

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SHERIDAN PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: MARIA CALZADILLA-TRACY

SAC Chair: Shannon Arias

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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	Maria Calzadilla-Tracy	M.A. in Educational Leadership, Certified in Educational Leadership (K-12), Elementary Education, Specific	11	17	Sheridan Park Elementary Prior Performance Record 2011-2012 A Rated; 62% proficient in reading; 69% making learning gains in reading; 67% of lowest 25% making a years worth of progress; 66% proficient in math; 72% making learning gains in math; 66% of lowest 25% making a years worth of progress; 83% of students making state standards in writing; 57% of students at or above grade level in science 2010-2011 A Rated; AYP-No/82% criteria met; FCAT and AYP data: 75% proficient in reading; 62% making learning gains in reading; 56% of lowest 25% making a years worth of progress; 85% proficient in math; 68% making learning gains in math; 67% of lowest 25% making a years worth of progress; 93% of students making state standards in writing; 56% of students at or above grade level in science 2009-2010 A Rated AYP-No/82% Criteria Met FCAT and AYP data: 76% proficient in reading; 66% making learning gains in

		Learning Disabilities & ESOL endorsed			reading; 54% of lowest 25% making a years worth of progress; 78% proficient in math; 66% making learning gains in math; 51% of lowest 25% making a years worth of progress; 90% of students making state standards in writing; 51% of students at or above grade level in science 2008-2009 A Rated AYP-Yes FCAT and AYP data: 81% proficient in reading; 74% making learning gains in reading; 64% of lowest 25% making a years worth of progress; 88% proficient in math; 68% making learning gains in math; 69% of lowest 25% making a years worth of progress; 91% of students making state standards in writing; 46% of students at or above grade level in science
Assis Principal	Jacqueline Carro	M.A. in Educational Leadership, Certified in Educational Leadership K-12 and Elementary Education	2	2	Sheridan Park Elementary Prior Performance Record 2011-2012 A Rated; 62% proficient in reading; 69% making learning gains in reading; 67% of lowest 25% making a years worth of progress; 66% proficient in math; 72% making learning gains in math; 66% of lowest 25% making a years worth of progress; 83% of students making state standards in writing; 57% of students at or above grade level in science 2010-2011 A Rated; AYP-No/82% criteria met; FCAT and AYP data: 75% proficient in reading; 62% making learning gains in reading; 56% of lowest 25% making a years worth of progress; 85% proficient in math; 68% making learning gains in math; 67% of lowest 25% making a years worth of progress; 93% of students making state standards in writing; 56% of students at or above grade level in science 2009-2010 A Rated AYP-No/82% Criteria Met FCAT and AYP data: 76% proficient in reading; 66% making learning gains in reading; 54% of lowest 25% making a years worth of progress; 78% proficient in math; 66% making learning gains in math; 51% of lowest 25% making a years worth of progress; 90% of students making state standards in writing; 51% of students at or above grade level in science 2008-2009 A Rated AYP-Yes FCAT and AYP data: 81% proficient in reading; 74% making learning gains in reading; 64% of lowest 25% making a years worth of progress; 88% proficient in math; 68% making learning gains in math; 69% of lowest 25% making a years worth of progress; 91% of students making state standards in writing; 46% of students at or above grade level in science

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)
					Sheridan Park Elementary Prior Performance Record 2011-2012 A Rated; 62% proficient in reading; 69% making learning gains in reading; 67% of lowest 25% making a years worth of progress; 66% proficient in math; 72% making learning gains in math; 66% of lowest 25% making a years worth of progress; 83% of students making state standards in writing; 57% of students at or above grade level in science 2010-2011 A Rated; AYP-No/82% criteria met; FCAT and AYP data: 75% proficient in reading; 62% making learning gains in reading; 56% of lowest 25% making a years worth of progress; 85% proficient in

Reading	Ms. Luann Comes	Certified Elementary Education, Gifted & ESOL endorsed, Reading endorsed!	15	15	math; 68% making learning gains in math; 67% of lowest 25% making a years worth of progress; 93% of students making state standards in writing; 56% of students at or above grade level in; science 2009-2010 A Rated AYP-No/82% Criteria Met FCAT and AYP data: 76% proficient in reading; 66% making learning gains in reading; 54% of lowest 25% making a years worth of progress; 78% proficient in math; 66% making learning gains in math; 51% of lowest 25% making a years worth of progress; 90% of students making state standards in writing; 51% of students at or above grade level in science 2008-2009 A Rated AYP-Yes FCAT and AYP data: 81% proficient in reading; 74% making learning gains in reading; 64% of lowest 25% making a years worth of progress; 88% proficient in math; 68% making learning gains in math; 69% of lowest 25% making a years worth of progress; 91% of students making state standards in writing; 46% of students at or above grade level in science
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers with school leadership team.	Maria Tracy Jacqueline Carro Luann Comes Sharon Loos Monica Lopez	On going	
2	Pairing of new teachers to the school or grade level with veteran teachers to mentor them.	Maria Tracy Jacqueline Carro Luann Comes Sharon Loos Monica Lopez	Ongoing	
3	Monthly staff development release time for Common Core	Maria Tracy Jacqueline Carro Luann Comes Sharon Loos Monica Lopez	Monthly	

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
46	4.3%(2)	6.5%(3)	37.0%(17)	52.2%(24)	32.6%(15)	95.7%(44)	4.3%(2)	10.9%(5)	100.0%(46)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maria Tracy	Monica Lopez	Principal/Aspiring AP	Admin. Experience- Weekly meetings to review and discuss leadership standards
Maria Tracy	Shannon Arias	Principal/Aspiring AP	Admin. Experience- Weekly meetings to review and discuss leadership standards
Sue Sehnert	Trish Pierce	First Year Teacher	NESS Activities and weekly planning meetings with Sue Sehnert and the autism coach to review lessons, student needs, and to identify staff development needs.
Colleen Scalese	Jasmine Arocho	First Year Teacher	NESS Activities and weekly planning meetings to review lessons, student needs, and to identify staff development needs.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students. .

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable

environment.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day. Tutoring Programs offered after school by ASP and FELC Tutors. SES dollars are used to provide additional tutoring services to students who qualify.

Violence Prevention Programs

Sheridan Park implements the County Student Code of Conduct and follows the Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Sheridan Park also offers a non-violence and anti-drug program. Violence Prevention at SPE includes Silence Hurts, teaching of the Broward County adopted character traits, recognition of character traits, peer mediation, counseling, and the Auntie Bullie Programs.

Nutrition Programs

Healthy Kids, Commit to be Fit, and a school wide aerobics program are school initiative programs designed to educate students about healthy choices as well as develop good habits. Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum.

Housing Programs

Head Start

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This 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 Head Start students' progress in the program.

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Multi-Tiered System of Support (MTSS) and Response to Intervention (RtI) Leadership Team consists of: Mrs. Maria Tracy, Principal; Mrs. Jacqueline Carro, AP; Ms. LuAnn Comes, Reading Coach; Ms. Sharon Loos, Guidance Counselor; Ms. Monica Lopez, ESE Specialist; Ms. Joy Bowers, Speech Language Pathologist, School Psychologist Ms. Bethany Duart, School Social Worker Heidi Carmel, Mrs. Maria Medina, Kindergarten Team Leader; Ms. Mary Cangemi, First Grade Team Leader; Mrs. Tracy Nix, Second Grade Team Leader; Mrs. Linda Klasfeld, Third Grade Team Leader; Miss Jill Pavlick, Fourth Grade Team Leader; Mrs. Kathleen Arden, Fifth Grade Team Leader; Ms. Shannon Renee Arias, SAC Chair.

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

The MTSS/RTI team works in conjunction with the grade level teams and the leadership team to monitor the progress of every student at SPE by disaggregating data (SSS, BAT, Q-BATS, Mini-BATS, FAIR) as well as classroom performance. The team works to identify the strengths & weaknesses in the data by grade level, subject area, and cluster/strands. In addition,

struggling students will be discussed in depth. Recommendations will be provided for interventions, which are closely monitored by the classroom teacher, case manager, and administration to ensure progress. Lesson plans will document the interventions listed in the RTI, and OBSERVATIONS will be conducted followed by monthly Data Chats to discuss student progress and areas in need of improvement. The team meets a minimum of twice a month. Sharon Loos, Guidance Counselor, coordinates meetings.

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

The School Leadership Team is comprised of members that are actively involved in the development, implementation, and monitoring of the SIP. The Leadership Team monitors reports from the SIP Committees targeting AYP Subgroups. The School Leadership Team will monitor the progress of students requiring additional intervention regularly. The SIP Committee Chairs will share assessment data (Mini-BATS, FAIR, Oral Reading Fluency Probes, and Technology Reports) quarterly to the School Leadership. The School Leadership Team will monitor and analyze core content areas through Mini BATS, QBATS, BAT, FAIR data and formative classroom assessments. The team will identify areas of weakness aligned to the benchmarks and assist in planning and aligning the IFC with the needs of the students. The School Leadership Team conducts walk through observations to ensure the SIP is being implemented consistently throughout the grade levels. The data is used to develop suggestions for improvement and shared with staff

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 MTSS/RtI Leadership Team will continuously monitor the progress of the students at SPE. Beginning in August, the data from the previous year will be disaggregated and fragile students will be identified. Students will be discussed with the RTI team and interventions will be put in place to target deficient areas in student achievement. Data sources include FCAT data, BAT data, and reports from technology programs such as FCAT Explorer, FOCUS, Riverdeep, and iStation. In addition, formative and summative classroom and programmatic assessments will also be used. Case managers are assigned to each grade level to assist in the identification of students, selection of interventions, monitoring outcomes, and graphing data in regards to the interventions. Data is managed in a filemaker database aimed at providing "at a glance" information on a student, their achievement level, interventions, and outcomes. The team meets at least twice a month to discuss fragile students in reading, math, science, writing, and behavior.

Describe the plan to train staff on MTSS.

Staff Development on MTSS/RtI will take place during the first month of school and continue throughout the school year. Professional Development will be provided during teachers' planning time and small sessions will occur throughout the year. The RtI team will evaluate additional staff PD needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

Staff support on MTSS/RtI will take place throughout the school year. Professional Development will be provided during teachers' planning time and small sessions will occur throughout the year. The MTSS/RtI team will evaluate additional staff PD needs during the MTSS/RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Leadership Team (LLT) will consist of: Mrs. Maria Tracy, Principal; Mrs. Jacqueline Carro, AP; Ms. Luann Comes, Reading Coach; Mrs. Maria Medina, Kindergarten Team Leader; Ms. Mary Cangemi, First Grade Team Leader; Mrs. Tracy Nix, Second Grade Team Leader; Ms. Linda Klasfeld, Third Grade Team Leader; Miss Jill Pavlick, Fourth Grade Team Leader; Mrs. Kathleen Arden, Fifth Grade Team Leader.

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

The Literacy Leadership team will monitor the progress of every student at SPE by disaggregating test data (SSS, BAT, QBATS, Mini-BATS, etc). Identify the strengths & weaknesses in the data by grade level, subject area, and

benchmark/strands. Develop, implement & monitor the Instructional Focus Calendar for Literacy. Identify priority Instructional Benchmarks based on need for each content area of Reading. OBSERVATIONS will be conducted followed by monthly Data Chats to discuss student progress and areas in need of improvement.

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

Major initiatives of the LLT will be to ensure that all students are placed in appropriate strategic interventions based on the Broward County district K-12 reading plan; to ensure all students receive differentiated instruction to meet their needs; and to ensure struggling students are monitored using the RTI process with strategic interventions in place to promote students' success.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

To ensure school readiness, the Head Start (HS) 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 report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. Sheridan Park will provide information to the local preschools regarding kindergarten standards and curricula, quarterly. The local preschools will be provided registration information and activities to promote successful transition to kindergarten.

*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:	To increase the % of students achieving proficiency of a level 3 on the 2013 FCAT in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (90) achieved proficiency of a level 3 on the FCAT in grades 3,4, and 5. 36% of the students scored level 3 in reading as measured by the 2012 FCAT.	31% (96) of the students will score level 3 in reading as measured by the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Planning schedules for support staff and teachers to meet.	1A.1. Leadership team will schedule and ensure implementation of an uninterrupted reading block, conduct classroom observations and meet at least quarterly to monitor the progress of struggling students utilizing data from strategic/ intensive interventions and the RTI process.	1A.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	1A.1. Leadership Team will conduct observations and meet once per month for data chats to monitor student progress using data from summative and formative assessments as well as observations.	1A.1. Intervention Specific Evaluation Tools: Triumphs Assessments, Super QAR, FAIR, Mini-BATS, monthly Tech Reports, formative classroom assessments, and information gathered from data chats.
2	1A.2. Scheduling of materials.	1A.2. Intervention programs from the Struggling Readers Chart will be used to address specific reading deficits. "Triumphs" (1-5), "Super QAR" (1st-5th) for comprehension deficiencies, "In-Step Readers" and "Newcomer" Kits for oral language, phonics and comprehension, "Wilson Foundations" for phonemic awareness (K-2), "Phonics for Reading" for phonics (2-5), "Quick Reads" for fluency. FCAT explorer and the promethean board will be utilized to increase gains in reading.	1A.2. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Ms. Lopez, Highly Qualified	Teacher 1A.2. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of students utilizing specified intervention programs.	1A.2. Intervention Specific Evaluation Tools: Triumphs (1-5), Super QAR (1st-5th) for Comprehension deficiencies, "In-Step Readers" and "Newcomer" Kits for oral language, phonics and comprehension, "Wilson Foundations" for Phonemic awareness (K-2), "Phonics for Reading" for phonics (2-5), "Quick Reads" for fluency, "Destination Reading" (K-2) for phonemic awareness and phonics deficiencies and "FCAT Explorer". FAIR, Mini-BATS,

				monthly technology reports.
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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:	To increase the % of students scoring a level 4, 5 and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) student taking the FAA scored a level 4, 5, or 6 in reading.	50% (1) student taking the FAA will score a level 4, 5, or 6.

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	1B.1. Access to programs designed to increase proficiency	1B.1. Create a list of all available programs for student taking the FAA.	1B.1. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	1B.1. Teacher use of appropriate programs for students taking the FAA.	1B.1. Observations conducted by the leadership team and the autism coach as well as the lesson plans.
2	1B.2. Training on programs currently available to use with students who are taking the FAA.	1B.2. Schedule training for teachers and paras on the programs currently available for use with students taking the FAA	1B.2. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	1B.2. Classroom observations, progress reports for students will be used to determine effectiveness.	1B.2. Lesson Plans showing increased use of programs available.

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:	To increase the % of students achieving proficiency of a level 4 or 5 on the FCAT in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (99) achieved proficiency of a level 4 or 5 in reading on the 2012 Reading FCAT in grades 3, 4, and 5.	34% (105) of students are expected to achieve proficiency of a level 4 or 5 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. Implementation of the Accelerated Reader Program	2.1. Develop a school wide motivation program for Accelerated Reader in conjunction with the STAR reading	2.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms.	2A.1. Leadership Team will conduct observations to monitor Accelerated Reader Motivation	2.1. Specific Evaluation Tools: Accelerated Reader Motivation

1		assessment.	Comes, Reading Coach	Program and monitor data and the progress of high performing students.	Program data
2	2A.2. Scheduling student access to technology.	2A.2. Consistently implement Technology Programs such as Renzulli, project based learning through technology, Video Conferencing, and use of Promethean programs to accelerate student growth.	2.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	2A.2. Leadership Team will conduct observations, monitor technology usage reports, and monitor the progress of high performing students.	2A.2. Specific Evaluation Tools: Riverdeep, istation, FCAT Explorer data, monthly Tech Reports.
3	2A.3. Scheduling of students	2A.3. Create gifted/high achieving classes in order to provide more targeted instruction for high achieving students.	2A.3. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Assistant Principal; Ms. Comes, Reading Coach; Ms. Loos, Guidance Counselor	2A.3. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of high performing students.	2A.3. Specific Evaluation Tools, student work samples, summative and formative assessments, and observation data.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	To increase the percentage of students scoring at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) of the students taking the FAA scored at or above a level 7 in reading on the 2012 assessment.	50% (1) of the students taking the FAA will score a level 7 or above on the 2013 FAA 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	2B.1. Ensuring ESE teachers have adequate time to assess current levels of students taking the FAA and develop plans to improve proficiency.	2B.1. Create a master schedule of student needing to be assessed and staff who are available to test or cover the classroom so the teacher can conduct the assessment.	2B.1. Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	2B.1. Monitor implementation of the plan and master schedule of testing dates and test administrators.	2B.1. Completion of schedule and testing of students.
2	2B.2. Access to programs designed to increase proficiency	2B.2. Create a list of all available programs for student taking the FAA.	Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	2B.2. Teacher use of appropriate programs for students taking the FAA	2B.2. Observations conducted by the leadership team and the autism coach as well as the lesson plans.
	2B.3. Training on programs currently available to use with students who are taking	2B.3. Schedule training for teachers and paras on the programs currently available for	2B.3. Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms.	2B.3. Classroom observations, progress reports for students will be used to determine	2B.3. Lesson Plans showing increased use of programs available.

3	the FAA.	use with students taking the FAA	Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	effectiveness.
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the % of students making learning gains on the FCAT in grades 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.8%(147) of students in grades 4 and 5 made learning gains on the 2012 FCAT reading assessment.	71% (151) of students are expected to demonstrate learning gains in reading as measured by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Lack of use of advanced academic vocabulary	3A.1. Implement the use of meaningful, interactive word walls and develop a school wide vocabulary program.	3A.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Grade Level Team Leaders	3A.1. Classroom observations and lesson plans will be used to determine implementation of the strategy and student work samples will be used to determine effectiveness.	3A.1. Writing Samples from students and observation data
2	3A.2. Planning schedules for support staff and teachers	3A.2. Struggling students will participate in an additional 20 to 30 minute intervention group to address targeted reading deficiencies utilizing research based materials as identified on the Struggling Readers Chart such as: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Phonics for Reading, Super QAR, Triumphs (1st-5th), Earobics and istation.	3A.2. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Highly Qualified Teachers	3A.2. Leadership Team will conduct observations and meet regularly for data chats to monitor student progress of struggling students on specified intervention programs using program specific data and grade level performance data.	3A.2. Intervention Specific Evaluation Tools: Quick Reads for fluency deficiencies, Wilson Foundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for Phonemic awareness and Phonics deficiencies, Triumphs (1st-5th), for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies, iStation reports, Mini BATS, FAIR Data and monthly Tech Reports.
	3A.3. Critical thinking	3A.3. PLC's will be	3A.3. School	3A.3. Review of PLC	3A.3. Reflections,

3	skills	developed and based on the common core in order for students to be provided opportunities to develop critical thinking skills.	Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Highly Qualified Teachers	meeting reflections and grade level planning meeting along with classroom observations to ensure implementation.	minutes, and Observation data along with student work samples including those that integrate the common core into the curriculum.
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	To increase the percentage of students making learning gains in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of the students made learning gains on the 2012 FAA in reading.	50% (1) student will make learning gains on the FAA in reading for 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	3B.1. Ensuring ESE teachers have adequate time to assess current levels of students taking the FAA and develop plans to improve proficiency.	3B.1. Create a master schedule of student needing to be assessed and staff who are available to test or cover the classroom so the teacher can conduct the assessment.	3B.1. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	3B.1 Monitor implementation of the plan and master schedule of testing dates and test administrators.	3B.1. Completion of schedule and testing of students.
2	3B.2. Access to programs designed to increase proficiency	3B.2. Create a list of all available programs for student taking the FAA.	3B.2. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	3B.2. Teacher use of appropriate programs for students taking the	FAA 3B.2. Observations conducted by the leadership team and the autism coach as well as the lesson plans.

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:	To increase the % of students in the lowest 25% demonstrating learning gains in Reading on the FCAT in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(39) of students in the lowest 25th percentile in grades 3, 4, and 5 demonstrated learning gains on the 2012 FCAT.	71% (46) of students in the lowest 25% are expected to demonstrate learning gains on the 2013 FCAT reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Lack of teacher training in advanced use of literacy centers while conducting small group instruction.	4A.1. Provide teachers the opportunity to attend training on the use of differentiated literacy centers during the reading block specifically targeted for students in the lowest 25%.	4A.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Grade Level Team Leaders	4A.1. Leadership Team will conduct observations to determine the effectiveness of the literacy centers and meet for data chats to monitor the progress of students in the lowest 25% using summative and formative assessments	4A.1. Observation data, lesson plans, and assessments from Treasures Reading Program, Mini- BATS, and other assessments.
2	4A.2. Coordinating schedules to facilitate student grouping.	4A.2. Students scoring in the lowest 25% will participate in an additional 20 to 30 minute targeted reading intervention each day utilizing: Triumphs (1-5) for all deficiency areas, Quick Reads for fluency deficiencies, Wilson Foundations (K-2) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Elements of Reading: Vocabulary for building language, Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension and istation.	4A.2. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Grade Level Team Leaders	4A.2. Leadership Team will conduct observations and meet regularly for data chats to monitor the progress of students scoring in the lowest 25% utilizing program specific assessments from specified intervention program as well as grade level performance data.	4A.2. Intervention Specific Evaluation Tools: Triumphs, Quick Reads for fluency deficiencies, Wilson Foundations for phonemic awareness and phonics deficiencies, Destination Reading for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension and istation reports, FAIR Assessments, Mini-BATS, Oral Reading Fluency Scores, technology reports.
3	4A.3. Insufficient access to technology	4A.3. Schedule laptop carts and promethean hardware so that multiple types of reading software will be utilized including FCAT Explorer, FOCUS, Riverdeep, iStation, Earobics, Accelerated Reader through the use of Promethean boards, to increase gains in reading.	4.3.School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	4A.3. Leadership Team conduct OBSERVATIONs and meet once per month for data chats to monitor the progress of students scoring in the lowest 25%.	4A.3. Intervention Specific Evaluation Tools: FCAT Explorer, FOCUS, Riverdeep, istation, Earobics, Accelerated Reader reports, Monthly Technology Reports. BATS, Mini-BATS, Oral Reading Fluency

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 # To increase the % of students achieving satisfactory progress of a level 3 on the FCAT in grades 3, 4, and 5 to 77% by 2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	61%	65%	69%	73%	

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:	To decrease the % of students in the White, Black, Hispanic, Asian, and American Indian subgroups not making satisfactory progress on the 2013 FCAT in grades 3,4, and 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 39% (29) Black: 50% (27) Hispanic: 38% (59) Asian: 31% (4) made satisfactory progress on the 2012 FCAT assessment in reading.	White: 35% (22) Black: 48% (26) Hispanic: 36% (56) Asian: 35% (5) will make satisfactory progress in reading on the 2013 FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Lack of prerequisite skills. Deficiencies in Phonemic awareness, phonics, fluency, vocabulary and comprehension.	5B.1. Instructional programs from the Struggling Readers Chart will be used to address specific reading deficiencies. Student subgroups will participate in programs such as Triumphs (1st-5th), for phonemic awareness, phonics, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Quick Reads for fluency, 5.B.1 Wilson Foundations for phonemic awareness and phonics, Destination Reading, "Elements of Reading: Vocabulary", iStation and Super QAR to increase comprehension.	5B.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Prinicpal; Ms. Comes, Reading Coach; Highly Qualified Teachers	5B.1. Leadership Team will meet for data chats to monitor the progress of students in subgroups using data from summative and formative assessments as well as observations.	5B.1. Intervention Specific Evaluation Tools: Quick Reads for fluency deficiencies, Wilson Foundations for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies, Elements of Reading :Vocabulary, for building vocabulary, FAIR, Mini-BATS, & monthly Technology Reports.
2	5B.2. Limited English proficiency, lack of background knowledge and vocabulary.	5B.2. Super QAR (1st-5th) for comprehension deficiencies, In-Step Readers and Newcomer Kits for oral language, phonics and comprehension.	5B.2. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Prinicpal; Ms. Comes, Reading Coach; Highly Qualified Teachers	5B.2. Leadership Team will meet for data chats to monitor the progress of students in subgroups using data from summative and formative assessments as well as observations.	5B.2. Intervention Specific Evaluation Tools: Super QAR for comprehension, In-Step Readers, Newcomers Kits for oral language, phonics and comprehension, BATS, Mini-FAIR and monthly Technology Reports.
3	5B.3. Insufficient access to technology	5A.3. Schedule laptop carts and promethean hardware so that multiple types of reading software will be utilized including FCAT Explorer, FOCUS, Riverdeep, iStation, Earobics, Accelerated	5A.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	4A.3. Leadership Team conduct OBSERVATIONSS and meet once per month for data chats to monitor the progress of students scoring in the lowest 25%.	4A.3. Intervention Specific Evaluation Tools: FCAT Explorer, FOCUS, Riverdeep, iStation, Earobics, Accelerated Reader reports,

	Reader through the use of Promethean boards, to increase gains in reading.		Monthly Technology Reports. BATS, Mini-BATS, Oral Reading Fluency
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	To increase the % of English Language Learners (ELL) subgroup making Adequate Yearly Progress on the FCAT in grades 3,4,5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(25) of the English Language Learners (ELL) subgroup did not make satisfactory Progress in reading on the 2012 FCAT.	69%(24) of English Language Learners are expected not to demonstrate satisfactory Progress in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Limited English proficiency, limited vocabulary and background knowledge.	5C.1. ELL students will participate in a reading intervention program using In-Step Readers, Newcomer Kit, Triumphs and Super QAR to increase comprehension and oral language.	5C.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist, Highly Qualified Teachers	5C.1. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of students in subgroups.	5C.1. Intervention Specific Evaluation Tools: In-Step Readers, Newcomer Kit, Super QAR, FAIR, Mini- BATS, and monthly Technology Reports and data chats.
2	5C.2. Phonemic awareness, phonics, fluency, vocabulary and comprehension deficiencies	5C.2. ELL students will participate in an additional 20 to 30 minute targeted reading intervention each day utilizing one or more of the following: Triumphs Interventions, Earobics, Quick Reads for fluency deficiencies, Wilson Foundations (K-2) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	5C.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	5C.2. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of ELL students utilizing program-specific assessments addressing reading deficiencies.	5C.2. Intervention Specific Evaluation Tools: Triumphs Weekly assessments, Earobics, Quick Reads for fluency deficiencies, Wilson Foundations for phonemic awareness and phonics deficiencies, Destination Reading for phonemic awareness and phonics deficiencies, Super QAR for comprehension deficiencies. BATS, Mini BATS, Oral Reading Fluency Scores, monthly Technology Reports.
3	5C.3. Insufficient access to technology.	5C.3. The ELL students will be scheduled to receive additional instructional support utilizing istation.	5C.3. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal Ms. Comes, Reading Coach, Highly Qualified	5C.3. Leadership Team will monitor istation reports.	5C.3. istation reports

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To decrease the % of students with disabilities not making Adequate Yearly Progress on the FCAT reading in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(26)of students with disabilities were not making satisfactory progress in reading on the 2012 FCAT.	59% (23) of students with disabilities are not expected to make satisfactory progress in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Phonemic awareness and phonics deficiencies, fluency, vocabulary, & comprehension deficiencies.	5D.1. SWDs will receive instruction to meet their identified need in scientifically based reading programs such as: Triumphs (1st-5th) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading, Wilson, Super QAR to increase comprehension.	5D.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	5D.1. Leadership Team will conduct OBSERVATIONS and meet once per month for data chats to monitor the progress of SWDs utilizing: Triumphs (1st-5th) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Super QAR (1st-5th) for comprehension deficiencies.	5D.1. Intervention Specific Evaluation Tools: Triumphs for phonemic awareness, Phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading, Wilson Super QAR (1st-5th) for Comprehension deficiencies, FAIR, Mini-BATS & monthly Technology Reports.
2	5D.2. Coordinate schedules to facilitate student grouping.	5D.2. Create schedules to include an uninterrupted reading block with whole group and small group instruction included along with additional time for reading support.	5D.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	5D.2. Review class schedules and lesson plans to ensure blocks of time for student grouping and differentiated instruction.	5D.2. Lesson Plans, Schedules
3	5D.3. Lack of prerequisite skills.	5D.3. SWDs will be provided extended time for differentiated interventions to meet their needs utilizing literacy centers as well as technology programs and software: Earobics for phonemic awareness, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, iStation for phonemic awareness, phonics, fluency, vocabulary & comprehension, Read Naturally for fluency.	5D.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	5D.3. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of students	5D.3. Intervention Specific Evaluation Tools: Earobics, Destination Reading, iStation and Read Naturally, Mini-BATS, FAIR & monthly Technology Reports.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To decrease the % of economically disadvantaged students not making satisfactory progress on the FCAT in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (98) of the students in the economically disadvantaged subgroup were not making satisfactory progress in reading on the 2012 FCAT.	40% (94) of the economically disadvantaged students are not expected to make proficiency in reading on the 2011 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Critical thinking skills	5E.1. PLC's will be developed and based on the common core in order for students to be provided opportunities to develop critical thinking skills.	5E.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Highly Qualified Teachers	5E.1. Review of PLC meeting reflections and grade level planning meeting along with classroom observations to ensure implementation.	5E.1. Reflections, minutes, and Observation data along with student work samples including those that integrate the common core into the curriculum.
2	5E.2. Coordinate schedules to facilitate student grouping.	5E.2. Struggling students will participate in an additional 30 min push-in or pullout reading block targeting a reading deficiency utilizing: Quick Reads for fluency deficiencies, Wilson Foundations (K-2) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Triumphs (1-5) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies.	5E.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	5E.2. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of struggling students using specified programs.	5E.2. Intervention Specific Evaluation Tools: Triumphs for Phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading, Super QAR, Mini- BATS, FAIR, monthly Tech Reports.
3	5E.3. Scheduling access to technology	5E.3. Students will be scheduled for the computer lab, laptop carts, and promethean use utilizing multiple types of reading software (FCAT Explorer, FOCUS, Riverdeep, iStation, Earobics, Accelerated Reader).	5E.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	5E.3. Leadership Team will review schedules, conduct observations and meet once per month for data chats to monitor the progress of struggling students.	5E.3. Intervention Specific Evaluation Tools: Monthly Technology Reports.

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
Planning for the Common Core	School Wide	Reading Coach	Grade Level Teams	Beginning September 2012 and ongoing monthly.	Unit plans, lesson plans, and grade level planning meeting notes	Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes
Implementation of the Common Core Standards.	School wide/Reading	Reading Coach	Vertical teams with representation from each grade level.	Twice monthly Beginning August 2012	The Professional Learning Community will meet twice a month for the entire school year. Lesson plans, observations, Data Chats, Monthly sharing of best practices learned through the PLC's and PLC reflections.	Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes

Reading 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
Accelerated Reader	Reading incentive and motivation program focusing on comprehension and vocabulary	Accountability	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC's	Materials and supplies needed to support the school wide PLC's as well as incentives for the PLC leaders.	Title 1	\$1,200.00
Common Core Planning Study Days	Substitutes to cover teachers for planning for the implementation of the common core.	Title 1	\$5,000.00
			Subtotal: \$6,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$11,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal # 1:

Increase to 27% the number of students scoring proficient in listening/speaking on the 2013 CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

24% (13) of ELL students scored proficient in listening/speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited English proficiency, limited vocabulary and background knowledge.	1.1. ELL students will participate in a reading intervention program using In-Step Readers, Newcomer Kit, Triumphs and Super QAR to increase comprehension and oral language.	1.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist, Highly Qualified Teachers	1.1. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of ELL students utilizing program-specific assessments addressing reading deficiencies.	Specific Evaluation Tools: In-Step Readers, Newcomer Kit, Super QAR, FAIR, Mini- BATS, and monthly Technology Reports and data chats.
2	1.2. Phonemic awareness, phonics, fluency, vocabulary and comprehension deficiencies	1.2. ELL students will participate in an additional 20 to 30 minute targeted reading intervention each day utilizing one or more of the following: Triumphs Interventions, Earobics, Quick Reads for fluency deficiencies, Wilson Foundations (K-2) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	1.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	1.2. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of ELL students utilizing program-specific assessments addressing reading deficiencies.	1.2 Intervention Specific Evaluation Tools: Triumphs Weekly assessments, Earobics, Quick Reads for fluency deficiencies, Wilson Foundations for phonemic awareness and phonics deficiencies, Destination Reading for phonemic awareness and phonics deficiencies, Super QAR for comprehension deficiencies. BATS, Mini BATS, Oral Reading Fluency Scores, monthly Technology Reports.

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:

Increase the % of students scoring proficient in reading on the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

24% (13) ELL students scored proficient in reading on the CELLA assessment

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Phonemic awareness, phonics, fluency, vocabulary and comprehension deficiencies	2.1. ELL students will participate in an additional 20 to 30 minute targeted reading intervention each day utilizing one or more of the following: Triumphs Interventions, Earobics, Quick Reads for fluency deficiencies, Wilson Foundations (K-2) for phonemic awareness and phonics deficiencies, Destination Reading (K-5) for phonemic awareness and phonics deficiencies, Super QAR (1st-5th) for comprehension deficiencies.	2.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Lopez, Highly Qualified Teacher	2.1. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of ELL students utilizing program-specific assessments addressing reading deficiencies.	2.1. Intervention Specific Evaluation Tools: Triumphs Weekly assessments, Earobics, Quick Reads for fluency deficiencies, Wilson Foundations for phonemic awareness and phonics deficiencies, Destination Reading for phonemic awareness and phonics deficiencies, Super QAR for comprehension deficiencies. BATs, Mini BATs, Oral Reading Fluency Scores, monthly Technology Reports.
2	2.2. Limited English proficiency, limited vocabulary and background knowledge.	2.2. ELL students will participate in a reading intervention program using In-Step Readers, Newcomer Kit, Triumphs and Super QAR to increase comprehension and oral language.	2.2. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Asst. Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist, Highly Qualified Teachers	2.2. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of students in subgroups.	2.2. Intervention Specific Evaluation Tools: In-Step Readers, Newcomer Kit, Super QAR, FAIR, Mini- BATs, and monthly Technology Reports and data chats.
3	2.3. Lack of prerequisite skills.	2.3. ELLs will be provided extended time for differentiated interventions to meet their needs utilizing literacy centers as well as technology programs and software: Earobics for phonemic awareness, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, iStation for phonemic awareness, phonics, fluency, vocabulary & comprehension, Read Naturally for fluency.	2.3. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of students	2.3. Intervention Specific Evaluation Tools: Earobics, Destination Reading, iStation and Read Naturally, Mini-BATs, FAIR & monthly Technology Reports.	2.3. Intervention Specific Evaluation Tools: Earobics, Destination Reading, iStation and Read Naturally, Mini-BATs, FAIR & monthly Technology Reports.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the % of students scoring proficient in writing on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

16% (8) students tested on the CELLA assessment scored proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Scheduling of meetings for Vertical Teaming and grade level meeting focusing specifically on writing	2.1. Vertical teaming for writing instruction and monthly curriculum discussions based on the District Writing Training	on all grade levels. 2.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	2.1. Leadership Team will conduct OBSERVATIONs and meet on a regular basis for data chats to monitor the progress of students utilizing the rubrics for scoring writing prompts.	2.1. OBSERVATIONs, monthly writing samples to monitor progress and team meeting minutes outlining writing discussions.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	To increase the % of students scoring level 3 in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (119) of students met proficiency (FCAT Level 3) in math as measured by the 2012 FCAT Math SSS.	41% (127) of students will score at level 3 in math as measured by the 2013 FCAT Math FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of prerequisite skills to master NGSSS and Common Core Standards in K-2 with a blended model in 3-5.	1A.1. Teachers will administer the prerequisite assessment for the grade level to determine gaps in prerequisite skills. Small group instruction within the classroom and the use of the online interventions and Soar to Success will be used to fill the gaps.	1A.1. 1.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	1A.1. Leadership team will conduct data chats after each BAT assessment and analyze data from formative assessments determine effectiveness of strategy.	1A.1. Intervention Specific Evaluation Tool: BATs, Mini-BATs, "Go Math" program assessments, monthly Tech Reports.
2	1A.2. Teacher knowledge on the use of the Marzano's High Yield Strategies.	1A.2. Increase use of the High Yield Strategies and provide training through staff meetings and the use of the Marzano evaluation system and for teachers on the High Yield Strategies.	1A.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	1A.2. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the use of High Yield Strategies.	1A.2. Classroom data; OBSERVATIONS data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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
	1B.1. Lack of	1B.1. Increase awareness	1B.1. School	1B.1. Leadership Team	1B.1. BATs and

1	participation of students in motivational programs, such as "Math Superstars" and "First in Math"	of motivational programs through parent nights and incorporate incentive programs with the motivational programs.	Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	will conduct OBSERVATIONS and monitor the progress of high achieving students on a regular basis.	curriculum assessments.
2	1B.2 Understanding of basic math skills.	Increase the use of manipulatives including virtual manipulatives for math instruction.	School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Apodaca	Leadership team will conduct observations and use the Marzano observation model to evaluate lesson plans and lesson implementation	Marzano observations and lesson plans.

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:	To increase the % of students scoring level 4 and 5 in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (85) of students scored level 4 or 5 in mathematics on the 2012 FCAT.	30% (93) of students will score level 4 or 5 in mathematics on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Scheduling of students	2A.1. Create gifted/high achieving classes in order to provide more targeted instruction for high achieving students.	2A.1. School Leadership Team: Mrs. Tracy, Principal; Mrs. Carro, Assistant Principal; Ms. Comes, Reading Coach; Ms. Loos, Guidance Counselor	2A.1. Leadership Team will conduct observations and meet once per month for data chats to monitor the progress of high performing students.	2A.1. Specific Evaluation Tools, student work samples, summative and formative assessments, and observation data.
2	2.2. Lack of participation of students in motivational programs, such as "Math Superstars" and "First in Math"	2.2. Increase awareness of motivational programs through parent nights and incorporate incentive programs with the motivational programs.	2.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	2.2. Leadership Team will conduct CWTs and monitor the progress of high achieving students on a regular basis.	2.2. BATs and curriculum assessments.
3	2.3 Too frequently using low order questions during classroom instruction and discussions.	2A.3. Train staff during common core study days on how to incorporate higher level questioning and the incorporation of the common core.	2.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	2.3. Leadership Team will conduct CWTs to monitor the progress of high achieving students and analyze Benchmark Assessment results.	2A.3. Classroom observation data, lesson plans, student assessment data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase the % of students scoring at or above level 7 in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1) student scored at or above a level 7 in mathematics on the 2012 FAA.	25% (1) student will score at or above level 7 on the mathematics 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Ensuring ESE teachers have adequate time to assess current levels of students taking the FAA and develop plans to improve proficiency.	2B.1. Create a master schedule of student needing to be assessed and staff who are available to test or cover the classroom so the teacher can conduct the assessment.	2B.1. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	2B.1. Monitor implementation of the plan and master schedule of testing dates and test administrators.	2B.1. Completion of schedule and testing of students.
2	2B.2. Access to programs designed to increase proficiency	2B.2. Create a list of all available programs for student taking the FAA.	2B.2. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	2B.2. Teacher use of appropriate programs for students taking the	FAA 2B.2. Observations conducted by the leadership team and the autism coach as well as the lesson plans.
3	2B.3. Training on programs currently available to use with students who are taking the FAA.	2B.3. Schedule training for teachers and paras on the programs currently available for use with students taking the FAA	2B.3. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	2B.3. Classroom observations, progress reports for students will be used to determine effectiveness.	2B.3. Lesson Plans showing increased use of programs available.

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:	To increase the % of students making learning gains in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (153) of students made learning gains in mathematics on the 2012 FCAT.	74% (158) of students will make learning gains in mathematics on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Lack of prerequisite skills.	3.1. Teachers will be trained to utilize virtual manipulatives, online intensive interventions and differentiate instruction to increase prerequisite math skills.	3.1.School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	3.1. Analyze prerequisite assessments, monthly technology reports, and curriculum assessments.	3.1.Prerequisite assessment, Curriculum Assessments, BATs, monthly Tech Reports.
	3.2 Students ability to grasp	3.2. Teachers will utilize the Struggling	3.2.School Leadership	3.2. Response to Intervention Team will	3.2.Curriculum Assessments,

2	mathematical concepts on grade level.	Math Chart to identify resources & specific interventions to differentiate instruction.	Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	monitor student progress and meet on an ongoing basis to monitor the progress of targeted students.	BATs, monthly Tech Reports.
3	3.3 Teacher training in utilizing BEEP to differentiate instruction	3.3. Team leaders will train teachers on how to access and utilize BEEP effective for lesson planning that will facilitate differentiation of instruction.	3.3.School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	3.3. Leadership Team will conduct CWTs, meet to monitor the progress of students making learning gains	3.3. CWTs, team reports, lesson plans.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	To increase the % of students making learning gains in math on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2) of the students taking the FAA in mathematics made learning gains.	50% (2) of the students taking the FAA will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Ensuring ESE teachers have adequate time to assess current levels of students taking the FAA and develop plans to improve proficiency.	3B.1. Create a master schedule of student needing to be assessed and staff who are available to test or cover the classroom so the teacher can conduct the assessment.	3B.1. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	3B.1. Monitor implementation of the plan and master schedule of testing dates and test administrators.	3B.1. Completion of schedule and testing of students.
2	3B.2. Lack of prerequisite skills.	3B.2. Teachers will be trained to utilize virtual manipulatives, online intensive interventions and differentiate instruction to increase prerequisite math skills.	3B.2. Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Apodaca	3B.2. Analyze prerequisite assessments, monthly technology reports, and curriculum assessments.	3B.2. Classroom assessments
3	3B.3. Training on programs currently available to use with students who are taking the FAA	3B.3. Schedule training for teachers and paras on the programs currently available for use with students taking the FAA	3B.3. Mrs. Tracy, Principal; Mrs. Carro, Principal; Ms. Comes, Reading Coach; Ms. Lopez, ESE Specialist; Ms. Apodaca, Autism Coach	3B.3. Classroom observations, progress reports for students will be used to determine effectiveness.	B.3. Lesson Plans showing increased use of programs available.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	To increase the % of students in the lowest 25% making learning gains in mathematics on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (38) of the lowest 25% made learning gains in Math on the 2012 FCAT Math Test.	68% (39) of the lowest 25% will make learning gains in Math on the 2013 FCAT Math 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	4A.1. Teacher training in utilizing BEEP for differentiating instruction	4A.1. Teachers will utilize BEEP for lessons on differentiating instruction.	4A.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	4A.1. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of students in the lowest 25%.	4A.1. Curriculum Assessments BATs, & monthly Tech Reports as well as classroom specific work samples and data.
2	4A.2. Teacher training in specific interventions	4A.2. Teachers will utilize the Struggling Math Chart to identify resources; specific interventions to differentiate instruction; and students in the lowest 25% will be monitored by the CPST Team and the RTI process.	4A.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	4A.2. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of students in the lowest 25%.	4A.2. Curriculum Assessments BATs, & monthly Tech Reports as well as classroom specific work samples and data.
3	4A.3. Access to technology in the home	4A.3. Teachers will utilize virtual manipulatives, the promethean board & additional manipulatives to increase math skills. Additional time will be provided for students to access technology and weekly laptop cart access.	4A.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Mrs. Arden	4A.3. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of students in the lowest 25%.	4A.3. Curriculum Assessments BATs, & monthly Tech Reports as well as classroom specific work samples and data.

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 #					
	To increase the % of students achieving satisfactory progress of a level 3 on the FCAT in grades 3, 4, and 5.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	71	74	77	

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:	To decrease the % of students identified in the White, Black, Hispanic, Asian and American Indian subgroups not making Adequate Yearly Progress in mathematics on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31% (23)	White: 29% (22)

Black: 41% (22)
 Hispanic: 35% (55)
 Asian: 8% (1)

Black: 39% (21)
 Hispanic: 33% (51)
 Asian: 6% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.A.1 Students lack the pre-requisite skills to be successful with on grade level material	5.A.1 Administer the Go Math pre-requisite assessment and utilize the data to determine deficiencies. Based on those deficiencies, students will be instructed using the Go Math Intensive and Strategic interventions as well as the On-Line interventions.	Mrs. Tracy, Mrs. Carro, Ms. Comes	5.A.1 Teachers will administer pre-requisite assessments to determine deficiencies. Programmatic assessments will be utilized to determine effectiveness of the interventions.	5.A.1 Go Math Pre-requisite assessment, and Go-Math assessments.
2	5B.2. Coordinating school based schedules to accommodate usage	5B.2. Math Block in Grades K through 5 using Big Ideas in Mathematics. Time will be provided for students to access to technology.	5B.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	5B.2. Leadership Team will conduct OBSERVATIONS and meet once per month for data chats to monitor the progress of ELL students.	5B.2. Curriculum Assessments, BATs, monthly Tech Reports as well as classroom specific work samples and data.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	To decrease the % ELL students not making Adequate Yearly Progress in mathematics on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (22) of the English Language Learners (ELL) students not making learning gains in Math on the 2012 FCAT Math Test.	60% (21) of the English Language Learners (ELL) student will not make learning gains in Math on the 2013 FCAT Math 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	5B.1. Students lack basic math vocabulary	5B.1. Teachers will utilize pictorial math word walls to assist students with visualizing and understanding the math vocabulary.	5B.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	5B.1. Leadership Team will conduct walk throughs to ensure use of math word walls and analyze math data to determine effectiveness of strategy for the subgroup	5B.1. classroom walk through, BAT Data
2	5B.2 Students lack the prerequisite skills necessary for success on grade level in math	5B.2 Students will be assessed with the Go Math prerequisite test to determine deficiencies and assigned intervention activities from the Go Math intensive and strategic interventions.	5B.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	5B.3. Leadership Team will meet for data chats to monitor the progress of ELL students and to determine effectiveness of interventions.	5B.3. Curriculum Assessments, BATs, monthly Tech Reports as well as classroom specific work samples and data.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		To decrease the % of students identified in the Students with Disabilities subgroup not making Adequate Yearly Progress in mathematics on the 2013 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (21) of students identified in the Students with Disabilities subgroup not making Adequate Yearly Progress in mathematics on the 2012 FCAT.		48% (26) of students identified in the Students with Disabilities subgroup not making Adequate Yearly Progress in mathematics on the 2013 FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.2. Insufficient communication between the gen ed teacher and the ESE teacher or coach.	5C.2 Teachers receiving mainstreamed students will meet regularly with the ESE teacher and Autism Coach or ESE Specialist (if needed) to discuss student progress and individual needs.	5C.2 Mrs. Tracy, Mrs. Carro, Mrs. Lopez, Mrs. Apodaca	5C.2 Administration will review the coach's logs and provide feedback.	5C.2 Coach's logs
2	5C.1. Lack of student's conceptual knowledge of math concepts	5C.1. Teachers will utilize Virtual Manipulatives & SWDs will utilize additional manipulatives to increase math skills. Teachers will be trained in use of Virtual Manipulatives.	5C.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	5C.1. Leadership Team will conduct walkthroughs and meet for data chats to evaluate and monitor the progress of SWD Students.	5C.1. Curriculum Assessments, BATs, monthly Tech Reports

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		To decrease the % of students in the economically disadvantaged subgroup not making progress in math.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (89) of the students in the economically disadvantaged subgroup did not make satisfactory progress in math on the 2012 FCAT.		36% (85) of economically disadvantaged students may not make satisfactory progress in math on the 2013 FCAT, a decrease of 2% from 2012.			
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	5.D.2 Students lack the pre-requisite skills needed to be successful with grade level work.	5.D.2 Teachers will administer the Go Math pre-requisite assessment to determine any gaps in learning and assign or utilize strategic and intensive interventions to teach the pre-requisite skills.	Mrs. Tracy, Mrs. Carro, Ms. Comes	5.D.2 Programmatic assessments will be used to determine student progress and additional interventions needed for success.	5.D.2 Programmatic assessments with the Go Math series
	5.D.1 Students lack an understanding of basic	5.D.1 Teachers will utilize the pictorial math word	Mrs. Tracy, Mrs. Carro, Ms. Comes	5.D.1 Administration will ensure the use of math	5.D.1 Walk through data, BAT

2	math vocabulary.	walls to assist students in understanding basic math vocabulary	word walls during walk throughs and analyze the student math data to determine effectiveness.	Assessments, Mini-BATS, Go-Math Assessments
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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
PLC-- Implementation of the Common Core Standards. School wide/Reading	All Levels/Math	Luann Comes and Lisa Scott	Vertical teams with representation from each grade level.	Beginning August 2012 The Professional Learning Community will meet twice a month for the entire school year.	Lesson plans, observations, Data Chats, Monthly sharing of best practices learned through the PLC's and PLC reflections.	School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes
Monthly professional study days on planning for the common core	All Levels/Math	Luann Comes	All grade level teams	Monthly beginning August 2012	Lesson plans, observations, Data Chats, Monthly sharing of best practices learned through the PLC's and PLC reflections.	School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes

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
PLC Materials and supplies and substitutes for the common core study days	materials and substitutes	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Mathematics Goals

* 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:	To increase the % of students scoring a level 3 in science as measured by the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (27) of students scored level 3 in science as measured by the 2011 FCAT science SSS.	37% (38) of students are expected to score a level 3 in science as measured by the 2012 FCAT science SSS.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack of understanding of the scientific method and understanding of concepts and benchmarks	1.1. Students will utilize FCAT Explorer to increase their understanding of the scientific method and FOCUS to assess understanding of concepts and benchmarks.	1.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	1.1. Monthly monitoring of the FCAT Explorer and FOCUS reports with feedback provided to the teachers and students.	1.1. FCAT Explorer and FOCUS progress reports.
2	1.2 Student lack of understanding of non text materials and writing to a source.	1.2 Students will utilize Science Journals in conjunction with the Science Fusion curriculum in order to increase conceptual vocabulary, understanding of the scientific process, and science concepts. Training will take place during pre-planning and will be ongoing during grade level meetings.	1.2 School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	1.2 Leadership Team will conduct CWTs during science to monitor the use of science journals and will discuss during data chats.	1.2 Science Journals, mini BATS, BAT assessments, programmatic assessments.
3	1.3 Students lack understanding of science concepts and the scientific process.	1.3 Students and teachers will utilize the new Science Fusion Virtual Labs to increase understanding of science concepts and the scientific process.	1.3 School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	1.4 Leadership team will conduct walk throughs during science lessons to monitor the use of virtual labs.	1.3 CWT Data, mini BATS, BAT assessments, programmatic assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	To increase the % of students scoring at levels 4, 5, and 6 in science on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (1) student scored at levels 4, 5, or 6 on the 2012 Science FAA.	50% (2) of the students taking the FAA in science will score a level 4, 5, or 6.
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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	1B.3. Students lack understanding of science concepts and the scientific process.	1B.3. Students and teachers will utilize the new Science Fusion Virtual Labs to increase understanding of science concepts and the scientific process.	1B.3. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	1B.3. Leadership team will conduct walk throughs during science lessons to monitor the use of virtual labs.	1B.3. OBSERVATIONS Data, assessments, programmatic assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the % of students scoring level 4 and 5 as demonstrated on the 2013 FCAT science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (13) of students scored level 4 or 5 in science as measured by the 2012 FCAT Science.	16% (15) of students are expected to score level 4 or 5 in science as measured by the 2013 FCAT science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students lack of understanding of science concepts and benchmarks and the scientific method.	2.1. Students will utilize the hands on Delta Kits as well as the virtual labs to increase their understanding of science concepts and benchmarks.	2.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	2.1. Leadership Team will conduct CWTs and meet once per month for data chats to monitor the progress of students based on the CWT and the benchmark assessments.	2.1. CWT data and benchmark assessments in science
2	2.2 Incorporation of text complexity and writing to a source.	2.2 Students will utilize Science Journal in conjunction with the Science Fusion curriculum in order to increase conceptual vocabulary, understanding of the scientific process, and science concepts. Training will take place during pre-planning and will be ongoing during grade level meetings.	2.2 School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	2.2 Leadership Team will conduct CWTs during science to monitor the use of science journals and will discuss during data chats.	2.2 Science Journals, mini BATS, BAT assessments, programmatic assessments.

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

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
1	2A.1. Students lack of understanding of science concepts and benchmarks and the scientific method.	2A.1. Students will utilize the hands on Delta Kits as well as the virtual labs to increase their understanding of science concepts and benchmarks.	2A.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Apodaca	2A.1. Leadership Team will conduct OBSERVATIONSs and meet once per month for data chats to monitor the progress of students based on the OBSERVATIONS and the access points	2A.1. OBSERVATIONS data and benchmark assessments in science

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

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

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

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	To increase % of students to meet high standards (FCAT level 4.0 and higher) in writing as measured by the FCAT writing SSS as to be demonstrated in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (74) of students met high standards (FCAT Level 4.0 and higher) in writing as measured by the FCAT Writing SSS based on the 2011 data.	94% (75) of students expected to meet high standards (FCAT Level 4.0 and higher) in writing as measured by the FCAT Writing SSS based on the 2012 data.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Scheduling of meetings for Vertical Teaming and grade level meeting focusing specifically on writing	1.1. Vertical teaming for writing instruction and monthly curriculum discussions based on the District Writing Training on all grade levels.	1.1. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	1.1. Leadership Team will conduct CWTs and meet on a regular basis for data chats to monitor the progress of students utilizing the rubrics for scoring writing prompts.	1.1. CWTs, monthly writing samples to monitor progress and team meeting minutes outlining writing discussions.
2	1.2. Lack of knowledge on the changes to the FCAT 2012 and 2013 Writing assessment.	1.2. Teachers will be trained on the new interpretation of the scoring rubric, and strategies for increasing the rigor of writing instruction.	1.2. School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes	1.2. Regular evaluation of student writing utilizing the scoring rubric and the tracking of this data to show areas needing improvement and additional instruction.	1.2. Baseline and monthly writing prompts.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A--No fourth grade students taking the FAA.
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training for Scoring Writing Prompts based on new state guidelines Grades 2-4	Grades 2-4	Shannon Arias, Janet Jackson	Teachers grades 2-4 Ongoing in Team Meetings	Ongoing during team meetings.	Monitor: scored student writing samples, OBSERVATIONSs.	School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes
Training on District Common Core State Standards Writing Initiative	Grades K-2 select teachers	District Training	Select teachers in grades K-2	As available	Monitor: scored student writing samples, OBSERVATIONSs.	School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes

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
District staff development on the writing with the Common core	Substitutes	In Service	\$600.00
			Subtotal: \$600.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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:	Decrease the number of students with excessive absences and excessive tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance rate for the 2011-12 school year was 96%	Maintain an attendance rate of at least 95% for the 2012-13 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
29 students currently with excessive absences for 2012	28 students are expected to show excessive absences in 2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
177 students currently with excessive tardies as evidence by the 2012 attendance data.	150 students are expected to show excessive tardies 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	1.1. Parents who do not get the students to school on time or on a regular basis.	1.1. Parent Link call and supportive parenting articles printed in monthly newsletter as well as attendance policy reminders.	1.1. Principal-Maria Tracy, Assistant Principal-Dr. Jacqueline Carro, Data Processor-Jean Allison, Guidance	1.1. Attendance Record Review	1.1. Continuous Review of attendance records to determine number of students tardy as compared to previous years data.
2	1.2. Excessive tardies and attendances	1.2. Using Collaborative Problem Solving Process with habitual tardy students including the school social worker in the processes. Broward Truancy Intervention (BTIP) program. Send letters to parents whose children have a pattern of non-attendance.	1.2. Principal-Maria Tracy, Assistant Principal-Dr. Jacqueline Carro, Data Processor-Jean Allison, Guidance	1.2. Review Attendance Records and BTIP data	1.2. BTIP data and attendance records

3	1.3. Lack of knowledge of Attendance Policy	1.3. Attendance policy will be reviewed school-wide during team meetings, faculty meetings, and weekly staff newsletters. Staff will use Pinnacle to report attendance.	1.3. Principal-Maria Tracy, Assistant Principal-Dr. Jacqueline Carro, Data Processor-Jean Allison, Guidance	1.3. Review Attendance Records and BTIP data	1.3. Staff survey given at the end of the year
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	To decrease the number of students who were suspended from school as evidence by the 2013 attendance data.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
10 in-school suspensions as evidenced by the 2012 attendance data.	Decrease in-school suspensions to less than 10 as evidence by the 2011 attendance data.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4 (2%) students accounted for all in-school suspension, as evidence by 2012 attendance.	Less than 4 students are expected to serve in internal suspension as evidence by the 2012 attendance data.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4 student served a full day of out of school suspension as evidence by the 2012 attendance data.	Demonstrate a decrease in external suspension as evidence by the 2013 attendance data.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1 student served a full day of external suspension as evidence by the 2012 attendance data.	1 or less students expected to serve a full day of external suspension as evidence by the 2013 attendance data.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Low socio-economic environment	1.1. Use of Auntie Bullie Program to decrease incidents of bullying and negative behaviors.	1.1. Principal-Maria Tracy, Assistant Principal-Jacqueline Carro, Data Processor-Jean Allison, Guidance Counselor-Sharon Loos	1.1. Student Survey	1.1. Review student survey
2	1.2. Lack of training in behavior management	1.2. Training teachers in behavior management plan by sending select teachers to CHAMPS training.	1.2. Principal-Maria Tracy, Assistant Principal-Jacqueline Carro, Data Processor-Jean Allison, Guidance Counselor-Sharon Loos	1.2. Classroom Walk throughs, monitoring discipline data	1.2. Review suspension records to determine number of students suspended as compared to previous years data.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Training	Select Teachers	District Trainers	Select Teachers	As available by the district	Share with team at meetings, classroom observations, discipline data	Discipline Data and Classroom observation data

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
CHAMPS Training	Substitutes	Inservice	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase the % of families to participate in at least one school activity during the 2012-13 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
79% of families participated in at least one school activity during the 2011-12 school year.	81% of families expected to participate in at least one school activity during the 2012-13 school year.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Coordinating resources to publicize upcoming events.	1.1 Publicize events using multiple methods and in students' home language, when available and as needed.	1.1 School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Loos, Ms. Elizabeth Holste	1.1 Sign in sheets for each event to document attendance.	1.1 Maintain attendance logs for each event.
2	1.2 Coordinating resources for parents as needed in their home language.	1.2 Parent training on the use of informational resources and communication tools, such as student agendas and Kindergarten folders in order to help their child at home. Translation will be available for parents with limited English proficiency upon availability.	1.2 School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Loos, Ms. Elizabeth Holste	1.2 Collect sign-in sheets and parent surveys	1.2 Parent Survey and Participant Feedback
3	1.3 Insufficient opportunities for parent involvement.	1.3 Increase opportunities for parent/community involvement; increase parent volunteer hours.	1.3 School Leadership Team: Mrs. Tracy, Mrs. Carro, Ms. Comes, Ms. Loos, Ms. Elizabeth Holste	1.3 Collect sign-in sheets, parent surveys, STAR system	1.3 Sign-in sheets, parent surveys, Parent Link 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
Parent Engagement Planning Group	Various	Jacqueline Carro	Grade level representatives	Six times per year beginning June 2012	Monitor calendar and planning for parent engagement events.	Jacqueline Carro Shannon Arias

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Supplies for Parent nights Title 1 Parent Seminar Student agendas for parent communication	Supplies/registrations/ agendas	Title 1	\$2,400.00
			Subtotal: \$2,400.00
			Grand Total: \$2,400.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Reading incentive and motivation program focusing on comprehension and vocabulary	Accountability	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC's	Materials and supplies needed to support the school wide PLC's as well as incentives for the PLC leaders.	Title 1	\$1,200.00
Reading	Common Core Planning Study Days	Substitutes to cover teachers for planning for the implementation of the common core.	Title 1	\$5,000.00
Mathematics	PLC Materials and supplies and substitutes for the common core study days	materials and substitutes	Title 1	\$5,000.00
Writing	District staff development on the writing with the Common core	Substitutes	In Service	\$600.00
Suspension	CHAMPS Training	Substitutes	Inservice	\$500.00
				Subtotal: \$12,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Supplies for Parent nights Title 1 Parent Seminar Student agendas for parent communication	Supplies/registrations/agendas	Title 1	\$2,400.00
				Subtotal: \$2,400.00
				Grand Total: \$19,700.00

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.

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will meet monthly to discuss the implementation of the school improvement plan. The SAC will also work to coordinate a parent information session on the Common Core and a school wide literacy event.

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 SHERIDAN PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	85%	93%	56%	309	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	62%	68%			130	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?	56% (YES)	67% (YES)			123	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					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SHERIDAN PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	78%	90%	51%	295	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	66%	66%			132	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?	54% (YES)	51% (YES)			105	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					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested