup will make Adequate Yearly Progress (AYP) on the 2013 FCAT 2.0 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	Students need Oral Fluency, Comprehension and Vocabulary skills	QuickReads will be implemented with fidelity to improve Oral Fluency Closely monitor student developmental skills, determine core instructional needs, and students progress by implementing FAIR Differentiated instruction to effectively meet students' individual needs to increase comprehension and vocabulary skills for all learners Identify supplemental staff and materials to implement push-in or pull-out strategy Build vocabulary skills in grades K-5 through word walls, read alouds and using Elements of Vocabulary Gradual Release of Responsibility	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Erika McKeever, Reading Coach	CWTs Data analysis of various Reading Assessments including Fair, Mini Assessments, and other Unit Assessments. Ongoing informal Teacher Assessments in mastery of fluency, comprehension and vocabulary skills Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students) DQ1: Communicating Learning Goals and Feedback DQ2: Helping Students Interact with New Knowledge DQ3: Helping Students Practice and Deepen New Knowledge DQ9: Communicating High Expectations for All Students	BAT: Mini Benchmark Assessment Marzano Observation and Feedback Protocol Data from Oral Reading Fluency Assessments

2

Students need additional reading instruction to supplement their standard reading program

Provide push in and/or pull out services for the students

Florida Ready Reading and Leadership Resources will be used as supplemental material

Struggling students will be identified to receive tutorial services.

Jocelyn Reid, Principal,

Donna Rucker, Assistant Principal,

Erika McKeever, Reading Coach

Review student performance data on Mini Benchmark assessments

Review Performance data charts

Data Chats (Administrators with Teachers, Teachers with Students)

DQ1: Communicating Learning Goals and Feedback

DQ2: Helping Students Interact with New Knowledge

DQ3: Helping Students Practice and Deepen New Knowledge

Mini Benchmark assessment data

Performance chart data

Basal (Macmillan/McGraw-Hill Treasures/Triumphs)- Weekly Assessment

Basal (Macmillan/McGraw-Hill Treasures)/Triumphs Unit Assessment test data

Basal (Macmillan/McGraw-Hill Treasures/Triumphs)- Weekly Assessment

Basal (Macmillan/McGraw-Hill Treasures)/Triumphs Benchmark Assessment

Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)

Marzano Observation and Feedback Protocol

3

Students need exposure to Marzano's Instructional Strategies daily to sustain and increase comprehension skills

Provide students with comprehension questions that require literal, interpretive, and analytical thinking skills

Provide students the opportunity to enhance comprehension skills through graphic organizers and read alouds.

Provide collaboratively planned lessons which include higher order questioning strategies

Jocelyn Reid, Principal,

Donna Rucker, Assistant Principal,

Erika McKeever, Reading Coach

Classroom Assignments

Ongoing informal Teacher Assessments to determine mastery of comprehension

CWTs focusing on instructional practices, instructional strategies and data analysis

Reading Journals

DQ1: Communicating Learning Goals and Feedback

DQ3: Helping Students Practice New Knowledge

BAT: Mini Assessments

Teacher Assessments

Basal (Macmillan/McGraw-Hill Treasures) Weekly Assessment

Basal (Macmillan/McGraw-Hill Treasures) Unit Assessment

Basal (Macmillan/McGraw-Hill Treasures) FCAT Benchmark Assessment

Reading Journal Review

Marzano Observation and Feedback Protocol

Students need to use technologies to enrich comprehension and vocabulary skills

Students will use iStation, CompassLearning Odyssey, FCAT Explorer, Weekly Reader Online to

Jocelyn Reid, Principal,

Donna Rucker, Assistant Principal,

Ongoing informal Teacher Assessments to determine mastery of comprehension, and vocabulary

iStation, FCAT Explorer and Odyssey report analysis

Review of Vocabulary

4	experience reading through technology and hone reading skills	Erika McKeever, Reading Coach	CWTs focusing on instructional materials and student actions	Journal Marzano Observation and Feedback Protocol
	Students will be exposed to instruction via interactive technology	Literacy Leadership Team	CWT data analysis and feedback	
	Teachers will provide appropriate higher order questioning strategies		Vocabulary Journal	
			DQ1: Communicating Learning Goals and Feedback DQ3: Helping Students Practice and Deepen New Knowledge DQ5: Engaging Students	

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		N/A		
Reading Goal #5D:				
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 subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Reading development and obtaining proficiency is crucial to student progress. Student must demonstrate learning gains each year to remain proficient in Reading. The goal of Deerfield Park Elementary is to increase the number of students in the Economically Disadvantaged subgroup making Adequate Yearly Progress (AYP) in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In Grades 3-5 64% (153) of students in the Economically Disadvantaged subgroup did not make Adequate Yearly Progress (AYP) on the 2012 FCAT 2.0 in reading.</p>	<p>In Grades 3-5 67% (161) of the students in the Economically Disadvantaged subgroup will make Adequate Yearly Progress (AYP) on the 2013 FCAT 2.0 in reading.</p>

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	<p>Students needs to improve Oral Fluency, Comprehension (including comprehending complex text) and Vocabulary skills</p>	<p>QuickReads will be implemented with fidelity to improve Oral Fluency</p> <p>Student data will be monitored to determine core instructional needs, and determine students progress.</p> <p>Differentiated instruction will be incorporated in Centers</p> <p>Identify supplemental staff and materials to implement push-in or pull-out strategy</p> <p>Build vocabulary skills in grades K-5 through word walls, read alouds and using Elements of Vocabulary</p> <p>Infuse Common Core Standards to expose students to complex text</p> <p>Acquire bilingual dictionaries for ELL students</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Erika McKeever, Reading Coach</p> <p>Tawanna Allen, ESE Facilitator, ESOL Coordinator</p> <p>Gail Gauthier, ESE Specialist</p>	<p>CWTs focusing on instructional strategies, instructional practices and the learner</p> <p>CWT data analysis</p> <p>Review QuickReads and FAIR data</p> <p>Bi-weekly Assessments</p> <p>Leadership Team meetings</p> <p>Tracking Mini Benchmark Assessments</p> <p>Data Review chart</p> <p>Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students)</p> <p>Ongoing monitoring of Complex text charts</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>QuickReads Data</p> <p>Teacher Assessments</p> <p>Teacher observations</p> <p>Mini Benchmark Assessments</p> <p>FAIR</p> <p>Dimensions of Text Complexity Charts</p> <p>Marzano Observation and Feedback Protocol</p>
	<p>Indepth Monitoring of students' progress in reading</p>	<p>The Florida Continuous Improvement Model (FCIM) will be implemented school-wide to monitor and analyze data, focus instruction and monitor progress.</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal</p> <p>Erika McKeever, Reading Coach</p>	<p>CWTs, Data monitoring,</p> <p>Analysis of FAIR data</p> <p>Data analysis</p> <p>Disaggregation of data to determine student</p>	<p>FAIR</p> <p>BAT: Mini Benchmark assessment data</p> <p>Performance chart data</p>

2		FAIR will be implemented to closely monitor student developmental skills and students progress in reading		individual needs Data Chats (Administrators with Teachers, Administrators with students, Teachers with Students) RtI data Review DQ1: Communicating Learning Goals and Feedback DQ9: Communicating High Expectations for All Students	BATs RtI data charts and graphs Marzano Observation and Feedback Protocol
3	Students need additional reading instruction to supplement their standard reading program	Provide push in and/or pull out services for the students Florida Ready Reading and Leadership Resources will be used as supplemental material	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Erika McKeever, Reading Coach Tawanna Allen, ESE Facilitator, ESOL Coordinator Gail Gauthier, ESE Specialist	Review student performance data on Mini Benchmark assessments Review Performance data charts Data Chats (Administrators with Teachers, Teachers with Students) DQ1: Communicating Learning Goals and Feedback DQ3: Helping Students Practice and Deepen New Knowledge DQ9: Communicating High Expectations for All Students	BAT: Mini Benchmark assessment data BATs Performance chart data, Basal (Macmillian/McGraw-Hill Treasures/Triumphs)-Weekly Assessment Basal (Macmillian/McGraw-Hill Treasures)/Triumphs Unit Assessment Marzano Observation and Feedback Protocol
4	Students need to be exposed to Marzano's Instructional Strategies daily to maintain and increase comprehension skills	Provide students with comprehension questions that require literal, interpretive, and analytical thinking skills. Provide students the opportunity to enhance comprehension skills through graphic organizers and read alouds	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Erika McKeever, Reading Coach	CWTs focusing on instructional practices, instructional strategies and the learner, Coach and Literacy Leadership Team Class assignments Ongoing informal Teacher Assessments to determine mastery of comprehension CWT data analysis and feedback Classroom Assignments Reading Journals Review DQ2: Helping Students Interact with New Knowledge DQ3: Helping Students Practice New Knowledge	BAT: Mini Assessments Teacher Assessments Basal (Macmillian/McGraw-Hill Treasures) Weekly Assessment Basal (Macmillian/McGraw-Hill Treasures)Unit Assessment Basal (Macmillian/McGraw-Hill Treasures) FCAT Benchmark Assessment Reading Journal Marzano Observation and Feedback Protocol

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
FCAT Specification Training for the New Generation Sunshine State Standards	Grades 3-5 Reading	Reading Coach, Erika McKeever	Instructional Staff (Teachers) Grade 3-5	Sept/Oct 2012 Grade Level Meetings	CWT Review of Lesson Plans Review of Student Data	Administrators Jocelyn Reid, Principal Donna Rucker, Assistant Principal Erika McKeever, Reading Coach
Treasures/Triumphs Reading Series and Small Group Instruction	Grades 3-5 Reading	District Trainers Reading Coach, Erika McKeever	Instructional Staff (Teachers) Grades 4 & 5	Sept/Oct 2012 Grade Level Meetings	CWT Review of Lesson Plans	Donna Rucker, Assistant Principal Erika McKeever, Reading Coach
FAIR Florida Assessment for Instruction in Reading	3-5/Reading	Talent Development	3-5/Reading	Ongoing	Follow-up assignment/Review of Assessment Data CWTs	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Erika McKeever, Reading Coach
Common Core State Standards	Grades 1-2	District Trainers Curriculum Team	K-2/Reading	September 2012 - May 2013	Classroom Walk Through Student Portfolios	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Erika McKeever, Reading Coach
Developing Literacy Centers	Grades K-5	Reading Coach Erika McKeever Team Leaders	Instructional Staff (Teachers) Grades K-5	Collaboration twice a month. Beginning in Sept. 2012 and ending April 2013	CWT Student/Teacher Data Chats	Administrators Jocelyn Reid, Principal Donna Rucker, Assistant Principal Erika McKeever, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Expose students to various Reading genres of interest and increase reading proficiency	Accelerated Reader Books	Textbook and Instructional Materials Fund	\$700.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student interest in			

reading, and monitor their reading comprehension.	Accelerated Reader Enterprise	General Budget and Media Fund	\$3,151.00
			Subtotal: \$3,151.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Leadership Team/ Instructional Focus Calendar Development	Staff Development	Title I Funds	\$3,360.00
Effective use of the Treasures Reading Series to improve student achievement	Staff Development (Teacher Facilitators)	Title I Funds	\$750.00
Differentiated Instruction/Small Group Instruction/Common Core State Standards	Substitutes for teachers to attend workshops/trainings	Title I Funds	\$1,000.00
			Subtotal: \$5,110.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,961.00

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.		24% (7) of the students will increase their proficiency in listening and speaking on the 2012 CELLA test.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
14% (4) of the students were proficient in listening and speaking on the 2012 CELLA test.					
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	Student lack English proficiency which makes it difficult for them to communicate, and comprehend academic lessons.	A1 and A2 classified students will receive a peer buddy to assist them with communicating with their classmates and teachers. Teacher will utilize and incorporate ESOL strategies in all academic areas.	ESOL Coordinator, Tawanna Allen Jocelyn Reid, Principal Donna Rucker, Assistant Principal	Teacher Observation Resource teacher's observations and Data Chats iStation Reports Data Analysis CWTs focusing on instructional strategies, instructional practices and the learner Center Activities DQ1: Communicating Learning Goals and Feedback	CELLA data & FAIR reports iStation Assessments Learning Logs from ongoing Center Activities Marzano Observation and Feedback Protocol

			<p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p> <p>DQ9: Communicating High Expectations for All Students</p>
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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:	At least % () of students will score at Level 3 on 2013 FCAT 2.0 Reading Assessment
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2012 Current Percent of Students Proficient in reading:

% () of the students scored at Level 3 on the 2012 FCAT 2.0 in Reading Assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need grade level reading and content based vocabulary	<p>ESOL Resource Teacher will provide each ELL student with a dictionary in his/her native language</p> <p>Teachers will provide ELL students with a language rich environment</p> <p>Teachers will implement ELL strategies including realia, pictures, and teacher think alouds/modeling.</p> <p>Identified K-5 students will receive small group reading instruction utilizing modified basic Reading skills with the Triumphs Reading program</p> <p>Based on data, identified students will utilize iStation 90 minutes per week.</p>	<p>Tawanna Allen, ESOL Coordinator,</p> <p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal</p> <p>Erika McKeever, Reading Coach</p>	<p>FAIR data will be reviewed by support staff</p> <p>Quarterly data chats with administration, teachers, and support staff</p> <p>iStation data analysis</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Triumphs Weekly and Chapter Test</p> <p>iStation Reports</p> <p>FAIR,</p> <p>BAT: Mini Assessments</p> <p>BATs</p> <p>Marzano Observation and Feedback Protocol</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:	At least % () of the ELL students will achieve proficiency (FCAT Level 3) on the 2013 FCAT 2.0 in Writing.
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2012 Current Percent of Students Proficient in writing:

% () of the students achieved proficiency (FCAT Level 3) on the 2012 FCAT 2.0 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	Students need language abilities and skills required for academic and written work	<p>Elements of Vocabulary, Cloze software and Words There Way will be used enhance vocabulary skills</p> <p>Implementation of focus lessons, interactive word walls and small group instruction will take place</p> <p>Students will use ELL dictionaries to support their writing skills</p>	<p>Tawanna Allen, ESOL Coordinator</p> <p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p>	<p>iStation data analysis</p> <p>CWTs focusing on instructional materials, instructional practices,</p> <p>CWTs data analysis and feedback</p> <p>Lesson review</p> <p>Review of student work</p> <p>Writing Samples</p> <p>Writing Portfolios</p> <p>Florida Writes Rubric and Anchor papers</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice New Knowledge</p> <p>DQ9: Communicating High Expectations for All Students FCAT Writing Rubric Assessment</p>	<p>iStation Reports</p> <p>Monthly writing prompt assessment in K-3</p> <p>Bi-weekly writing prompt assessment in Grade 4</p> <p>Writing Portfolios evaluation</p> <p>Marzano Observation and Feedback Protocol</p>
2	Student need conferencing and small group instruction in the writing block daily	<p>Teacher conference with student frequently (daily, weekly, monthly according to needs) to keep student abreast of progress</p> <p>Utilize student portfolios to determine area of deficiency to schedule small group instruction within the targeted area of deficiency</p>	<p>Tawanna Allen, ESOL Coordinator</p> <p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p>	<p>Progress Monitoring utilizing the student portfolios and/or expository and narrative prompts</p> <p>Data Chats and Conferencing (Administrators with teachers, administrators with students, teacher with students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ9: Communicating High Expectations for All Students FCAT Writing Rubric Assessment</p>	<p>Monthly writing prompt assessment in K-3</p> <p>Bi-weekly writing prompt assessment in Grade 4</p> <p>Marzano Observation and Feedback Protocol</p>

CELLA Budget:

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

End of 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:	Math proficiency is vital for students to achieve academic success. A student being proficient in math has a major impact on lifelong skills. The goal of Deerfield Park Elementary is to increase the number of students achieving proficiency (FCAT Level 3) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 24% (59) of the students achieved proficiency (FCAT Level 3) on the 2012 FCAT 2.0 in mathematics.	In Grades 3-5 at least 29% (69) of the students will achieve proficiency (FCAT Level 3) on the 2013 FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need individual academic needs met to fill math gaps between NGSSS and Common Core Standards	<p>The leadership team will review pertinent data to determine the trends, noting strengths and weaknesses by grade level and student</p> <p>Teachers will differentiate Instruction and provide assistance to students during small group instruction</p> <p>Teachers will receive staff development to assist them in developing math strategies to impact student achievement</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p> <p>Kassandra Burton, Math Coach</p>	<p>CWTs focusing on instructional practices,</p> <p>Data analysis of Class Assessments and Unit Tests</p> <p>Review and Analysis of Math Data Charts</p> <p>Progress monitoring</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Go Math Beginning, Middle, and End-of-Year Test</p> <p>Data from BAT I & BAT II</p> <p>NGSSS Math Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
2	Lack of comprehension of mathematical vocabulary/terms, and understanding the Florida Big Ideas	<p>Interactive Word walls will be used to increase math vocabulary skills in Grades K-5.</p> <p>Mathematics instruction will be provided using Houghton Mifflin Harcourt GO Math Series to focus on GO Math Vocabulary Power and to assist with benchmark and standards mastery in grades K-5</p> <p>Students will participate in cooperative learning groups, project-based</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p> <p>Kassandra Burton, Math Coach</p>	<p>CWTs focusing on instructional practices, instructional strategies and the learner</p> <p>CWT data analysis and feedback</p> <p>Word Wall Review</p> <p>Math Vocabulary Journal Review</p> <p>Math Data Chart Review and Analysis</p> <p>DQ2: Helping Students</p>	<p>Ongoing informal Teacher Assessments on mastering math vocabulary</p> <p>NGSSS Math Assessments</p> <p>On Core Assessments</p> <p>Word Wall Analysis</p> <p>Math Vocabulary Journals</p>

		learning, and authentic tasks		Interact with New Knowledge	Marzano Observation and Feedback Protocol
3	Students need exposure to Marzano's Instructional Strategies daily to sustain and increase analytical and problem solving skills	Provide students with problem solving questions that require one, two and three step interpretive, and analytical thinking skills. Provide students the opportunity to enhance analysis skills through graphic organizers and realworld problem solving Students will participate in cooperative learning groups, project-based learning, and authentic tasks	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Kassandra Burton, Math Coach	GO Math Mid-Chapter Checkpoint CWTs focusing on instructional practices, instructional strategies Math data charts review and analysis Data Chats (Administrators with Teachers, Teachers with Students) DQ2: Helping Students Interact with New Knowledge DQ3: Helping Students Practice New Knowledge	GO Math Assessments including; mini assessments, chapter tests, and unit assessments. BAT I & BAT II Data Marzano Observation and Feedback Protocol
4	Students need to use technologies to improve problem solving skills, and practice and apply new understandings	Utilize interactive whiteboards to increase students' engagement in the math curriculum Utilize Destination Math, iTools, ThinkCentral CompassLearning Odyssey, and FCAT Explorer to sustain and enhance math skills	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Kassandra Burton, Math Coach	Daily focusing on instructional practices, instructional strategies and the learner GO Math Mid-Chapter Checkpoint CWT analysis and feedback Big Idea mastery Math data charts Data Chats (Administrators with Teachers, Teachers with Students) DQ3: Helping Students Practice New Knowledge DQ5: Engaging Students	GO Math mini assessments Benchmark Assessments BATs NGSSS Math Assessments Destination Math, CompassLearning Odyssey and FCAT Explorer report analysis Marzano Observation and Feedback Protocol

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Math proficiency is vital for students to achieve academic success. A student being proficient in math has a major impact on lifelong skills. The goal of Deerfield Park Elementary is to increase the number of students achieving proficiency (FCAT Level 4 and 5) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 16% (39) of the students achieved proficiency (FCAT Level 4 and 5) on the 2012 FCAT 2.0 in mathematics.	In Grades 3-5 at least 21%(51) will achieve above proficiency (FCAT Levels 4 and 5) on the 2013 FCAT 2.0 in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student needs enrichment opportunities and exposure to Common Core Math Standards	<p>Mathematic instruction will be provided using GO Math Enrichment resources</p> <p>Project based learning opportunities</p> <p>Use of manipulatives with higher-order questioning, which will include Common Core Standards</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>CWTs focusing on instructional practices and instructional strategies</p> <p>CWT data analysis and feedback</p> <p>Benchmark Data chart review</p> <p>Data Chats (Administrators with Teachers, Teachers with Students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p>	<p>Go Math Assessments, BAT I & BAT II,</p> <p>GO Math Mini Benchmark Assessments for frequent monitoring</p> <p>On Core Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
2	Students need exposure to Marzano's Instructional Strategies daily to maintain and increase analytical and problem solving skills	<p>Provide students with problem solving assignments that require two and three step interpretive, and analytical critical thinking skills.</p> <p>Provide students the opportunity to enhance analysis skills through graphic organizers and realworld problem solving</p> <p>Provide higher order questionings to improve critical thinking skills</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>Enrichment Activities</p> <p>CWTs focusing on instructional practices, instructional strategies and the learner</p> <p>CWT data analysis and feedback</p> <p>Data chart review and analysis</p> <p>Data Chats (Administrators with Teachers, Teachers with Students)</p> <p>DQ3: Helping Students Practice New Knowledge</p> <p>DQ5: Engaging Students</p>	<p>BAT I & BAT II Data</p> <p>NGSSS Math Assessments</p> <p>GO Math Mini Benchmark Assessments for frequent monitoring,</p> <p>Marzano Observation and Feedback Protocol</p>

		teachers.			
3	Students need to use technologies to improve problem solving skills, and practice and apply new understandings	Utilize interactive whiteboards to increase students' engagement in the math curriculum Utilize Distance Learning, Destination Math, iTools, ThinkCentral, CompassLearning Odyssey, and FCAT Explorer to maintain and enrich math skills	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Math Coach Literacy Leadership Team	CWTs focusing on instructional practices and the learner Data Chats (Administrators with Teachers, Teachers with Students) Big Idea mastery Ongoing Teacher Assessments Math data charts DQ2: Helping Students Interact with New Knowledge DQ3: Helping Students Practice New Knowledge DQ5: Engaging Students	GO Math Mini assessments and Benchmark Assessments NGSSS Math Assessments Data from Destination Math, ThinkCentral, CompassLearning Odyssey and FCAT Explorer report analysis Marzano Observation and Feedback Protocol

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Math proficiency is vital for students to achieve academic success. A student being proficient in math has a major impact on lifelong skills. The goal of Deerfield Park Elementary is to increase the number of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 44% (72) of the students made Learning Gains on the 2012 FCAT 2.0 in mathematics.	In Grades 3-5 at least 47% (76) of the students will make made Learning Gains on the 2013 FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	<p>Use the FCIM to identify students needing intervention and enrichment</p> <p>Teachers will implement strategies from Professional Development in Differentiated</p> <p>Schedule additional time to provide push in and pull out services for students throughout the course of the school day.</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed)to assist teachers.</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p> <p>Kassandra Burton, Math Coach</p>	<p>Data Analysis Mid-Chapter Checkpoints</p> <p>The leadership team will review pertinent data to determine the trends, noting strengths and weaknesses by grade level or student.</p> <p>Daily CWTs focusing on instructional practices, instructional strategies and the learner</p> <p>Progress monitoring Review and analysis of Math Data Chart</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Go Math Beginning, Middle, and End-of-Year Test</p> <p>BATs</p> <p>NGSSS Math Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
2	Students need the use real world experiences and technologies to improve problem solving skills, and to practice and apply new understandings	<p>Utilize interactive whiteboards to increase students' engagement in the math curriculum</p> <p>Utilize ThinkCentral, Destination Math, iTools, CompassLearning Odyssey, and FCAT Explorer to maintain and enrich math skills</p> <p>Projectbased learning will be used implement real world strategies</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>Daily CWTs focusing on instructional practices, instructional strategies and the learner,</p> <p>CWT analysis and feedback,</p> <p>GO Math Benchmark practice,</p> <p>Big Idea mastery,</p> <p>Math data charts</p> <p>Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)</p> <p>Observations and Math Journal</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice New Knowledge</p> <p>DQ5: Engaging Students</p>	<p>GO Math Mini Assessments (for frequent monitoring)</p> <p>GO Math Benchmark Assessments</p> <p>BATs</p> <p>Math Rubric</p> <p>NGSSS Math Assessments</p> <p>Destination Math, CompassLearning Odyssey and FCAT Explorer report analysis</p> <p>Marzano Observation and Feedback Protocol</p>
	Students need additional assistance understanding vocabulary in mathematics and understanding Florida Big Ideas	<p>Interactive Word walls will be used to increase math vocabulary skills in Grades K-5</p> <p>Mathematic instruction will be provided using Houghton Mifflin Harcourt GO Math</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>CWTs focusing on instructional practices, instructional strategies and the learner</p> <p>Ongoing informal Teacher Assessments on the mastery of the Big Ideas</p>	<p>GO Math Mini Benchmark Assessment (for frequent monitoring),</p> <p>Word Wall Analysis,</p>

3	<p>Vocabulary Power from the GO Math Series, and Leveled Resources will be used to assist with benchmarks and standards mastery in Grades K-5</p> <p>Common Core Math will be infused to fill the gaps</p> <p>Teachers will collaborate to share best practices. They will receive training on the FCAT Test Specs, and incorporate the strategies into available material</p>	<p>Word Wall Review</p> <p>Mini GO Math benchmark practice,</p> <p>Data chart review and analysis</p> <p>Student Vocabulary Journal Review</p> <p>DQ2: Helping Students Interact with New Knowledge</p>	<p>Math vocabulary assessment</p> <p>Vocabulary Journal Assessment</p> <p>On Core Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>Math proficiency is vital for students to achieve academic success. A student being proficient in math has a major impact on lifelong skills. The goal of Deerfield Park Elementary is to increase the number of students in the Lowest 25% making learning gains in mathematics.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>In Grades 3-5 52% (41) of the students in the Lowest 25% made learning gains on the 2012 FCAT 2.0 in mathematics.</p>	<p>In Grades 3-5 at least 59% (55) of the students in the lowest 25% will make learning gains on the 2013 FCAT 2.0 in mathematics.</p>

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
	Teacher knowledge of strategies to assist	Teachers will implement strategies from	Jocelyn Reid, Principal,	The leadership team will review pertinent data to	Go Math Beginning, Middle, and End-

1	<p>students with diverse learning styles/and of various achievement levels.</p>	<p>Professional Development in Differentiated Instruction</p> <p>Teachers will utilize small group instruction, Graphic organizers, and math intervention strategies</p> <p>Activate prior knowledge (KWL)</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>	<p>Donna Rucker, Assistant Principal,</p> <p>Tawanna Allen, ESE Facilitator,</p> <p>Gail Gauthier, ESE Specialist,</p> <p>Kassandra Burton, Math Coach</p>	<p>determine the trends, noting strengths and weaknesses by grade level and student.</p> <p>Data Analysis Mid-Chapter Checkpoints</p> <p>CWTs focusing on instructional practices, instructional strategies and the learner</p> <p>Review and analysis of Math Data Chart</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>of-Year Test, and Mini Benchmarks</p> <p>Go Math Online Intervention Assessment</p> <p>Data from BAT I & BAT II</p> <p>NGSSS Math Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
2	<p>Students need the exposure to Marzano's Instructional Strategies daily to maintain and increase analytical and problem solving skills</p>	<p>Provide students with problem solving questions that require multiple steps, and analytical thinking skills.</p> <p>Provide students the opportunity to enhance analysis skills through graphic organizers and realworld problem solving</p> <p>Provide appropriate higher order questioning strategies</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>Review of Intervention and Enrichment Activities</p> <p>CWTs focusing on instructional practices, and instructional strategies</p> <p>Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice New Knowledge</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for all Students</p>	<p>GO Math Mini Benchmark Assessments (for frequent monitoring)</p> <p>GO Math Chapter Tests</p> <p>NGSSS Math Assessments</p> <p>BAT I & BAT II</p> <p>Marzano Observation and Feedback Protocol</p>
3	<p>Teacher pacing in covering specific Math Skills. (Teaching to Mastery)</p>	<p>Intermediate teachers will receive training in FCAT Math Specifications.</p> <p>Teacher will utilize the Math Instructional Calendar provided by the District (as a guide).</p> <p>Instructional focus Calendars will ensure appropriate pacing and tracking of specific science skills.</p> <p>Ensure teacher collaboration during Common Planning Time</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>CWTs & Review of Lesson plans</p> <p>Review of Instructional Focus Calendars</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for all Students</p>	<p>CWT Records</p> <p>Lesson Plans</p> <p>Mini-Assessments</p> <p>Data Chats</p>

	and Lesson Study. Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.		
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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%.		Elementary School Mathematics Goal # By 2016-2017 Deerfield Park Elementary will reduce our achievement gap in mathematics by 50%. In order to meet this goal we have to increase the amount of students that are proficient in mathematics by 5% each				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	57%	62%	67%	

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:	Math proficiency is vital for students to achieve academic success. A student being proficient in math has a major impact on lifelong skills. The goal of Deerfield Park Elementary is to increase the number of students in the Black Ethnicity subgroup making Adequate Yearly Progress (AYP) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5 62% (135) of students in the Black Ethnicity subgroup did not make Adequate Yearly Progress (AYP) on the 2012 FCAT 2.0 in mathematics.	In Grades 3-5 t least 65% (140) of students in the Black Ethnicity subgroup will make Adequate Yearly Progress (AYP) on the 2013 FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	Utilize and Implement Go Math Differentiated center activities daily Math centers will be used with each Math Big Idea in order to provide different activities focusing on different skills and levels of difficulty Use the FCIM to identify students needing intervention and enrichment Teachers will implement strategies from Professional Development in Differentiated Schedule additional time to provide push in and pull out services for students throughout the course of the school day.	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal, Math Coach	Review student center folders focusing on the proficiency of completed assignment CWTs focusing on instructional strategies and the learner, CWT data analysis and feedback Data Chart Review and Analysis DQ1: Communicating Learning Goals and Feedback DQ2: Helping Students Interact with New Knowledge DQ5: Engaging Students	Student folder analysis GO Math Mini Benchmark Assessments NGSSS Math Assessments, Center Activities Assessment Marzano Observation and Feedback Protocol

		<p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>			
2	<p>Students need the opportunity to embrace vocabulary in mathematics and understand the Florida Big Ideas to master Florida benchmarks and standards, and infuse Common Core Standard</p>	<p>Interactive Word walls will be used to increase math vocabulary skills in Grades K-5</p> <p>Mathematic instruction will be provided using Houghton Mifflin Harcourt GO Math Vocabulary Power and GO Math Series to assist with benchmark and standards mastery in Grades K-5</p> <p>Common Core standards infused</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>CWTs focusing on instructional practices, instructional strategies and the learner</p> <p>Ongoing Informal teacher assessment of BIG Ideas</p> <p>GO Math Mini benchmark practice,</p> <p>Student Math Vocabulary Journal Review</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>GO Math Mini Benchmark Assessment,</p> <p>Word Wall Analysis</p> <p>Math vocabulary assessment</p> <p>On Core Assessments</p> <p>Marzano Observation and Feedback Protocol</p>
3	<p>Students need in depth understanding of Florida benchmarks and standards and exposure to Common Core Standards</p>	<p>Investigate concepts, problem solve, interact with manipulatives</p> <p>Implement Intervention strategies practice and apply new understandings</p> <p>Scaffold questions to read the problem and identify important information</p> <p>Common Core standards infused to fill math gaps</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Kassandra Burton, Math Coach</p>	<p>Go Math Benchmark practice tests, and Big Idea mastery</p> <p>Math data Chart review and analysis,</p> <p>CWTs</p> <p>Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>GO Math mini assessments, GO Math Mid-Chapter Assessment,</p> <p>GO Math Beginning, Middle and End-of-Year Assessment</p> <p>NGSSS Math Assessments</p> <p>On Core Assessment</p> <p>Marzano Observation and Feedback Protocol</p>

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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		Math proficiency is vital for students to achieve academic success. A student being proficient in math has a major impact on lifelong skills. The goal of Deerfield Park Elementary is to increase the number of students in the Economically Disadvantaged subgroup making Adequate Yearly Progress (AYP) in mathematics.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In Grades 3-5 61% (146) of students in the Economically Disadvantaged subgroup did not make Adequate Yearly Progress (AYP) on the 2012 FCAT 2.0 in mathematics.		In Grades 3-5 at least 64% (153) of students in the Economically Disadvantaged subgroup will make Adequate Yearly Progress (AYP) on the 2013 FCAT 2.0 in mathematics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need the opportunities to work cooperatively on hands-	Utilize and Implement Go Math Differentiated center activities daily	Jocelyn Reid, Principal	CWTs focusing on instructional strategies and the learner,	GO Math Mini

1	on activities	<p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>	<p>Donna Rucker, Assistant Principal</p> <p>Kassandra Burton, Math Coach</p>	<p>CWT data analysis and feedback</p> <p>Data Chart Review and Analysis</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ5: Engaging Students Student folder analysis</p>	<p>Benchmark Assessments</p> <p>NGSSS Math Assessment</p> <p>Marzano Observation and Feedback Protocol</p>
2	Students need interventions to improve student success and to prevent a decline in student achievement	<p>Institute GO Math intensive interventions, lessons and strategies</p> <p>Differentiate instruction according to student ability in order to achieve mastery in all Florida benchmarks and standards</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p> <p>Kassandra Burton, Math Coach</p>	<p>Go Math Benchmark practice,</p> <p>Test prep practice,</p> <p>Math Data Chart Analysis</p> <p>RTI Data Review and analysis</p> <p>Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)</p> <p>RTI Data Charts and graphs</p> <p>Progress Monitoring</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ5: Engaging Students</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>NGSSS Math Assessments</p> <p>GO Math Benchmark Assessments</p> <p>GO Math Mid-Chapter Assessment,</p> <p>Ongoing Informal Teacher Assessments of Big Ideas,</p> <p>GO Math Chapter Test</p> <p>Marzano Observation and Feedback Protocol</p>
3	Students need in depth understanding of Florida benchmarks and standards and exposure to Common Core Standards	<p>Investigate concepts, problem solve, interact with manipulatives</p> <p>Implement Intervention strategies practice and apply new understandings</p> <p>Scaffold questions to read the problem and identify important information</p> <p>Common Core Standards infused to fill math gaps</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p> <p>Kassandra Burton, Math Coach</p>	<p>Go Math Benchmark practice tests, and Big Idea mastery</p> <p>Math data Chart review and analysis,</p> <p>CWTs</p> <p>Data Chats (Administrators with Teachers, Administrators with Students, Teachers with Students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ5: Engaging Students</p>	<p>GO Math mini assessments,</p> <p>GO Math Mid-Chapter Assessment,</p> <p>GO Math Beginning, Middle and End-of-Year Assessment</p> <p>NGSSS Math Assessments</p> <p>On Core Assessment</p> <p>Marzano Observation and Feedback Protocol</p>

				DQ9: Communicating High Expectations for All Students	
4	Teacher knowledge of strategies to assist students with diverse learning styles/and of various achievement levels.	Utilize and Implement Go Math Differentiated center activities daily Math centers will be used with each Math Big Idea in order to provide different activities focusing on different skills and levels of difficulty Use the FCIM to identify students needing intervention and enrichment Teachers will implement strategies from Professional Development in Differentiated Schedule additional time to provide push in and pull out services for students throughout the course of the school day. Ensure teacher collaboration during Common Planning Time and Lesson Study. Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Kassandra Burton, Math Coach	Review student center folders focusing on the proficiency of completed assignment CWTs focusing on instructional strategies and the learner, CWT data analysis and feedback Data Chart Review and Analysis DQ1: Communicating Learning Goals and Feedback DQ2: Helping Students Interact with New Knowledge DQ5: Engaging Students	Student folder analysis GO Math Mini Benchmark Assessments NGSSS Math Assessments, Center Activities Assessment Marzano Observation and Feedback Protocol

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
GO Math implementation of math series	Grades K-5/ Math Grades	Strategic Achievement	Grades K-5 Teachers,	August-June	Follow-up assignment / Classroom Walkthroughs, Student work	Jocelyn Reid, Principal Donna Rucker, Assistant Principal, Kassandra Burton, Math Coach
Common Core Standards in Math Content and Practices Overview	Grades 1-3 Math Grades	District Trainers	PLC/Common Core Content and Practices Grades K-2 Common Core Practices Grades 3-5	August 2012 - May 2013	Follow-up assignment / Classroom Walkthroughs, Student work	Jocelyn Reid, Principal Donna Rucker, Assistant Principal, Kassandra Burton, Math Coach

FCAT 2.0 Math Specifications	Grades 3-5/Math	Kassandra Burton, Math Coach	Teachers (Grades 3-5)	September 2012	Review of student data during Curriculum and Team Meetings. Review Lesson Plans CWT	Jocelyn Reid, Principal Donna Rucker, Assistant Principal, Kassandra Burton, Math Coach
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide substitute teachers for GO Math participants	GO Math math series	Title I	\$672.00
Provide substitute teachers for Common Core Standards participants	Common Core Standards/On Core Lessons	Title I	\$500.00
			Subtotal: \$1,172.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,172.00

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:		Student must demonstrate proficiency in Science to understand the human body, nature and the environment we live in. The goal of Deerfield Park Elementary is to increase the number of students achieving proficiency (FCAT Level 3) in science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In Grade 5 20% (17) students achieved proficiency (FCAT Level 3) in science on the 2012 FCAT 2.0		2In Grade 5 25% (21) students will achieve proficiency (FCAT Level 3) in science on the 2013 FCAT 2.0			
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	Students need a variety of strategies to comprehend science concepts	<p>The scientific method will be used to collect, analyze, observe, and record data to be used to create graphs, charts and problem solving</p> <p>Disaggregate, Assess, Review Target (DART) Model will be implemented school-wide to monitor and analyze science data</p> <p>Measuring tools and science equipment will be used to conduct hands-on activities</p> <p>The metric system of measurement will be incorporated into science lessons</p> <p>Experiments will be conducted utilizing the scientific and inquiry methods</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Gail Gauthier, ESE Specialist,</p> <p>Tawanna Allen, Science Coach</p>	<p>Lesson Plan review, Scientific environment setup,</p> <p>CWTs focusing on instructional strategies and the learner,</p> <p>Science Data chart review and analysis</p> <p>Student data evidenced by student work through lab journals demonstrating laboratory explorations</p> <p>Analysis of student science journal</p> <p>Science Portfolio Evaluation</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p> <p>DQ5: Engaging Students</p>	<p>Bi-weekly Science Mini Benchmark Assessments,</p> <p>Science Fusion Unit Benchmark Test</p> <p>Observation assessments,</p> <p>Performance assessments</p> <p>Science Portfolio Evaluation</p> <p>Marzano Observation and Feedback Protocol</p>
2	Students need an in-depth understanding of scientific thinking, the scientific processes and concepts	<p>Combine the teaching of reading and science using science related materials and the Florida Science Fusion textbook with science leveled books for instruction during reading block</p> <p>Learning and mastery of concepts aligned to the Sunshine State Standards and benchmarks</p> <p>Integrate the Body of Knowledge: Nature of Science Process throughout all lessons</p> <p>PLC and study group focused on Body of Knowledge: Nature of Science Process and Practice of Science</p> <p>Differentiated instruction will be instituted</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p> <p>Gail Gauthier, ESE Specialist,</p> <p>Tawanna Allen, Science Coach</p>	<p>CWTs focusing on instructional strategies,</p> <p>CWTs data analysis and feedback</p> <p>Science data chart review and analysis</p> <p>Progress monitoring,</p> <p>Mini benchmark lessons,</p> <p>Science Portfolio</p> <p>Science centers</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>Science Mini benchmark assessments</p> <p>BAT I & BAT II</p> <p>Science Fusion Unit Benchmark Test</p> <p>Science Portfolio</p> <p>Evaluations Center assessment</p> <p>Marzano Observation and Feedback Protocol</p>
	All students need a literacy rich environment, to improve in science vocabulary and to be proficient in science	Learning and mastery of concepts aligned to the Next Generation Sunshine State Standards	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal,</p>	<p>Daily CWTs focusing on instructional materials, instructional practices, instructional strategies and the learner,</p>	<p>Baseline Assessment</p> <p>Science Mid-year assessment</p>

3	standards	and benchmarks	Gail Gauthier, ESE Specialist, Tawanna Allen, Science Coach	CWTs data analysis and feedback, Progress monitoring, Mini benchmark lessons, Teacher Observations Instructional Focus calendar review Science Journal DQ2: Helping Students Interact with New Knowledge	Bi-weekly Science Mini benchmark assessments, BATs Science data analysis Science Journal Review Marzano Observation and Feedback Protocol
		Interactive Word walls containing science words will be instituted			
		Instructional Focus calendars will be used to guide instruction			
		Ensure teacher collaboration during Common Planning Time and Lesson Study. Utilize Instructional Coaches to implement the Coaching Cycle (as needed)to assist teachers.			

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Student must demonstrate proficiency in Science to understand the human body, nature and the environment we live in. The goal of Deerfield Park Elementary is to increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in science.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In grade 5 2% (2) students achieved above proficiency (FCAT Levels 4 and 5) in science on FCAT 2.0 Science 2012.	In grade 5, 5% (4) students will achieve above proficiency (FCAT Levels 4 and 5) on FCAT 2.0 Science 2013.			
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
All students need a literacy rich	Learning and mastery of higher order	Literacy Leadership Team	CWTs focusing on instructional materials,	Evaluation of vocabulary and

1	<p>environment, to enrich their science vocabulary and to maintain their proficiency in science standards</p>	<p>concepts aligned to the Sunshine State Standards and benchmarks</p> <p>Interactive Word walls containing higher order science words will be instituted</p> <p>Modified Instructional Focus calendars will be used to enrich instruction</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker Assistant Principal</p> <p>Tawanna Allen Science Coach</p> <p>Erika McKeever, Reading Coach</p>	<p>instructional practices, instructional strategies and the learner,</p> <p>CWTs data analysis and feedback</p> <p>Student vocabulary and concept journal</p> <p>Progress monitoring</p> <p>Mini benchmark lessons,</p> <p>Teacher Observations</p> <p>Modified Instructional Focus calendar review</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ2: Helping Students Interact with New Knowledge</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p>	<p>concept journal</p> <p>Baseline Assessment</p> <p>Science Fusion Unit Benchmark Test</p> <p>Bi-weekly Science Mini Benchmark Assessments</p> <p>Broward Assessment Tests in Science</p> <p>Science data analysis</p> <p>Marzano Observation and Feedback Protocol</p>
2	<p>Students need the ability to think critically and logically for an in-depth understanding of scientific thinking, the scientific processes and concepts and using appropriate tools and techniques to gather analyze and interpret data</p>	<p>Combine the teaching of reading and science using science related materials and the Florida Science Fusion textbook with science enrichment books for instruction during reading block</p> <p>Learning and mastery of higher order concepts aligned to the Sunshine State Standards and benchmarks</p> <p>Differentiated instruction will be instituted to focus on the mastery and development of cognitive skills, and to provide strategies to differentiate explanation from description</p> <p>Provide strategies and the use of tools and techniques, including mathematics to guide the essential question and investigations students design.</p> <p>Model using evidence</p> <p>Provide the opportunity to use computers for the collection, summary and display of evidence</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker Assistant Principal</p> <p>Tawanna Allen, Science Coach</p>	<p>CWTs focusing on instructional materials, instructional practices, instructional strategies and the learner,</p> <p>Mini benchmark lessons</p> <p>Science Portfolios, Laboratory journals, and data chart review</p> <p>Data Chats (Administrators with Teachers, Teachers with Students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ3: Helping Students Practice and Deepen New Knowledge</p> <p>DQ4: Helping Students Generate and Test Hypothesis</p> <p>DQ5: Engaging Students</p>	<p>Bi-weekly Science Mini Benchmark Assessments</p> <p>BATS</p> <p>Science Fusion Unit Benchmark Test</p> <p>Science Portfolio Evaluation</p> <p>Science laboratory journal evaluation</p> <p>Marzano Observation and Feedback Protocol</p>

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science lesson delivery to improve and enrich student knowledge in Scientific Thinking	Grade K-5/ Science	Tawanna Allen, Science Coach	Grades K-5	K-5 Ongoing	Classroom Walk Thoughts/ Student Work/ Science Assessments	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal
FCAT Science Test Specifications	Grade 5/Science	Tawanna Allen, Science Coach	Grade 5	October 2012	CWT's Lesson Plan review	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal Tawanna Allen, Science Coach

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Student must demonstrate proficiency in Writing in order to communicate effectively in a global society. The goal of Deerfield Park Elementary is to increase the number of students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grade 4 83% (68) students achieved Adequate Yearly Progress (FCAT Level 3.0-6.0) 2012 FCAT 2.0 in writing.	In Grade 4 86% (71) students will achieve Adequate Yearly Progress (FCAT Level 3.0-6.0) in writing on FCAT Writes 2.0 in 2013.

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 closely integrate writing with reading comprehension	Utilize District support materials, (Writing Instructional Focus Calendars, Broward Enterprise Education Portal (B.E.E.P.) lesson, curriculum maps and pacing charts), and training resources and knowledge Implementation of focus lessons, interactive word walls and small group instruction will take place. After school writing academic camps will be implemented Integration of literacy with writing using trade books to assist with	Donna Rucker, Assistant Principal, Erika McKeever, Reading Coach	CWTs focusing on instructional materials, instructional practices, CWTs data analysis and feedback Lesson review Review of student work Writing Samples Writing Portfolios Team meetings Florida Writes Rubric and Anchor papers DQ2: Helping Students Interact with New Knowledge	Meeting notes Writing Portfolios evaluation Marzano Observation and Feedback Protocol

		<p>creating hook questions for predictive writing</p> <p>Ensure teacher collaboration during Common Planning Time and Lesson Study.</p> <p>Utilize Instructional Coaches to implement the Coaching Cycle (as needed) to assist teachers.</p>		DQ3: Helping Students Practice New Knowledge	
2	All Students need structured strategies to become proficient writers	<p>Fourth grade teachers will devote a minimum of 60 minutes daily of instruction for students using narrative or expository writing</p> <p>Teachers will model the components of the writing process and good grammar along with writing lessons daily scaffolding 6-Traits strategies (plan for instruction of individual traits within content area instruction) using Writer's Workshop, organizers and Melissa Forney's strategies</p> <p>Writing Elements (Focus, Organization, Support, Conventions) will be infused in small group instruction</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p>	<p>CWTs focusing on instructional strategies and the learner</p> <p>CWTs data analysis and feedback</p> <p>Lesson plan and strategy review</p> <p>Review of student work</p> <p>Instructional Focus calendar</p> <p>Bi-weekly writing prompt</p> <p>DQ2: Helping Students Interact with New Knowledge</p>	<p>Florida Writes Rubric and Anchor papers</p> <p>(BATs) in Writing</p> <p>Writing prompt Assessment</p> <p>Portfolio Evaluation</p> <p>Marzano Observation and Feedback Protocol</p>
3	Student need conferencing and small group instruction in the writing block daily	<p>Teacher conference with student frequently (daily, weekly, monthly according to needs) to keep student abreast of progress</p> <p>Utilize student portfolios to determine area of deficiency to schedule small group instruction within the targeted area of deficiency</p>	<p>Jocelyn Reid, Principal</p> <p>Donna Rucker, Assistant Principal</p>	<p>Progress Monitoring utilizing the student portfolios and/or expository and narrative prompts</p> <p>Data Chats and Conferencing (Administrators with teachers, administrators with students, teacher with students)</p> <p>DQ1: Communicating Learning Goals and Feedback</p> <p>DQ9: Communicating High Expectations for All Students</p>	<p>FCAT Writing Rubric Assessment</p> <p>Monthly writing prompt assessment in K-3</p> <p>Bi-weekly writing prompt assessment in Grade 4</p> <p>Marzano Observation and Feedback Protocol</p>

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Instruction 3-5	Grade 4 Writing Teachers	Talent Development	Grades 4/ Writing	September 29 and October 9	CWT, Follow-up assignment	Jocelyn Reid, Principal Donna Rucker, Assistant Principal Erika McKeever, Reading Coach
Writing Instruction for Common Core K-2	Grades K-2/ Writing	Talent Development	Grades K-2	September-December	CWT/ Follow up assignment	Jocelyn Reid, Principal Donna Rucker, Assistant Principal, Erika McKeever, 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
Writing Instruction 3-5	Essential writing strategies	Title I	\$339.00
Writing Common Core K-2	Essential writing strategies for teaching in various genre	Title 1	\$1,352.00
			Subtotal: \$1,691.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,691.00

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:	Students daily attendance in school is vital to student success. Student who attend school on a regular basis performance level is higher than students who have excessive absence. The goal of Deerfield Park Elementary is to increase student attendance in school.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate is 95.7 (585) for the 2012 school year.	97.0 (598) is the expected attendance rate is for the 2013.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
(77) students had excessive absences in the 2012 school year.	(72) is the number of students expected to have excessive absences in the 2012 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(26) students had Excessive Tardies in 2012 school year.	(21) is the number of students expected to have excessive tardies in the 2012 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	Family situations contribute to student attendance issues (excessive absences and excessive tardies)	Provide strategies to families who are deemed to be in need assistance with attendance issues Provide and/or refer families to services to assist with attendance issues	Donna Rucker, Assistant Principal Guidance Counselor	Monitor attendance cards Review attendance report monthly	Attendance report
2	Students have a pattern of tardies and absences	Teachers will monitor students' excessive attendances issues via attendance card and refer to Guidance Counselor Use Parent Link for daily parent notification of student attendance	Donna Rucker, Assistant Principal Guidance Counselor School Social Worker	Monitor attendance cards Monthly review or attendance card Daily review of Parent Link report Daily monitoring of at-risk BTIP parents	Attendance report Parent Link report for unexcused absences

(unexcused absences)

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
Pinnacle Training for Attendance	Teachers Grades K-5/ Attendance	Donna Rucker, Bonita Mason	K-5 and Headstart Teachers,	August 17/Ongoing	Follow Up assignment: Train each team member	Jocelyn Reid, Principal, Donna Rucker, Assistant Principal

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:	Students daily attendance in school is vital to student success. Student who attend school on a regular basis performance level is higher than students who have excessive absence. The goal of Deerfield Park Elementary is to increase student attendance in school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

There were a total of (7) in-school suspension in the 2012 school year.	(4) in-school suspensions are expected in the 2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were a total of (3) students suspended in school in the 2012 school year.	(2) students are expected to be suspended in school in the 2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of (3) out-of-school suspensions in the 2012 school year.	(2) out-of-school suspensions are expected in the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were a total of (3) students suspended out-of-school in the 2012 school year	(2) students are expected to be suspended out-of-school in the 2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a variety of positive reinforcements for positive behavior	Teacher, staff and administration will implement a school-wide Discipline Plan and Classroom Behavior Plan Discipline committee will develop a variety of positive reinforcements and strategies to increase positive behavior	Donna Rucker, Assistant Principal Ernestine Mays-Mitchell, Guidance Counselor	In-School Discipline log Monthly distribution of Discipline log data to teachers and support staff members Review of Classroom Behavior Plans and Monitor teacher implementation	DMS System Discipline log analysis Discipline Plan Review
2	Data management (administration); monitoring accuracy of data entry	Data Management System	Donna Rucker, Assistant Principal Jocelyn Reid, Principal Guidance Counselor ESE Specialist ESOL Facilitator	Data Management System	Suspension 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
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Behavioral Academic Student Information System (B.A.S.I.S)	Grades K-5, Related and Performing Arts/Behavioral Academic Strategies and Interventions	Donna Rucker Ernestine Mays-Mitchell Gail Gauthier	Classroom Teacher K-5	Ongoing	Monitor Behavioral and Academic Strategies and Interventions	Jocelyn Reid, Principal Donna Rucker, Assistant Principal
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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:		Parental involvement has a major impact on students' academic performance and success. The goal of Deerfield Park Elementary is to increase the level of parental involvement each year by at least 10% in order to increase academic performance and success in all areas.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
30% (195) is the current level of Parent Involvement in 2012		40% (260) is the expected level of Parent Involvement in 2013			
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	SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP

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
Parental Involvement in student academic success	Parent Seminar	Title I	\$200.00
Parental Involvement in promoting student academic success in literacy	Literacy Night (K-2)	Title I	\$1,775.00
Parental Involvement in promoting student academic success in literacy	Literacy Night (3-5)	Title I	\$1,700.00
			Subtotal: \$3,675.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,675.00

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	50%(270) Students will demonstrate new knowledge and

STEM Goal #1:			utilize STEM strategies to increase problem solving and critical thinking skills.		
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 access to resources and materials	<p>Provide material via Garden grant purchases</p> <p>Solicit vendor's for additional donation</p> <p>Acquire partners to access resources to increase real world experiences and knowledge</p>	<p>Amy Tinker, Garden Grant Coordinator, Support Staff Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal</p> <p>Science Coach, Math Coach and Technology Liaison Contact</p>	<p>Monitoring receipt logs, packing slips, and donation letters and items</p> <p>Database monitoring</p>	Database assessment
2	Students and teachers need to increase their background knowledge of engineering	<p>Provide Professional Development for teachers to increase knowledge base</p> <p>Provide professional learning communities that focus on STEM application and lesson delivery to enrich student knowledge</p> <p>Students utilize the 5 E Learning Cycle Model to make connections through activities with knowledge and hands on activities to create an engineering product</p> <p>Collaborative lesson planning of higher order questions</p> <p>Provide high order questioning Stems</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal</p> <p>Professional Development Committee</p> <p>Science Coach</p>	<p>CWTs focusing on instructional strategies and the learner,</p> <p>CWTs data analysis and feedback,</p> <p>Exhibition of STEM skills</p> <p>Progress Monitoring</p>	<p>STEM rubric</p> <p>Journal Assessment</p> <p>Performance Assessments</p> <p>Authentic Assessments</p>
3	Students and teachers need ongoing community and industry engagement	<p>STEM work-based learning experiences, to increase interest and abilities in fields requiring STEM skills</p> <p>Provide field trips to increase experiences and interest</p>	<p>Jocelyn Reid, Principal,</p> <p>Donna Rucker, Assistant Principal</p> <p>Science Coach, Math Coach and Technology Liaison Contact</p>	<p>CWTs focusing on instructional strategies and the learner,</p> <p>CWTs data analysis and feedback,</p> <p>Exhibition of STEM skills</p> <p>Progress Monitoring</p>	<p>STEM rubric</p> <p>Performance Assessments</p> <p>Authentic Assessment</p>

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	Expose students to various Reading genres of interest and increase reading proficiency	Accelerated Reader Books	Textbook and Instructional Materials Fund	\$700.00
				Subtotal: \$700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student interest in reading, and monitor their reading comprehension.	Accelerated Reader Enterprise	General Budget and Media Fund	\$3,151.00
				Subtotal: \$3,151.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Leadership Team/ Instructional Focus Calendar Development	Staff Development	Title I Funds	\$3,360.00
Reading	Effective use of the Treasures Reading Series to improve student achievement	Staff Development (Teacher Facilitators)	Title I Funds	\$750.00
Reading	Differentiated Instruction/Small Group Instruction/Common Core State Standards	Substitutes for teachers to attend workshops/trainings	Title I Funds	\$1,000.00
Mathematics	Provide substitute teachers for GO Math participants	GO Math math series	Title I	\$672.00
Mathematics	Provide substitute teachers for Common Core Standards participants	Common Core Standards/On Core Lessons	Title I	\$500.00
Writing	Writing Instruction 3-5	Essential writing strategies	Title I	\$339.00
Writing	Writing Common Core K-2	Essential writing strategies for teaching in various genre	Title 1	\$1,352.00
Parent Involvement	Parental Involvement in student academic success	Parent Seminar	Title I	\$200.00
Parent Involvement	Parental Involvement in promoting student academic success in literacy	Literacy Night (K-2)	Title I	\$1,775.00
Parent Involvement	Parental Involvement in promoting student academic success in literacy	Literacy Night (3-5)	Title I	\$1,700.00
				Subtotal: \$11,648.00
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: \$15,499.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Open Houses, Family Literacy and SAC/SAF meetings	\$3,001.00

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

The School Advisory Council will meet on a monthly basis to review and monitor the implementation of the SIP plan making sure that all needs are met. Members will review the accountability reports, current AMO status, Supplemental Education Services (SES), Broward Benchmark Assessment Test (BAT1 and BAT 2) results as well as Differentiated Accountability. In addition there will be an ongoing review of school objectives and action steps, parent training components, and an alignment of action steps based upon student needs.

Each meeting will have a focused itinerary that addresses each element of the School Improvement Plan. For example the first meeting will consist of an overview of the entire make of the plan and the goals and objectives. The second meeting will focus on the reading component specifically, the current instituted strategies and the status of the evaluation and monitoring tool. Each meeting will also address current school, community and District issues and concerns seeking the Advisory Councils input, problem solving and decision making as aligned to school and District data.

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 DEERFIELD PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	64%	83%	39%	238	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	59%	57%			116	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?	45% (NO)	64% (YES)			109	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					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	59%	91%	23%	224	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	52%	58%			110	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?	45% (NO)	61% (YES)			106	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					440	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested