

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HOLLYWOOD PARK ELEMENTARY SCHOOL

District Name: Broward

Principal: Wendy A. Galinsky

SAC Chair: Marilyn Cacabelos

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Wendy A. Galinsky	BA- University of South Florida MA- Nova Southeastern University	6	14	Principal of Hollywood Park 2011-2012 School Grade: A Reading Mastery: 70% Math Mastery: 86% Science Mastery: 55% Writing Mastery: 90% AYP Criteria Met: 72%
Assis Principal	Michelle L. Dolin	BA University of Miami (Psychology) MS University of Miami (Education) Certification: Educational Leadership, Reading Endorsement, Gifted, ESOL	1	1	Reading Coach of Embassy Creek Elementary 2010-2012 School Grade: A  Broward County Elementary Classroom Teacher 1992-2010

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ellen Halem	BA- Elementary Ed. MA- TESOL ESOL & Reading Endorsement	7	9	Reading Coach of Hollywood Park School Grade 2011-2012: A Reading Mastery: 70% Math Mastery: 86% Science Mastery: 55% Writing Mastery: 90%

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. NESS program monthly meetings	Reading Coach	Ongoing	
2	2. Monthly Professional Learning Communities	Administration Team Leaders	Ongoing	
3	3. Mentor teachers	Reading Coach Team Leaders	Ongoing	
4	4. Academic/Classroom Management Support	Administration Support Staff	Ongoing	
5	5. Professional Development	Reading Coach and Administration	Ongoing	

## Non-Highly Effective Instructors

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

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

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

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7%(1)	13.5%(5)	56.8%(21)	27.0%(10)	54.1%(20)	97.3%(36)	10.8%(4)	8.1%(3)	81.1%(30)

## 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
Sean Byington Kristy LoDuca	Brittney Capron	Mr. Byington is a highly effective teacher who consistently makes learning gains. He is also in the same grade level as the mentee.	Classroom Management- model positive classroom management techniques CCSS/NGSS-assist with developing lesson plans in reading, math, and content areas that meet the needs of the students utilizing CCSS and NGSS. Rules and Procedures- assist, as needed, to improve transitioning between activities and ensuring fluid movement in the classroom, cafeteria and hallways Marzano-assist with the Marzano growth model and ensure that teacher has the tools and understanding necessary to become a highly effective teacher Conferencing-assist, as needed, with effective parent conferencing techniques Interims/Report Cards-assist, as needed, with completing interims, report cards and conference forms in an accurate and timely manner

## 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

- Parental activities such as Megaskills, family nights and the parent Symposium are used to assist parents in helping their children.
- Student Planners
- 10% for staff development trainings to provide Leadership Week for our Leadership Team.
- Funds to provide additional teachers

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with District Title I funds.

Title III

Identified 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

N/A

#### Supplemental Academic Instruction (SAI)

Used to supplement teacher salaries.

#### Violence Prevention Programs

The school offers non-violence and anti-drug programs to students which include field trips, community service, and counseling. In addition, administration and guidance conduct student workshops on anti-bullying in Grades K-5.

#### Nutrition Programs

We employ a physical education teacher to provide a firm foundation in nutrition and physical well-being. Our school is a Commit 2 B Fit School.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Counseling (District) Services are provided through Guidance Department and outside resources.

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

#### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Wendy A. Galinsky, Principal – administrative leadership and facilitation to ensure assignment and distribution of resources and services as needed  
Michelle L. Dolin, Assistant Principal - administrative leadership and facilitation to ensure assignment and distribution of resources and services as needed  
Ellen Halem, Literacy Coach – expertise of a professional who understands the reading process and core curriculum  
Marilyn Cacabelos, Guidance Counselor/RTI Coordinator – a professional who can meet the social/emotional needs of struggling students and their families  
Amy Schwartz, ESE Specialist/Teacher - a teacher who brings knowledge of students with disabilities as well as services that can be provided through special education  
Letty Fishman, VE teacher  
Robyn Nadler, Speech Pathologist  
Sandra Whalen, School Psychologist – a professional who can interpret test and behavioral data  
Nadette Noel, School Social Worker- a professional who can assist with student and family needs and services.

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?

Response to Intervention is aligned and used to help struggling students (Tier 2 & 3) in all core subject areas and/or with social/emotional and behavioral needs. RTI (CPST) participates in progress monitoring in core/content areas. We collaborate and share ideas through leadership teams within the zone and with input from the school psychologists and Social Workers.

RTI meetings are coordinated/facilitated by the Guidance Counselor.

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?

Reviews baseline data that has been collected  
Meets with SAC and participates in the development of the School Improvement Plan

### 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.

Tier 1: Treasures, Go Math, Harcourt for Science, McGraw-Hill Social Studies, school-wide positive behavior plan (SPBP) discipline plan(aligned to the District's Matrix).

Tier 2: Triumphs Intervention, Harcourt Intervention, Go Math Intervention, Daily Behavior Chart.

Tier 3: Great Leaps, QuickReads, Wilson Foundations, Phonics for Reading, Moving with Math, FBA and PBIP.

Describe the plan to train staff on MTSS.

Professional development will be provided by the RTI Coordinator and Administration during teacher's common planning time, Leadership Week, pre-planning week and monthly faculty meetings throughout the year. The RTI Coordinator will utilize district-based graphs, Brainsharks, powerpoints and flowcharts as provided by the District.

Describe the plan to support MTSS.

Grade chairs are assigned to each of the students, in their grade, brought forth to CPST. The Leadership Team meets monthly to review data and the MTSS process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of School Support Staff (ESE Specialist, Student Support Specialist, Guidance Counselor, Reading Coach), and also includes the Principal and Assistant Principal.

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

The Literacy Leadership Team meets weekly to assess the ongoing academic achievement of the students and teachers. Through classroom walkthroughs, data collections, data chats, and ongoing communication they monitor progress and growth. Each member is assigned a grade level. The team member sits in on grade level team meetings to assist with team planning, materials, or any needs. Then the LLT meets to provide vertical sharing and addresses needs and gives ongoing support.

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

To insure that all teachers are following the curriculum with fidelity  
To follow data points and support each child with their literacy development and ensure they attain at least one year's growth in reading  
To provide additional research learning opportunities for students in level 4 and 5 (enrichment opportunities)  
Encourage teachers to use project based, differentiated instruction to reach each student's goal  
To assist and monitor K-2nd grade teachers as they fully implement the CCSS  
To fully implement the district's new Behavioral and Academic Student Information System (BASIS)

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/6/2012)

### \*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.

Students who are scheduled to enter the school starting at Kindergarten level are invited to the Kindergarten Round Up at the end of the previous year. This event is held towards the end of every year and welcomes new parents and students.

Parents and students are able to tour the school during Round Up, meet K teachers, and ask questions to get ready for the new school year. This provides parents with strategies to assist their children in getting ready for Kindergarten.

An orientation meeting is held the week before the start of the school year for Kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated during the month of September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Parents then attend an Open House after the start of the school year. At Open House, childcare is provided, and teachers can give parents a clear understanding of Kindergarten expectations and procedures. In addition, the Kindergarten team hosts a Family Night. This event covers strategies to help students and parents succeed. Teachers also conference with parents individually to discuss individual student needs.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

### \*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:	In grades 3-5, 26% (53) of students will score at Achievement Level 3 on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (44)	26% (53)

#### 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	Informational text and reference/ research and are areas of concern.	Teachers will increase the text complexity to deepen the level of understanding through previewing strategies, organizing, predicting, chunking, academic notes, graphic organizers and students' self reflection.	Classroom Teachers Administration Reading Coach LLT	Administration will monitor instruction and planning through daily Classroom Walkthroughs. Data chats will be scheduled monthly for progress monitoring purposes.	iObservation and review of assessment data will determine the effectiveness of instruction
2	Students have not mastered the foundational skills from prior years.	Teachers will analyze deficient skills and remediate, prior to moving on to the next concept.  Teachers will implement a variety of research-based strategies and differentiate instruction to meet student needs.	Administration Reading Coach Teachers	Administration will monitor student progress in core subject areas to determine effectiveness of strategies implemented and adjust accordingly.	Classroom assessment instruments  Data profile sheets
3	The transition from NGSSS to CCSS	District wide professional development, common planning time, and professional learning communities to exchange ideas and strategies will aide in this transition.	Team Leaders Administration	Classroom Walkthroughs and PLC minutes	iObservation and Data Chats
4	Teachers need additional training in fully understanding Marzano's Causal Model, iObservation and the Value Added Model (VAM).	Professional Learning Community discussions  Share video clips from the iObservation resource library  Share Brainsharks provided by the District	Team Leaders Support Staff	PLC minutes Classroom Walkthroughs	iObservation Tool

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	In grades 3-5, 28% (17) of students will score level 4,5,or 6 on the 2013 FAA Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (28)	28% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 1-2 years below grade level	Provide students with visual choices as presented in the FAA and opportunities for continuous repetition and practice	Classroom Teacher	Classroom Walkthroughs and IND Cluster Standards Checklist	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In grades 3-5, 31% (63) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (54)	31% (63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to implement more project-based learning.	Teachers will utilize inquiry methods to promote conceptual change and a deeper understanding of the content.  Staff development in area of project based learning	Administration Team Leaders	Administration will review teacher lesson plans, student work samples, and observe lesson delivery through Classroom Walkthroughs.	iObservation and Classroom Walkthroughs to determine frequency of higher order questioning and increased text complexity
2	There is a lack of parental support for completion of research-based projects and activities that maintain and enrich students.	Grade level family nights to provide parents with the tools needed to assist/support their children	Classroom Teacher Team Leaders Administration	Student work, scoring rubrics	Pinnacle gradebook
3	Lack of integrating technology into classroom lessons	Teachers will utilize United Streaming videos, Florida Achieves/FCAT Explorer, IStation, Promethean Boards, document cameras and	Administration	Classroom observations and Data Chats	Classroom Walkthroughs  Lesson plans



		projectors to enrich/enhance instruction.			
4	Length of passages	Junior Great Books will be utilized in grades 4 and 5 gifted high achieving classes to help teachers develop inquiry-based strategies in reading, literary analysis and critical thinking with extended passages.	Administration	Administration will observe lessons through CWTs.	CWTS, criterion referenced assessments
5	Inconsistency in RTI delivery	Teachers are required to record academic interventions utilizing BASIS.  RTI students will receive a double dose of instruction daily.	Administration Teachers	Administration will review strategies being implemented and discuss these with teachers during data chats and RTI/CPST conferences.	IStation Reports  FAIR data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	In grades 3-5 52% (17) students will score at or above Level 7 on the FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (28)	52% (17)

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	Increase the percent of students scoring level 7 and above	Teachers will use project-based learning to present subject matter.  Students will be exposed to a variety of reading materials at and above their ability level.	Administration Team Leader	Access points	Florida Alternative Achievement Test (FAA).

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:	70% (101) of students in grades 3-5 will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (83)	70% (101)

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	Reading Application and Info Text are areas of concern.	Teachers will implement the District's K-12 Reading Plan. Tier 2/3 students will receive an additional 30 minute daily reading block, which includes an extra dose of reading push-in/pull-out interventions.	Leadership Team	Compare pre and post tests to determine if academic progress is being made	FAIR, MiniBATS, teacher profile sheets
2	Lack of stamina due to lengthy passages	Increase complexity level of passages being presented	Teachers Leadership Team	Compare pre and post test data to determine if students have made academic progress.	FAIR, BAT2, MiniBATS, teacher profile sheets
3	Scheduling conflicts	RTI time will be incorporated into the daily schedule.  Teachers will provide Triumphs Interventions for students performing below grade level.	Leadership Team and RTI Team	Review data profile sheets/Pinnacle grades and lesson plans to ensure that teachers are assessing students and adjusting curriculum to meet their needs	Curriculum-based assessments
4	Quality of appropriate materials to meet the text complexity requirements of PARRC	Teams will identify resources to meet text complexity and rigor as they prepare their students for CCSS and PARCC.  A reading resource room will be available for teachers to sign out materials to address text complexity and read alouds.	Teachers Administration Reading Coach	Review of lesson plans and materials being used  Conferences with grade level teams  Sign out sheets for reading resource room	IObservation Domain 2

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:	80% (14)students in grades 3-5 will make learning gains in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (16)	80% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are significantly below grade level.	Students will be given opportunities for continuous repetition and practice. Students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Classroom Teacher Administration	Access points, InD cluster checklist	Florida Alternate Assessment results

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	79% (36) of students in the lowest 25% will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (27)	79% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not making learning gains in reading.	Struggling Tier 2/3 students will be provided with push in/pull out services to improve Reading Application.  Teachers will use interventions listed on the Struggling Readers Chart to address areas of deficiency.	RTI Team and Teachers	Administration will conduct classroom walkthroughs and informal observations to determine whether students are receiving a rigorous curriculum.	DAR, Oral Reading Fluency MiniBATS, Running Records, chapter tests, Mid-year and final FAIR, and BAT II results will be reviewed and discussed with administration during data chats.
2	Inconsistency of IStation implementation	Students will use IStation on a regular basis. They will be provided with small group instruction through teacher directed mini lessons.	Administration CPST/RTI team	IStation reports will be utilized to determine effectiveness of strategies being implemented.  Classroom walkthroughs	BAT 2, FAIR, FCAT,
3	Lack of stamina due to lengthy passages	Teachers will provide Treasures Interventions for students performing below grade level.  Teachers will identify and use materials that will meet text complexity and rigor.	Teachers Administration	Data Chats monthly for progress monitoring and classroom walkthroughs to ensure fidelity of implementation	Chapter tests  Unit test

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 Annual Measurable Objectives (AMO) from 2010-2011 to 2016-2017 by a minimum of 50%. We have a shortfall of 6% in our first year .					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	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:	In grades 3-5, 30% (11) in White subgroup, 66% (40) in Black subgroup, 53% (52) in the Hispanic subgroup will score level 3 on the 2013 FCAT Reading test
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 27% (9) Black: 63% (32) Hispanic: 50% (46)	White: 30% (11) Black: 66% (40) Hispanic: 53% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction.  Teachers will be trained in understanding the Value Added Model.	Leadership Team	Bi-monthly team meetings with administration to analyze student data  Classroom walkthroughs and observations	Review of teacher profile sheets/Pinnacle grades for progress monitoring  MiniBATS  FAIR, BAT II results
2	Transitioning teachers from NGSSS to CCSS	Teachers will participate in Professional Learning Communities to share ideas for integration of core subject areas.	Administration Teachers	PLC meetings and classroom walkthroughs	PLC minutes and professional development follow-up discussions
3	Lack of stamina due to lengthy of passages	Teachers will provide Treasures Interventions for students in all AYP subgroups performing below grade level.  Teachers will identify and use materials to meet text complexity and rigor.	Teachers  Administration	Data Chats monthly for progress monitoring and daily CWTs to ensure fidelity of implementation	Chapter tests  Unit tests
4					

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:	In grades 3-5, 71% (29) of ELL students will score at or above grade level in the 2013 administration of the FCAT in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (19)	71% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack a foundation in the English language which effects their vocabulary and fluency.	ELL students will be provided additional resources and interventions such as: peer buddy to assist during instruction, small group instruction with ESOL Specialist, Content Academic Vocabulary System (CAVS) materials, In Step Readers	Teacher	Biweekly data chats with ESOL Specialist and classroom teacher to monitor student progress  Teachers will monitor partnerships and interactions.	Computer generated reports Classwork  Formative assessment scores  CELLA

1		<p>correlated to the leveled reading program, FCAT Explorer for students in grades 3-5, and RiverDeep for students in grades K-2.</p> <p>Teachers will assign a peer buddy to ESOL students to provide additional support during instruction.</p>			
2	Inconsistent application integrating ELL instructional strategies	<p>Teachers will collaborate with the ESOL resource teacher to discuss effective strategies to meet student needs.</p> <p>Teachers will modify classwork using the ESOL Matrix strategies and provide double dosing during the school day.</p>	Administration	Administration will utilize Classroom Walkthroughs and lesson plan reviews to ensure all teachers are integrating ESOL strategies into all content areas.	Classroom Walkthrough data Lesson Plans CELLA

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:	In grades 3-5, 83% (24) of SWD students will score at or above proficiency level in the 2013 administration of the FCAT in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (24)	83% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Varying Exceptionalities students will be provided instruction in the mainstream. VE teacher will pull-out students to provide additional instruction in a small group setting in areas of deficit, in accordance with student IEP. Collaboration and consultation will be provided for students that require less intensity of intervention.	Administration, ESE Specialist, and classroom teachers	Lesson plans will be reviewed during CWTs to make sure lessons are effective and aligned to Next Generation Sunshine State Standards and Common Core.	Informal assessments Student Work Samples Data chats with teachers DAR, BAT II, FAIR, IStation Reports
2	Teachers lack the knowledge for differentiating curriculum and instruction to meet the needs of SWD students in the regular education classroom.	<p>Professional Learning Community will focus on differentiating instruction.</p> <p>Teachers will collaborate with the VE Teacher and/or ESE Specialist to assist with addressing students learning styles and areas of deficiency.</p>	<p>Classroom Teacher</p> <p>VE Teacher</p> <p>ESE Specialist</p> <p>Administration</p>	<p>Lesson Plan Review</p> <p>Classroom walkthroughs</p> <p>Monthly data chats</p>	<p>Student Work Samples</p> <p>Informal assessments</p> <p>Chapter tests</p> <p>DAR, BAT II, FAIR, Istation Reports</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In grades 3-5, 53% (106) of Economically Disadvantaged students will score at or above proficiency level in the 2013 administration of the FCAT in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (84)	53% (106)

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	IFC's require modification for learning levels and styles to achieve mastery	Teachers will utilize the instructional focus calendar as a guide to target specific FCAT benchmarks correlated to the New Generation Sunshine State Standards and Common Core State Standards.	Team Leaders Administration Reading Coach	Administration will conduct ongoing progress monitoring to ensure fidelity of academic instruction	CWT data and review of assessment data to determine effectiveness of instruction
2	Teachers need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data to drive instruction.  Teachers will be trained in understanding the value added model.	Administration Reading Coach  Guidance Counselor	Bi-monthly grade level meetings to analyze student data  Classroom walkthroughs	Weekly chapter tests, student work samples, FAIR, BAT II, Running Records, FCAT Explorer, IStation
3	Effectively targeting prerequisite knowledge in instruction	When students are not meeting mastery, teachers will access the pre-requisite skills and incorporate them into daily instruction.	Teacher  Administration	Administration will review teacher lesson plans, student work samples, and observe questioning techniques through Classroom Walkthroughs.	Chapter Tests  Classroom Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus: Structured, differentiated organized planning, scaffolding of instruction, project-based learning, rubrics, Common Core assessments, integrating	K 5, ESE	Ellen Halem	PLC committees are broken into 5 groups with representation from each grade level. All groups will discuss the same topic as it relates to all content area subjects.	Monthly	PLC minutes, Grade level minutes	Administration

content areas						
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize "A Handbook for the Art and Science of Teaching" and "The Common Core Lesson Plan Book" for PLC discussions and improving instructional strategies.	"The Common Core Lesson Plan Book" "A Handbook for the Art and Science of Teaching"	Title I	\$2,520.00
			Subtotal: \$2,520.00
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
IRA Conference	Travel/Registration	Title I Professional Development Funds	\$3,600.00
Teachers will attend CCSS training	Substitutes	Title I Professional Development Funds	\$3,000.00
Impact II Expo	Registration	Title I Professional Development Funds	\$400.00
CCSS training for teachers of students in the lowest 30th percentile	Stipend	Title I Professional Development Funds	\$3,298.00
			Subtotal: \$10,298.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$12,818.00</b>

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:	Students in grades K - 5 will increase their proficiency score in listening/speaking by 5 percentage points on the 2013 CELLA test.
2012 Current Percent of Students Proficient in listening/speaking:	
K - (31%) 9 1 - (60%) 12 2 - (71%) 10 3 - (33%) 5 4 - (47%) 8 5 - (75%) 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	Social and academic vocabulary deficits due to acquisition process of new language	Thematic units to expose students to repetitive academic vocabulary in core subjects	Teachers	Biweekly data chats with ESOL Specialist and classroom teacher to monitor student progress	Computer generated reports  Classwork data  Formative assessments  CELLA
2					

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:			Students in grades K-5 will increase their listening/speaking proficiency score by 5 percentage points on the 2013 CELLA test.		
2012 Current Percent of Students Proficient in reading:					
K - (31%) 9 1 - (60%) 12 2 - (71%) 10 3 - (33%) 5 4 - (47%) 8 5 - (75%) 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	Integrating ELL strategies into instruction	Teachers will collaborate with the ESOL resource teacher to discuss effective strategies to meet student needs.	Administration	Administration will utilize Classroom Walkthroughs and lesson plan reviews to ensure all teachers are integrating ESOL strategies into all content areas.	Classroom Walk-through data and lesson plans

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.  CELLA Goal #3:			Students in grades 3 - 5 will increase their CELLA writing score by 5 percentage points.		
2012 Current Percent of Students Proficient in writing:					
3 - 0% (0) 4 - 33% (3) 5 - 56% (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
	Social and academic vocabulary deficits due	Small group instruction targeting specific traits	Teachers	Biweekly data chats with ESOL Specialist	Monthly writing prompts



1	to acquisition process of new language	Teachers will use the ESOL matrix to determine effective writing strategies.	Administration	and classroom teacher to monitor student progress	CELLA Writing Test
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement research-based instructional ESOL strategies into all subject areas.			\$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:	In grades 3-5, 38% (77) of students will score at Achievement Level 3 on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (66)	38% (77)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered the foundational skills from prior years.	Teachers will analyze deficient skills and remediate, prior to moving on to the next concept.  Teachers will implement a variety of research-based strategies and differentiate instruction to meet student needs.	Administration Reading Coach Teachers	Administration will monitor student progress in core subject areas to determine effectiveness of strategies implemented and adjust accordingly.	Classroom assessment instruments  Data profile sheets
2	The transition from NGSSS to CCSS	District wide professional development, common planning time, and professional learning communities to exchange ideas and strategies will aide in this transition.	Team Leaders Administration	Classroom Walkthroughs and PLC minutes	iObservation and Data Chats
3	Teachers need additional training in fully understanding Marzano's Causal Model, iObservation and the Value Added Model (VAM).	Professional Learning Community discussions  Share video clips from the iObservation resource library  Share Brainsharks provided by the District	Team Leaders Support Staff	PLC minutes Classroom Walkthroughs	iObservation Tool
4	Limited question bank to accurately address student deficiencies	Students in grades 3-5 will utilize question banks and question stems to reinforce skills taught in preparation for FCAT.	Administration	Weekly Classroom Walkthroughs to monitor effective student answers to bank questions	Go Math Benchmark Mini-Assessments  iObservation

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:	63%(11) of students in Grades 3-5 will score a Level 4,5 or 6 in Mathematics on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61% (17)		63% (11)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 1-2 years below grade level	Provide students with visual choices as presented in the FAA and opportunities for continuous repetition and practice	Classroom Teacher	Classroom Walkthroughs and IND Cluster Standards Checklist	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In grades 3-5, 34% (69) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (59)	34% (69)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to implement more project-based learning.	Teachers will utilize inquiry methods to promote conceptual change and a deeper understanding of the content.  Staff development in area of project based learning	Administration Team Leaders	Administration will review teacher lesson plans, student work samples, and observe lesson delivery through Classroom Walkthroughs.	iObservation and Classroom Walkthroughs to determine frequency of higher order questioning and increased text complexity
2	There is a lack of parental support for completion of research-based projects and activities that maintain and enrich students.	Grade level family nights to provide parents with the tools needed to assist/support their children	Classroom Teacher Team Leaders Administration	Student work, scoring rubrics	Pinnacle gradebook
3	Lack of integrating technology into classroom lessons	Teachers will utilize United Streaming videos, Florida Achieves/FCAT Explorer, IStation, Promethean Boards, document cameras and projectors to enrich/enhance instruction.	Administration	Classroom observations and Data Chats	Classroom Walkthroughs  Lesson plans
4	Level 4 and 5 students are not being challenged enough.	Teachers will begin to infuse the CCSS in Math and utilize student performance tasks as models for instruction in the classroom.  Teachers will apply concepts taught through	Classroom Teacher  Team Leaders  Administration	Classroom walkthroughs and informal observations	BAT II  FCAT

	the GoMath curriculum to real-world math problems.		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	17%(3) of students in grades 3-5 will score at or above Achievement Level 7 on the 2013 FAA Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (4)	17% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not scoring at or above Level 7 in mathematics.	Teachers will use project-based learning and hands on manipulatives to present subject matter.  Students will be exposed to math tasks at and above their ability level.	Teacher  ESE Specialist	Classroom walkthroughs  Review of student work	Access Points  FAA

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:	83% (120) of students in grades 3-5 will make learning gains on the 2013 FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (99)	83% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not been taught to mastery.	Teachers analyze data from ongoing assessments (i.e., baseline, monthly, mini, and mid-year) and Go Math online interventions (daily) to determine student levels of deficiency and proficiency on annually assessed benchmarks for all subject areas.	Teachers  Team Leaders  Administration	Administration will meet bi-weekly with grade level teams to discuss strategies being implemented and analyze student achievement data.	Go Math Benchmark Mini-Assessments, BAT 2 and chapter/unit tests.
	Infrequent monitoring of	Teachers will utilize Go	Teachers	Administration will review	Go Math end of

2	data	Math end of chapter/unit test and mini-benchmarks to monitor student progress and drive instruction.  Lessons will be differentiated to meet individual student's needs	Team Leaders  Administration	teacher data to determine if student needs are being met.	chapter/unit tests  Benchmark mini-assessments
3	Inconsistent delivery of interventions	Teachers will provide daily math-related activities integrated through the content areas and specials.  Moving with Math will be used at a Tier III intervention.	Teachers  Team Leaders  Administration	Administration and/or CPST/RTI team will review student achievement data at bi-weekly data chats with teams.	Go Math end of chapter/unit tests  Benchmark mini-assessments  FCAT

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:	69%(12) of students in grades 3-5 will make learning gains on the 2013 FAA mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (13)	69% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are significantly below grade level.	Students will be given opportunities for continuous repetition and practice. Students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Classroom Teacher Administration	Access points, InD cluster checklist	Florida Alternate Assessment results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	93% (32) of students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (32)	93% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Transitioning from NGSSS to CCSS.	Professional learning communities will provide opportunities for discussion on the various strategies to enhance math instruction.	Administration	Biweekly data chats, review of data profile sheets, and teacher input	Go Math Benchmark mini-assessments, BAT 2 and chapter/unit tests
2	Lack of additional classroom support for remediation in math	Teachers will integrate hands-on approaches using the Go Math hands-on kits to make curriculum relative and increase retention of content.  Teachers will provide small group instruction based on student areas of deficiency.	Teachers Team Leaders Administration	Classroom Walkthroughs Lesson Plans	Go Math end of chapter/unit tests  Benchmark mini-assessments,  BAT 2  FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In grades 3-5, students will score at or above proficiency level in the 2013 administration of the FCAT in Math: White 27%(9), Black 46%(28), Hispanic 37%(36).				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White: 24% (8) Black: 43% (22) Hispanic: 34% (32)	White 27% (9), Black 46% (28), Hispanic 37% (36)				
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction.  Teachers will be trained in understanding the Value Added Model.	Leadership Team	Bi-monthly team meetings with administration to analyze student data  Classroom walkthroughs and observations	Review of teacher profile sheets/Pinnacle grades for progress monitoring  MiniBATS  FAIR, BAT II results
2	Transitioning teachers from NGSSS to CCSS	Teachers will participate in Professional Learning Communities to share ideas for integration of core subject areas.	Administration Teachers	PLC meetings and classroom walkthroughs	PLC minutes and professional development follow-up discussions

3	New teachers are unfamiliar with the Go Math content.	Teachers will attend district trainings in Go Math implementation.  Team Leader and/or NESS Coach will provide assistance with implementation of Go Math curriculum.	Team Leader  Administration	Classroom walkthroughs  Informal meetings with new teachers	Review of lesson plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In grades 3-5, 64% (26) of ELL students will score at or above proficiency level in the 2013 administration of the FCAT 2.0 in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(17)	64% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack a foundation in the English language which effects their vocabulary and fluency.	ELL students will be provided additional resources and interventions such as: peer buddy to assist during instruction, small group instruction with ESOL Specialist, Content Academic Vocabulary System (CAVS) materials, In Step Readers correlated to the leveled reading program, FCAT Explorer for students in grades 3-5, and RiverDeep for students in grades K-2.  Teachers will assign a peer buddy to ESOL students to provide additional support during instruction.	Teacher	Biweekly data chats with ESOL Specialist and classroom teacher to monitor student progress  Teachers will monitor partnerships and interactions.	Computer generated reports  Classwork  Formative assessment scores  CELLA
2	Inconsistent application integrating ELL instructional strategies	Teachers will collaborate with the ESOL resource teacher to discuss effective strategies to meet student needs.  Teachers will modify classwork using the ESOL Matrix strategies and provide double dosing during the school day.	Administration	Administration will utilize Classroom Walkthroughs and lesson plan reviews to ensure all teachers are integrating ESOL strategies into all content areas.	Classroom Walkthrough data  Lesson Plans  CELLA

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.	In grades 3-5, 65% (44) of SWD students will score at or above proficiency level in the 2012 administration of the
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Mathematics Goal #5D:	FCAT 2.0/FAA in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (41)	65% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints	Varying Exceptionalities students will be provided instruction in the mainstream. VE teacher will pull-out students to provide additional instruction in a small group setting in areas of deficit, in accordance with student IEP. Collaboration and consultation will be provided for students that require less intensity of intervention.	Administration, ESE Specialist, and classroom teachers	Lesson plans will be reviewed during CWTs to make sure lessons are effective and aligned to Next Generation Sunshine State Standards and Common Core.	Informal assessments Student Work Samples Data chats with teachers DAR, BAT II, FAIR, IStation Reports
2	Teachers lack the knowledge for differentiating curriculum and instruction to meet the needs of SWD students in the regular education classroom.	Professional Learning Community will focus on differentiating instruction.  Teachers will collaborate with the VE Teacher and/or ESE Specialist to assist with addressing students learning styles and areas of deficiency.	Classroom Teacher VE Teacher ESE Specialist Administration	Biweekly data chats, review of data profile sheets, and teacher input.	Go Math Benchmark mini-assessments, BAT 2 and chapter/unit tests.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	In grades 3-5, 38% (76) of Economically Disadvantaged students will score at or above proficiency level in the 2013 administration of the FCAT 2.0 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (60)	38% (76)

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	IFC's require modification for learning levels and styles to achieve mastery	Teachers will utilize the instructional focus calendar as a guide to target specific FCAT benchmarks correlated to the New Generation Sunshine State Standards and Common	Team Leaders Administration Reading Coach	Administration will conduct ongoing progress monitoring to ensure fidelity of academic instruction	CWT data and review of assessment data to determine effectiveness of instruction



		Core State Standards.			
2	Teachers need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data to drive instruction.  Teachers will be trained in understanding the value added model.	Administration  Reading Coach  Guidance Counselor	Bi-monthly grade level meetings to analyze student data  Classroom walkthroughs	Weekly chapter tests, student work samples, FAIR, BAT II, Running Records, FCAT Explorer, IStation
3	Effectively targeting prerequisite knowledge in instruction	When students are not meeting mastery, teachers will access the pre-requisite skills and incorporate them into daily instruction.	Teachers  Administration	Administration will review teacher lesson plans, student work samples, and observe questioning techniques through Classroom Walkthroughs	Chapter Tests Classroom Assessments

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 Focus: Structured, differentiated organized planning, scaffolding of instruction, project-based learning, rubrics, Common Core assessments, integrating content areas	K 5, ESE	Ellen Halem	PLC committees are broken into 5 groups with representation from each grade level. All groups will discuss the same topic as it relates to all content area subjects.	Monthly	Monthly PLC minutes, Grade level minutes	Administration

### 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
	Monies have been placed in the reading professional development section for CCSS training as all trainings are integrated.		\$0.00
	Monies have been placed in the reading professional development section for reading/math training stipends.		\$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 Mathematics Goals*

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	In grade 5, 36% (22) of students will score at Achievement Level 3 on the 2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (19)	36% (22)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered the foundational skills from prior years.	Teachers will analyze deficient skills and remediate, prior to moving on to the next concept.  Teachers will implement a variety of research-based strategies and differentiate instruction to meet student needs.	Administration Reading Coach Teachers	Administration will monitor student progress in core subject areas to determine effectiveness of strategies implemented and adjust accordingly.	Classroom assessment instruments  Data profile sheets
2	Students need a better understanding of the scientific method.	Students in grades K-5 will utilize graphic organizers journals and science labs to develop ideas and concepts of critical science skills.  Students in grades 3-5 will be required to submit a science fair project in the school based Science Fair.	Administration	Science weekly assessments and data chats with students	BAT 2, Mini-BATS, Florida Achieves
	Students lack the ability to accurately reflect data in charts and graphs.	Teacher will model strategies in graphing and charting data.  Teachers will monitor science fair journals and provide step-by-	Teachers  Team Leaders  Administration	Classroom walkthroughs and data chats  Science Fair Rubrics	Science Journals  Science Fair Projects

3		<p>step instruction for completion of science fair projects.</p> <p>Parents will participate in a Science Fair project session during the 5th grade family night.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:		34%(6) of students in Grade 5 will score at levels 4, 5 and 6 in science on the 2013 FAA.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
30% (4)			34% (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	Student ability levels are more than 1-2 years below grade level	Provide students with visual choices as presented in the FAA and opportunities for continuous repetition and practice	Classroom Teacher	Classroom Walkthroughs and IND Cluster Standards Checklist	Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:		In grade 5, 17% (11) of students will score level 4 and 5 on the 2013 FCAT Science test.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
14% (8)			17% (11)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need to implement more project-based learning.	<p>Teachers will utilize inquiry methods to promote conceptual change and a deeper understanding of the content.</p> <p>Staff development in area of project based learning</p>	Administration Team Leaders	Administration will review teacher lesson plans, student work samples, and observe lesson delivery through Classroom Walkthroughs.	iObservation and Classroom Walkthroughs to determine frequency of higher order questioning and increased text complexity
	There is a lack of	Grade level family	Classroom	Student work, scoring	Pinnacle

2	parental support for completion of research-based projects and activities that maintain and enrich students.	nights to provide parents with the tools needed to assist/support their children	Teacher Team Leaders Administration	rubrics	gradebook
3	Lack of integrating technology into classroom lessons	Teachers will utilize United Streaming videos, Florida Achieves/FCAT Explorer, IStation, Promethean Boards, document cameras and projectors to enrich/enhance instruction.	Administration	Classroom observations and Data Chats	Classroom Walkthroughs  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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	41%(7) of students in grade 5 will score at or above achievement level 7 on the 2013 FAA science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	41% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not scoring at/above achievement level 7 in Science.	Teachers will use project-based learning and hands on manipulatives to present subject matter.  Students will be exposed to science tasks at and above their ability level.	Teacher ESE Specialist	Classroom Walk-throughs Review of student work	Access points FAA

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
Monies have been placed in the reading professional development section for CCSS training as all trainings are integrated.			\$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.		In Grade 4, 95% (67) students will score at Achievement Level 3.0 or higher in writing.			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
93% (53)			95% (67)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need training in the Six Traits of Writing through CCSS	Teachers will intergrate writing into all content areas and will evaluate writing samples to determine appropriate focus for classroom lessons.	Reading Coach Assistant Principal Team Leaders	PLC meetings Lesson plans Classroom Walk-throughs	Monthly writing prompts Student work samples Content specific writing samples Writing journals
	Low language and vocabulary development for our	Increase reading and writing connection activities and Teacher	Reading Coach Assistant Principal	Review of work samples Classroom Walk-	Writing Rubrics Student writing

2	students	Read Alouds Weekly writing instruction for grade 4 students in the cafeteria Students will share and reflect on one another's writing	Classroom Teachers	throughs	folders Scored writing prompts
3	Student lack of conventions in writing	To increase editing techniques, teachers will utilize lessons from Daily Paragraph Editing Teacher feedback and Student-teacher conferences	Reading Coach Administration	Rubrics	Monthly writing prompts graded with State rubric

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In Grade 4, 50% (3) of students will score at 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3)	50% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not scoring at 4 or higher in writing.	Teachers will use Writing Without Tears to enhance writing instruction. Teachers will use the the six traits of writing to enhance writing instruction.	ESE Teacher ESE Specialist	Review of writing samples	FAA Writing Test

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
Common Core State Standards	K - 5	Reading Coach	All classroom teachers and leadership team	Monthly PLC meetings	Teachers will utilize the writing rubric to determine level of mastery and guide instruction.	Classroom Teacher, Reading Coach, Administration

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
Monies have been placed in the reading professional development section for CCSS training as all trainings are integrated.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Student attendance rate will increase from 95% (470) to 96% (436).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (470)	96% (436)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33	30
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
100	80
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	Tardiness	Teachers in all grade levels will develop and implement classroom incentives to motivate students to come to school on time.	Teachers	Attendance will be monitored on Pinnacle	Pinnacle attendance reports
2	Student Absences/Tardiness	Administration and staff will follow up on excessive absences and tardies.  Parent Link messages will be sent home monthly to stress the importance of coming to school daily and on time.	Administration	Attendance records will be monitored weekly	Pinnacle attendance reports

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

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

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

Attendance Budget:

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



## 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:	Suspension rates for the school year 2012-2013 will not increase more than 1% (6).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7	1

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are repeat offenders	<p>Parent conferences will be held with administration/guidance.</p> <p>Daily behavior plans will be implemented with positive rewards for appropriate behavior.</p> <p>Students who continue to exhibit inappropriate behavior will be referred to the RTI/CPST.</p>	Administration Guidance Counselor	<p>Discipline reports from DMS</p> <p>Follow-up conferences with teachers regarding behavior plan</p>	DMS
2	Lack of school-wide implementation of CHAMPS and/or some form of professional development for dealing with inappropriate behavior	Increase the number of teachers who are CHAMPS/classroom management trained	Administration	CWTS to make sure there is fidelity of implementation	DMS

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

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

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

Suspension Budget:

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

*End of Suspension Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>By June 2013, 33%(139) of parents will participate in decisions regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings or conferences</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

30% (126)		33% (139)			
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	Refer to School-Level PIP				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly grade specific family nights to familiarize parents with CCSS/NGSS and specific grade level strategies to improve student achievement	K-5	Reading Coach Classroom Teachers Administration	Classroom teachers and support staff	September 2012 - February 2013	Title I Parent Surveys Attendance Parent Conferences	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communicating using Student Agendas (Annual Parent Meeting)	Student Agendas	Title I Parent Funds	\$1,346.00
Annual Parent Seminar	Registration Fees	Title I Parent Funds	\$80.00
Title I Grade Level Family Nights	Teacher Leader Salaries, Child Care, Refreshments	Title I Parent Funds	\$700.00
Instructional Materials for Grade Level Family Nights	The Homework Handbook	Title I Parent Funds	\$340.00
			Subtotal: \$2,466.00
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: \$2,466.00

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:			We will contribute to expanding the number of students who will ultimately pursue advanced degrees and careers in STEM fields by promoting student involvement in more rigorous curriculum incorporating real-life application through interdisciplinary instruction. Our goal is to increase our Science proficiency scores from 47% (27) to 50% (31).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's lack of understanding of the Scientific Process	Required Science Fair entry for students in grades 3-5  Departmentalization in 5th grade classes for Science	Classroom Teachers Administration	Science Fair Rubrics	Science BAT 2 Mini-Science BAT's
2	Need for interdisciplinary instruction	Project-based learning projects with real word applications	Classroom Teachers	Rubrics for Project-Based Learning	Mini-Science BATs

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize "A Handbook for the Art and Science of Teaching" and "The Common Core Lesson Plan Book" for PLC discussions and improving instructional strategies.	"The Common Core Lesson Plan Book" "A Handbook for the Art and Science of Teaching"	Title I	\$2,520.00
CELLA	Teachers will implement research-based instructional ESOL strategies into all subject areas.			\$0.00
Parent Involvement	Communicating using Student Agendas (Annual Parent Meeting)	Student Agendas	Title I Parent Funds	\$1,346.00
Parent Involvement	Annual Parent Seminar	Registration Fees	Title I Parent Funds	\$80.00
Parent Involvement	Title I Grade Level Family Nights	Teacher Leader Salaries, Child Care, Refreshments	Title I Parent Funds	\$700.00
Parent Involvement	Instructional Materials for Grade Level Family Nights	The Homework Handbook	Title I Parent Funds	\$340.00
				Subtotal: \$4,986.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IRA Conference	Travel/Registration	Title I Professional Development Funds	\$3,600.00
Reading	Teachers will attend CCSS training	Substitutes	Title I Professional Development Funds	\$3,000.00
Reading	Impact II Expo	Registration	Title I Professional Development Funds	\$400.00
Reading	CCSS training for teachers of students in the lowest 30th percentile	Stipend	Title I Professional Development Funds	\$3,298.00
Mathematics	Monies have been placed in the reading professional development section for CCSS training as all trainings are integrated.			\$0.00
Mathematics	Monies have been placed in the reading professional development section for reading/math training stipends.			\$0.00
Science	Monies have been placed in the reading professional development section for CCSS training as all trainings are integrated.			\$0.00
Writing	Monies have been placed in the reading professional development section for CCSS training as all trainings are integrated.			\$0.00

Subtotal: \$10,298.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$15,284.00

## 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 9/25/2012)

## 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 School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Council members with the exception of the Principal, BTU Steward and business partners are elected by their respective peer groups. This committee helps develop the school improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved, it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on the school's website after Board approval. During the year, SAC committees oversee the implementation of the goals and objectives and monitor data. Focus groups/committees at the school report directly to the SAC for ongoing monitoring to ensure that goals are being met. Since this is a working document, the committee can make recommendations and modifications to the plan throughout the year. The SAC committee is responsible for making recommendations for the expenditure of A+ funds, which are then voted on by the school staff.



# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District HOLLYWOOD PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	86%	73%	56%	285	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	58%	65%			123	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)	69% (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					531	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	86%	90%	43%	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%	73%			139	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?	59% (YES)	87% (YES)			146	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					580	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested