

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CASTLE HILL ELEMENTARY SCHOOL

District Name: Broward

Principal: Ms. Frances Fuce-Ollivierre

SAC Chair: Tanya Burke

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Frances Fuce-Ollivierre	Master in Educational Leadership	3	8	Increased FCAT scores for two consecutive years. In 2009-2010 the FCAT scores increased by 30 points total. In 2010-2011 Castle Hill increased the scores to earn a "B". School grade 2004-05 "B"/ Met AYP-no 2005-06 "C"/ Met AYP-no 2006-07 "C"/ Met AYP-no 2007-08 "C"/ Met AYP-no 2008-09 "C"/ Met AYP-no 2009-10 "C"/ Met AYP-no 2010-11 "B"/ Met AYP-no 2011-12 "C"/ Met AYP-no
Assis Principal	Letitia Ingram-Phillips	Masters in Elem. Education Certification in Educational Leadership	1	1	Magnet Coordinator at Lauderhill Middle School in 2010-2011: D/Met AYP-no AP at Castle Hill Elementary in

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	Catherine Haskins	Reading Endorsement	16	12	School grade- 2004-05 "B"/ Met AYP-no 2005-06 "C"/ Met AYP-no 2006-07 "C"/ Met AYP-no 2007-08 "C"/ Met AYP-no 2008-09 "C"/ Met AYP-no 2009-10 "C"/ Met AYP-no 2010-11 "B"/ Met AYP-no 2011-12 "C"/ Met AYP-no

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	<p>*New teachers are invited to a principals orientation and tour of the school.</p> <p>*The NESS program is initiated for new teachers through the district's orientation program.</p> <p>* Team leaders are assigned to mentor new teachers. Meetings are scheduled once a week during the school year for the first quarter to address concerns. Then bi-weekly in the last three quarters of the school year.</p> <p>*Coaches are assigned to the teachers based on the grade level and experience. In addition, professional development and Professional Learning Communities are provided on a monthly basis.</p>	<p>Ann Rosenthal, NESS Liaison</p> <p>F. Ollivierre, Principal</p> <p>L. Phillips, Assistant Principal</p> <p>Leadership Team</p>	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None at this time.	

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
40	0.0%(0)	0.0%(0)	57.5%(23)	17.5%(7)	12.5%(5)	100.0%(40)	7.5%(3)	20.0%(8)	100.0%(40)

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
Mae Richardson	Kevin Morris	Experienced 5th grade teacher to coach and mentor the transition to the level.	-Modeling lessons -Classroom observations -Lesson planning -Parent conferencing
Lakeisha Smith	Robert McKenzie	Experienced 2nd grade teacher to coach and mentor the transition to the level.	-Modeling lessons -classroom observations -Lesson planning -Parent conferencing
Latura Young	Kimberly Jefferson	Experienced 4th grade teacher to coach and mentor the transition to the grade level.	-Modeling lessons -Classroom strategies -Lesson Planning -Parent conferencing

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

Annually, each Title I eligible school is required to engage in assessing its needs. Title I and the School Improvement Department work collaboratively in evaluating the components of the Title I School wide Plan to be incorporated into the School Improvement Plan, thereby requiring only one plan.

Title 1 funds at Castle Hill Elementary School are used to provide supplementary instruction, professional development, parental involvement and to raise the achievement of all students to meet state standards. Our Title 1 funded personnel are instructional or support staff who directly contribute to the education of our children and parents. Funding is also provided for staff development and parental involvement. Since our school has more than 80% of students receiving free or reduced priced meals, all Castle Hill Elementary students benefit from Title 1 funding. Title I funds may be spent for items listed below, but not for administrative use.

- * Employee Salaries * Employee Benefits
- * Professional Development * Equipment/Software
- * Library Books [classroom sets only] * Instructional Games
- * Parent Involvement Classes & Activities * Travel
- * Classroom materials & supplies [In addition to what general funds provide. Expenditures should not exceed the district's

aggregated per pupil costs.]

* Textbooks [Must be supplementary to district.]

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Supplemental academic instruction to provide extended learning opportunities for targeted students in math and reading.

Violence Prevention Programs

Castle Hill builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy and CHAMPS I training.

Nutrition Programs

The United States Department of Agriculture provides free or reduced price meals to children who meet income requirements. This helps assure that all children have access to nutritious food those families during the school day. Eligible students are receiving this meal benefit at both breakfast and lunch each school day.

The USDA federal program includes the free and reduced priced meal for qualifying students who attend Castle Hill Elementary. Presently we are part of a grant for the free breakfast program.

Housing Programs

NA

Head Start

Head Start

Castle Hill Elementary has 2 Head Start Classes with 18 students in each class. The classes have a full time teacher and teacher assistant. Our Head Start Program provides comprehensive services for our low -income preschool children and their families. These services include educational, social, medical, vision, dental, nutritional and mental health services. Families attend at no cost. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Parental involvement is an essential part of the program. Our parents receive training and education to foster their understanding of involvement in the development of their children. To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timeline to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Principal- Frances Ollivierre
Assistant Principal- Letitia Ingram
Classroom Teacher of the student- as needed
Guidance Counselor- Angela Exum
ESE Specialist- Leanne Page
Reading Coach- Catherine Haskins
Speech Pathologist- Natay Rozier
School Social worker- Sandra Nobles
Pshychologist-
School Psychologist- Carol Griffith
Parent/Guardian of the student

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

The school-based MTSS Leadership team's main function is to provide support to the teachers to increase student achievement. Faculty members will be trained in the process during the pre-planning week. Leadership meetings are regularly scheduled bi-weekly and case managers are assigned to assist the teacher with specific interventions to improve academic and behavioral and social issues or a combination. The meetings are coordinated by the a leadership team member. Appropriate interventions have been identified for each Tier 1, 2 and 3. Three being the most severe level. Data is analyzed in an ongoing basis at Tier 1. Interventions are aligned with the state and district guidelines. Records and progress monitoring graphs are generated for individual students at Tier 2 and 3. It is the belief of the MTSS Leadership Team that with appropriate support, teachers can assist a wide range of challenging students. Furthermore, interventions must be implemented, monitored, reviewed and changed as necessary to analyze their effectiveness.

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

The school-based MTSS Leadership Team works collaboratively with the School Advisory Committee to develop and implement the School Improvement Plan. Strategies and materials are developed as part of the School Improvement Plan to address the needs of all students. Students that are identified as needing intervention services are referred to the RTI Team. The staff is informed on the process for identifying and referring students for additional support. The MTSS team also facilitates the process in initiating and monitoring the goals for 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.

In order to implement a successful RTI execution, real-time use of data will be used from district databases such as Virtual Counselor, district and school assessments, and teacher observations will be executed to make decisions for instruction and interventions (data-driven decision-making). A database for each student will track on-going assessment data. Teachers will be responsible for tracking the data for their students. A case worker will be assigned to each grade level. Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional

interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during Collaborative Problem Solving meeting to determine Tier 2 and Tier 3 interventions. Interventions will be determined based on diagnostic reading and math assessments such as the DAR. Reading intervention programs include Wilson Foundations, Phonic for Reading, Soar to Success and Great leaps. Math interventions include Go Math strategic and intensive resources. The CPST team will make recommendations based on the individual needs of the student.

Describe the plan to train staff on MTSS.

Professional Development will be planned during a faculty meeting. The RTI Team will be introduced as well as their roles. During the professional development, the RTI process will be discussed in detail at each level (Tier 1 through 3). The interventions will be explained so that the staff fully understands how to execute the interventions and assistance needed for the student.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Ms. F. Ollivierre
Assistant Principal- Letitia Ingram-Phillips
Reading Coach- Catherine Haskins
Team Leaders (HS, K-5)
ESE Specialist- Leanne Page
Guidance- Angela Exum
Speech Pathologist- Natay Rozier

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

The Literacy Leadership Team will meet every month to discuss strategies, materials and data. The team will explore data trends based on various resources to monitor the School Improvement goals. The plans will be monitored and the team will determine whether changes need to be made in order to reach the goals. In addition, the information will be disseminated to the staff through team meetings as well as faculty meetings. Students will be informed about their performance through student conferences. Parent communication will also be executed through the newsletter, parent link, and parent meetings such as the SAF/PTA.

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

The major initiatives will be to increase fluency, problem solving skills, comprehension, and vocabulary. Approved materials such as high text complexity books, Quick Reads and Accelerated Reader Elements of Vocabulary will be utilized to increase achievement in these areas. In addition, students will participate in a reading incentive program as an additional strategy to address fluency.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*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.

To meet the goal of 100% literacy and numeracy, we must strengthen our foundational programs in reading and mathematics provided to children during their "first five years of formal schooling," beginning with Voluntary Prekindergarten (VPK)

programs through third grade. In order to focus on these “first five years of formal schooling,” the Department has created a “Next Generation” initiative called Bright Beginnings with the following objectives:

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them to the school and the expectations for the coming year. In addition, Open House will be offered to parents to come and visit the classroom and discuss the curriculum.

*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.

NA

*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?

NA

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?

NA

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](#)

NA

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 2012, the FCAT reading assessment data revealed a 16% (37) increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 reading 21% (47) of the reading students achieved proficiency at level 3.	On the 2013 FCAT 2.0, 51%(113) of the students will achieve proficiency at level 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	Teachers will need more training on text complexity.	*Teachers will attend training on text complexity. *Increasing the materials and activities to initiate text complexity in the reading instruction.	*Catherine Haskins, Reading Coach *Ms.Ollivierre, Principal *Mrs. Phillips, Assistant Principal	* Administration will conduct classroom observations to determine the use of strategies and materials. *Teachers will give feedback during data chats. *Analyzing assessment scores to determine areas of weaknesses.	*District and teacher assessment scores. *Rubric scores for project Based learning
2	Students' ability to maintain reading stamina.	*Teachers will use Accelerated Reader to increase fluency and stamina. *Teachers will increase reading center activities such as buddy reading to increase stamina. *Teachers will use technology programs such as i-station.	*Catherine Haskins, Reading Coach *Ms.Ollivierre, Principal *Mrs. Phillips, Assistant Principal	* Administration will conduct classroom observations to determine the use of strategies and materials. *Teachers will give feedback during data chats. *Analyzing assessment scores to determine areas of weaknesses.	*Assessment scores from FAIR and Accelerated Reader.
3	Students lack of vocabulary development.	*Teachers instruct students using strategies and activities to increase vocabulary skills. *Staff development on differentiated instruction to use in small groups. *Teachers will use journals as a strategy to increase writing skills.	F. Ollivierre, Principal C. Haskins, Reading Coach Team leaders	*Walkthroughs to monitor vocabulary strategies and use of materials. *Data assessments every two weeks. *Data chats with team to determine effectiveness of strategies.	*STAR technology reading assessment *Basal assessments *District Assessment Test *Specific technology program to monitor progress(FCAT Pro).

					*Specific intervention program assessments from the Struggling Readers district approved list.
4	Students lack of oral fluency development	<ul style="list-style-type: none"> *Staff development on fluency and vocabulary. *Intervention reading programs consistently instructed based on the student's needs. * Students will use I-station and Accelerated Reader to increase development of fluency. *Teachers and the Reading Coach will initiate reading incentive programs to increase motivation. *Teachers will facilitate a Reading Club. *Teachers will monitor student progress using FAIR assessments. 	Catherine Haskins, Reading Coach Team Leaders F. Ollivierre, Principal	<ul style="list-style-type: none"> *Walkthroughs to monitor strategies and activities on oral fluency *Data assessment every two weeks *Data chats with teachers *Buddy Reading logs *Incentive programs to increase the motivation of students to read. 	<ul style="list-style-type: none"> *Fluency assessments *Benchmark assessments * Technology reading assessment (STAR) *District Assessment Test
5					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2012 the FCAT reading assessment data revealed a 2%(4) decrease.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FCAT 2.0 assessment, 18%(40) achieved a level 4 and 5 proficiency.	On the FCAT 2.0 assessment 23%(51) will achieve a level 4 or 5 proficiency.

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	Maintaining the level 4 and above students.	<p>*Teachers will increase the project based learning activities to raise the rigor.</p> <p>*Teacher and student conferences to set and monitor reading goals.</p>	<p>C. Haskins, Reading Coach</p> <p>Principal, Ms. Ollivierre</p> <p>Assistant Principal, Mrs. Phillips</p>	<p>* Administration will conduct classroom observations to determine the use of strategies and materials.</p> <p>*Teachers will give feedback during data chats.</p> <p>*Analyzing assessment scores to determine areas of weaknesses.</p> <p>*Student conferences</p>	<p>*Rubric scores from projects</p> <p>*Teacher and district assessments</p>
2	Maintaining the proficiency of the students in fluency and vocabulary.	<p>-Teachers will increase the use of destination Reading by Riverdeep and i-station.</p> <p>-Teachers will use Quick Reads to increase fluency and comprehension skills.</p> <p>-Teachers will use project based learning with the use of technology to increase vocabulary use.</p> <p>-Teachers will increase independent reading time.</p>	<p>Catherine Haskins, Reading Coach</p> <p>Team Leaders</p> <p>Ms. Moore, Media Specialist</p>	<p>*Walkthroughs to monitor fluency activities and vocabulary activities and strategies.</p> <p>*Data chats with teachers</p> <p>*Student conferences</p> <p>*Literacy Fair demonstrating knowledge of benchmarks.</p> <p>*Student oral presentations of projects.</p>	<p>*Fluency assessments from the struggling readers chart.</p> <p>*District and school based assessments</p> <p>*Student presentations based on a rubric</p>
3	Lack of funds for additional learning opportunities for reading through camps and technology.	<p>-Staff development for Integration of technology into curriculum.</p> <p>-Utilizing time within the regular school hours provide integrated learning opportunities.</p> <p>-Teachers will provide more opportunities for project based learning.</p>	<p>Ms. Ollivierre, Principal</p> <p>Ms. Haskins, Reading Coach</p> <p>Mr. Phillips, assistant Principal</p>	<p>*Walkthroughs to assess the learning activities for high achievers.</p> <p>*Student oral presentations</p> <p>*Extended day learning camps.</p>	<p>*Student presentations based on a rubric</p> <p>*District Benchmark Assessments</p> <p>*Teacher assessments</p> <p>* Accelerated Reader assessments</p>

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in

reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2012, the FCAT reading assessment data revealed 9%(13) decrease in percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 on the FCAT 2.0 reading, 70% (103 out of 149) of students made learning gains.	On the 2013, FCAT reading 2.0 assessment 75%(111) of the students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of oral fluency development.	-Teachers will attend staff development for differentiated instruction strategies. -Teachers will use small intervention groups with Quick Reads to address fluency deficiencies.	Ms. Ollivierre, Principal. Ms. Haskins, Reading Coach	*Observe and monitor strategies in the classroom to address reading deficiencies *Data chats with teachers. *Administrative observations to small groups to address specific interventions.	*District and school reading assessments *Computer programs that address specific skills *Reading intervention program assessments from the Struggling Readers chart.
2	Students having a lack of reading comprehension skills.	-Extended learning opportunities such as camps. -Small intervention groups to address reading deficiencies. -Staff development on QAR for teachers to address specific reading strategies to increase comprehension.	Ms. Ollivierre, Principal. Ms. Haskins, Reading Coach	*Walkthroughs to monitor comprehension strategies and teacher questioning. *Data chats with teachers. *Monitoring assessment data.	*District and school assessments *Computer programs assessments that monitor specific skills. *Intervention program assessments from

		-Student journals with extended answers to questions.		the Struggling Readers chart
--	--	---	--	------------------------------

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2012 the FCAT reading assessment increased by 19%(18 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 76%(39) of students in the lowest 25% making learning gains in reading.	In 2013, 80%(44) of the students in the lowest 25% in will make learning gains on the FCAT 2.0 reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of students increasing fluency and vocabulary development.	-Staff development on fluency and vocabulary to increase strategies and the use of intervention programs. -Reading incentives to motivate students.	Ms. Haskins, Reading Coach Team Leaders Ms. Ollivierre, Principal	*Walkthroughs to monitor fluency and vocabulary activities and programs. *Data chats with the teachers. *Assessment data from various programs.	*District assessments *Technology reading assessment data (STAR) *Data from specific intervention

		-Small intervention groups and centers.			programs for fluency assessments from the district's Struggling Readers Chart
2	Lack of students reading comprehension skills.	- Intervention based programs to address specific student needs. -Development of the reading instructional calendar to address reading comprehension skills. -Student writing journals. -Extended learning opportunities such as camps and reading clubs. -Student oral presentations to increase relevance and rigor.	Ms. Ollivierre, Principal. Ms. Haskins, Reading Coach	*Walkthroughs to monitor comprehension activities and programs. *Data chats with teachers. *Monitor assessment data.	*District assessments *Technology reading assessment data *Intervention reading programs assessment data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2013 the AMO reading target for proficiency of all students will increase to 51%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	39%				

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012 students in the subgroups there was a 2%(5) decrease in the subgroup for Black not making adequate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 60% of(128 of 214) students in the subgroup for Black not making adequate progress on the FCAT 2.0 reading assessment.	In 2013 there will be a 10%(21 more students) decrease in the subgroup for Black for students not making adequate progress.

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 are lacking adequate comprehension skills.	*Teachers will use intervention strategies from the Struggling Readers Chart. *Teachers will use intervention strategies in small group to address reading problems.	Ms. Ollivierre, Principal. Ms. Haskins, Reading Coach	*Classroom observations to monitor the intervention strategies. *Data chats with teachers. *Assessment data	*School and District assessments *Technology reading assessments (STAR, I-station and AR)

1		<p>*Teachers will use QAR strategies during instruction time for reading.</p> <p>*Teachers will increase the use of graphic organizers and writing journals.</p> <p>*Providing extended learning opportunities such as camps.</p> <p>*Incentive plan to motivate the students in reading.</p> <p>*Teachers will use technology programs such as Accelerated Reader and I-station.</p>			*Intervention assessments
2	Students are demonstrating difficulties in the area of reading stamina.	<p>*Teachers will use technology programs such as Accelerated Reader and I-station.</p> <p>*Teachers will increase the use of Accelerated Reader.</p> <p>*Teachers will increase independent reading time during instruction.</p> <p>*Parents will promote reading at home.</p>	<p>Ms. Ollivierre, Principal.</p> <p>Ms. Haskins, Reading Coach</p> <p>Mrs. Moore, Media Specialist</p>	<p>*Classroom observations to monitor the strategies to increase reading time.</p> <p>*Data chats with teachers.</p> <p>*Monitoring assessment data from AR and reading assessments</p>	<p>*School and District assessments</p> <p>*Technology reading assessments (STAR, I-station and AR)</p> <p>*Intervention assessments</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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 in reading, 91%(20 out of 22) did not make satisfactory progress in reading.	On the 2013 FCAT for reading, there will be a 10%(3 more students) decrease in students not making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are demonstrating difficulties in the area of phonics skills.	<p>*Offering extended learning opportunities such as reading camps.</p> <p>*Teachers providing differentiated small intervention groups to address the student needs.</p>	<p>*Ms. Ollivierre, Principal</p> <p>*Mrs. Phillips, Assistant Principal</p> <p>*C. Haskins, Reading coach</p>	<p>*Monitoring data assessment scores every two weeks.</p> <p>*Presentations from students on project based student assignments</p> <p>*Data chats with</p>	<p>*Intervention and district assessments</p> <p>*Data chats with teachers to determine progress of the students.</p>

1		*Teachers using interventions from the Struggling Readers chart.		teachers to determine progress of the students. *Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies. grade level team meetings weekly.	
2	ELL students have a lack of vocabulary development.	*Teachers providing differentiated small intervention groups to address the student needs. *Teachers using interventions from the Struggling Readers chart. *Providing opportunities during instruction for students to collaborate and increase language acquisition.	*Ms. Ollivierre, Principal *Mrs. Phillips, Assistant Principal *C. Haskins, Reading coach	*Data chats with teachers to determine progress of the students. *Feedback from student conferences. *Monitoring data assessment scores every two weeks.	*Intervention and district assessments *Data chats with teachers to determine progress of the students.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 82% (14 out of 17) did not make satisfactory progress on the FCAT 2.0 reading assessment.	In 2013 78% will not make satisfactory progress of the FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students have a lack of comprehension skills.	* Teachers will use strategies and programs from the struggling readers chart to increase skills. * Teachers will use small intervention groups. * Students will access technology programs such as I-station. * Students will attend extended learning camps.	*C. Haskins, Reading Coach *F. Ollivierre, Principal	*Observations to monitor the intervention programs. *Data chats with teachers. *Monitor the assessments for increased comprehension	*Assessment from intervention programs * District assessments *Technology assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012, the subgroup for economically disadvantaged did not make adequate progress. There was a 8%(19 students) increase from the previous year of students performing at grade level.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In 2011, 63% (133) of the students in the subgroup economically disadvantaged achieved at proficiency.	In 2013 10%(21) decrease in the students in the subgroup economically disadvantaged will achieve on the FCAT reading assessment.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Students having deficiencies in comprehension.	<ul style="list-style-type: none"> *Teachers will attend staff development for differentiated instruction strategies. *Small intervention using resources from the Struggling Readers Chart groups to address reading deficiencies. *Teachers will increase QAR strategies during instructions. *Teachers will use technology programs such as Accelerated Reader and IStation to increase 	<ul style="list-style-type: none"> Ms. Ollivierre, Principal. Ms. Haskins, Reading Coach 	<ul style="list-style-type: none"> *Classroom observations to assess differentiated instruction strategies, activities and intervention programs. *Data chats with teachers *Assessment data 	<ul style="list-style-type: none"> * School and District assessments - Intervention programs assessment data form the struggling readers chart for the district.

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
Teachers will follow the district timeline for Defining the Core.	All grade levels will participate.	Teacher leaders	All teachers will participate.	Once a week	Teachers will be assigned a follow up activity.	F. Ollivierre, Principal L. Phillips, Assistant Principal
PLC for the book, Raising the Rigor in Reading	All grade levels will participate.	Teacher leaders and Administrators	All teachers will participate.	one day staff development	Teachers will be assigned a follow up activity.	F. Ollivierre, Principal L. Phillips, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Small intervention groups to address deficiencies in reading.	Research adopted reading programs approved by the district.	textbook funds	\$3,678.00
			Subtotal: \$3,678.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student time on Accelerated Reader to improve comprehension and fluency.	Purchase updated software.	Accountability Funds	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development for Common Core Trainings	Release time for trainings through district resources.	Title 1 staff development	\$5,366.00
Books for PLC	ASCD recommended books to increase instruction.	Title 1 staff development	\$2,350.00
			Subtotal: \$7,716.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$16,394.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		On the 2012 CELLA assessment, 40%(27) of the students scored at the proficient level on the listening and speaking portion.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
On the 2012 CELLA assessment, 40%(27) of the students scored at the proficient level on the listening and speaking portion.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support and home literacy	- Parent/Teacher conferences to explain parenting strategies to help their child at home. - Parenting workshops on reading and writing strategies. - Community outreach	F. Ollivierre-Principal A. Exum - Guidance L. Phillips- Assistant Principal	- Parent participation in workshops and conferences. - Feedback from parents in conferences. - Student reading logs	- Parent surveys - CELLA assessment - Parent sign-in sheets logs - Number of books

		programs on literacy. - Teachers increase read aloud time and opportunities.			per student read on accelerated reader. - Teacher log in read aloud books
2	Students language deficiencies.	- Teachers trained on the use of ELL materials and resources in the classroom. - Teachers provide more opportunities for peer group discussions and interactions.	F. Ollivierre-Principal L. Phillips-Assistant Principal	- Monitoring of student assessment scores. - Classroom observations to determine the use of materials and peer discussions and interaction. - Project Based learning	- CELLA assessment scores - Teacher observations rubric - Teacher lesson plans that reflect ESOL strategies being implemented
3	Students have deficiencies in vocabulary development.	- Teachers use of technology programs to build vocabulary. - Teachers use center activities to build vocabulary.	F. Ollivierre-Principal L. Phillips-Assistant Principal	- Classroom observations to determine the use of vocabulary centers. - Technology programs that assess ELL vocabulary progression. - Student assessments for specific programs to address vocabulary development.	- CELLA assessment scores - Teacher observations rubric - Teacher lesson plans that reflect ESOL strategies promoting vocabulary development being implemented

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:

NA

2012 Current Percent of Students Proficient in reading:

On the 2012 CELLA assessment, 19%(13) of the 68 students scored at the proficient level on the reading portion.

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	Families have a lack of literacy in the home.	- Provide literacy workshops for the parents. - Teachers increase independent reading time through teacher centers and activities. - A school wide reading program through accelerated reader. - Provide books to the homes.	F. Ollivierre, Principal L. Phillips, Assistant Principal Mrs. Moore, Media Specialist	- Classroom observation for evidence class library and center activities involving reading. - Monitoring the use of accelerated reader. - Provide book fairs for opportunities for books in the home.	- Reading assessment scores from various programs - Book sales from the book fair - Parent sign in logs

2	Students have deficiencies in language development.	<ul style="list-style-type: none"> -Teacher trainings on how to identify reading deficiencies,the use of strategies and materials to address language development. -Teachers use intervention reading strategies during instruction. 	<ul style="list-style-type: none"> F. Ollivierre, Principal L. Phillips, Assistant Principal C.Haskins, Reading coach 	<ul style="list-style-type: none"> -Classroom observation for the of the library and center activities involving reading. -Monitor intervention program assessments 	<ul style="list-style-type: none"> -Reading assessments from programs and teacher created. -Use of intervention strategies from teacher observations
---	---	--	--	---	--

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

3. Students scoring proficient in writing. CELLA Goal #3:	NA
--	----

2012 Current Percent of Students Proficient in writing:

On the 2012 CELLA assessment,16%(11) of the 68 students scored at the proficient level on the writing portion.

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	Deficiencies in vocabulary skills	<ul style="list-style-type: none"> -Teachers use of technology programs to build vocabulary. -Teachers use center activities to build vocabulary. 	<ul style="list-style-type: none"> F. Ollivierre-Principal L. Phillips-Assistant Principal 	<ul style="list-style-type: none"> -Classroom observations to Classroom observations to determine the use of vocabulary centers. -Technology programs for ELL strategies. -Student assessments for specific programs to address vocabulary development. 	<ul style="list-style-type: none"> -CELLA assessment scores -Teacher observations rubric -Teacher lesson plans that reflect the use of ESOL strategies to increase vocabulary skills
2	Deficiencies in reading skills	<ul style="list-style-type: none"> -Teacher trainings on how to identify reading deficiencies and strategies and materials to address. -Teachers use intervention reading strategies during instruction. 	<ul style="list-style-type: none"> F. Ollivierre, Principal L. Phillips, Assistant Principal C. Haskins, Reading coach 	<ul style="list-style-type: none"> -Classroom observation for the of the library and center activities involving reading. -Monitor intervention program assessments 	<ul style="list-style-type: none"> -Reading assessments from programs and teacher created assessments. -Evidence of the use of intervention strategies through teacher observations and CELLA assessment scores.

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize dictionaries during instruction to increase vocabulary and language skills.	District approved textbooks	textbook funds	\$500.00
Teachers will use approved ELL materials and programs during intensive instruction to increase vocabulary and comprehension skills.	District approved materials and programs for ELL strategies.	textbook funds	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	On the 2012 FCAT Math assessment, the data revealed a decrease of 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 46%(101) of students achieved at level 3 on the FCAT math assessment.	In 2013, 58%(128) will achieve a level 3 on the FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having a lack of basic math skills	<ul style="list-style-type: none"> *Teachers will use more games and hands on activities. *Teachers will use differentiated instruction with small interventions groups *Teachers will be train on Singapore Math. 	<ul style="list-style-type: none"> *Ms. Ollivierre, Principal *Mrs. Phillips, Assistant Principal *Leadership Team 	<ul style="list-style-type: none"> *Data assessments will be monitored every two weeks . *Data chats with teachers to discuss progress of the students. *Monitoring of teacher lesson planning *Classroom observations to evaluate the use of strategies. 	<ul style="list-style-type: none"> *District and teacher assessments *Math journal responses using a rubric *Feedback from teacher chats
2	Student having deficiencies in math vocabulary.	<ul style="list-style-type: none"> *Professional Learning Communities to share best practices and strategies. *Student math journals to develop vocabulary skills for math. * Math games and activities to build vocabulary skills 	<ul style="list-style-type: none"> *Ms. Ollivierre, Principal *Mrs. Phillips, Assistant Principal *Leadership Team 	<ul style="list-style-type: none"> *Monitoring data assessment scores every two weeks. *Data chats with teachers to determine progress of the students. *Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies. 	<ul style="list-style-type: none"> *District and school assessments *Rubrics used for math journal responses *Feedback from teacher chats
	Students having deficiencies in of problem solving and multiple step skills in math.	<ul style="list-style-type: none"> *Teachers will incorporate more cooperative learning activities to build rigor and relevance. *Offering extended learning opportunities such as math camps. *Teachers providing differentiated small 	<ul style="list-style-type: none"> *Ms. Ollivierre, Principal *Mrs. Phillips, Assistant Principal *Leadership Team 	<ul style="list-style-type: none"> *Monitoring data assessment scores every two weeks. *Presentations from students on project based student assignments *Data chats with teachers to determine progress of 	<ul style="list-style-type: none"> *District and school assessments *Rubrics used for math journal responses *Feedback from teacher chats * Rubrics used for

3	<p>intervention groups to address the student needs.</p> <p>*Teachers providing center activities aligned with the NGSSS.</p> <p>*Teachers assign project based assignments to increase rigor and relevance.</p>	<p>the students.</p> <p>*Feedback from student conferences.</p> <p>*Classroom observations to monitor the extent of the use of journals and strategies.</p>	<p>student projects</p>
---	--	---	-------------------------

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	<p>On the 2012 FCAT math assessment, the data revealed an decrease of 13%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 20%(44) of the students achieved a level 4 or above on the FCAT math assessment.	In 2013, 25% (55) of the students will achieve a level 4 or above on the FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Teachers need more staff development on effective strategies for gifted and high achieving students.	<p>*Teacher training on project based learning activities.</p> <p>*Teacher training on Differentiated instruction with small groups.</p> <p>*Teacher training on the</p>	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Leadership Team</p>	<p>*Monitoring data assessment scores every two weeks.</p> <p>*Data chats with teachers to determine progress of the students.</p>	<p>*District and school assessments</p> <p>*Math journal responses</p> <p>*Feedback from teacher chats</p>

1		NGSSS and Common Core strategies.		*Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies.	
2	Teachers need to increase the rigor and align center activities with the NGSSS.	*Teachers attending Professional Learning Community for best practices and lesson planning. *Teacher training on the NGSSS and Common Core strategies. *Teacher training on project based learning.	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal, Leadership team	*Monitoring data assessment scores every two weeks. *Data chats with teachers to determine progress of the students. *Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies.	*District and school assessments *Math journal responses *Feedback from teacher chats

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT math assessment, there was a 5% increase of students that made learning gains in math .
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT for math, 77%(113) of the students achieved learning gains on the FCAT Math assessment.	On the 2013 Math FCAT, 82%(121) of the students will achieve learning gains on FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having deficiencies in multiple steps and problem solving skills.	*Teachers modeling the strategies and providing opportunities for cooperative learning. *Differentiated instruction with small interventions groups *Teachers providing learning opportunities for project based learning.	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal Leadership Team	*Monitoring data assessment scores every two weeks. *Presentations from students on project based student assignments *Data chats with teachers to determine progress of the students. *Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies.	*District and school assessments *Rubrics used for math journal responses *Feedback from teacher chats * Rubrics used for student projects
2	Teacher training on differentiated strategies to meet the needs of students with various learning deficiencies in math.	*Teachers will develop centers and activities that focus on addressing intervention needs of students based on the struggling math chart. *Teachers will use instructional time for small intervention groups to address math deficiencies. *Teachers will increase time on cooperative grouping and project based learning. *Teachers will train on differentiated learning strategies	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal Leadership Team	*Monitoring data assessment scores every two weeks. *Presentations from students on project based student assignments *Data chats with teachers to determine progress of the students. *Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies.	*District and school assessments *Rubrics used for math journal responses *Feedback from teacher chats * Rubrics used for student projects

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the 2012 FCAT math assessment there was 11% (6) increase for students in the learning gains lowest 25% for math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 86% (44) of students in the Lowest 25% achieved learning gains in math on the FCAT math assessment.	In 2013, 90% (47) of students in the Lowest 25% will achieve learning gains on the FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having deficiencies in basic math skills.	<ul style="list-style-type: none"> *Training on the use of the struggling math materials. *Teachers will use small intervention groups to address math deficiencies. *Cooperative learning projects *PLC groups to share best practices in math. *Parent workshops to demonstrate homework strategies. 	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal Leadership Team	<ul style="list-style-type: none"> *Monitoring district and school based assessments. *Classroom observations to monitor teacher strategies. *Teacher data chats 	<ul style="list-style-type: none"> *Assessment scores from district and teacher assessments. *Rubrics on the use of journal responses. *Teacher feedback from data chats
2	Students having deficiencies in building math vocabulary skills.	<ul style="list-style-type: none"> *Professional Learning Community to share best practices on building math vocabulary. *Teachers will use more math games. *Teachers will use math journals. *Teachers will align centers to integrate math vocabulary skills. 	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal Leadership Team	<ul style="list-style-type: none"> *Monitoring math journals for math vocabulary use. *Monitoring district and school based assessments. *Classroom observations to monitor teacher strategies. *Assessing the use of vocabulary during class discussions. 	<ul style="list-style-type: none"> *Assessment scores from district and teacher assessments. *Rubrics on the use of journal responses. *Teacher feedback from data chats
	Student having a lack of problem solving skills.	<ul style="list-style-type: none"> *Teachers will attend staff development for teachers on strategies to build problem solving skills. 	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal	<ul style="list-style-type: none"> *Teacher data chats. *Monitoring district and school based assessments. 	<ul style="list-style-type: none"> *Assessment scores from district and teacher assessments. *Rubrics on the

3		<p>*Teachers will model math strategies in small intervention groups.</p> <p>*Students will use math journals to write math responses to math problems.</p> <p>*Teachers will increase cooperative learning group activities to increase peer discussions.</p>	Leadership Team	*Classroom observations to monitor teacher strategies.	<p>use of journal responses.</p> <p>*Teacher feedback from data chats</p>
---	--	--	-----------------	--	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 2013 the AMO target for the mathematics proficiency of all students will increase to 58%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	46%				

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:	On the data from the 2012 FCAT math assessment, 9%(19) decrease in the number of students that met criteria in the Black subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 54%(116) of the students not making satisfactory progress in the subgroup for Black on the FCAT math.	In 2013, 60% (127) of the students will meet the criteria for the subgroup for Black on the FCAT math assessment performing at or above grade level.

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 having deficiencies in the area of the Big Idea #7 basic math skills.	<p>*Professional Learning Community sessions addressing strategies to improve basic math skills.</p> <p>*Teacher training on the NGSSS.</p> <p>*Teachers increasing differentiated instruction in small groups.</p>	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Leadership Team</p>	<p>*Monitoring data assessment scores every two weeks.</p> <p>*Data chats with teachers to determine progress of the students.</p> <p>*Feedback from student conferences.</p>	<p>*District and school assessments</p> <p>*Math journal responses</p> <p>*Feedback from teacher chats</p>

1		<ul style="list-style-type: none"> *Technology programs such as Riverdeep math. *Teachers increasing instructional time cooperative learning groups. *Teachers using games and activities to address basic math skills. 		*Classroom observations to monitor the extent of the use of journals and strategies.	
2	Students having deficiencies in math vocabulary development.	<ul style="list-style-type: none"> *Professional Learning Community sharing best practices on building math vocabulary. *Student math journals that address writing skills to increase vocabulary. *Teachers using games to increase math vocabulary instruction. *Teachers increasing alignment to the big ideas integrating vocabulary learning centers. 	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Leadership team</p>	<ul style="list-style-type: none"> *Analyzing data assessments every two weeks for effectiveness of strategies. *Data chats with teachers to discuss effectiveness of the strategies being used based on the data. *Feedback from student conferences. *Classroom observations to monitor the extent of the use of journals and strategies. 	<ul style="list-style-type: none"> *District and school assessments *Math journal responses using rubric scores *Feedback from teacher chats

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:	On the 2012 math FCAT students in the subgroup ELL did not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 77%(17) students did not make satisfactory progress on the FCAT math assessment.	On the 2013 math FCAT, the students not making satisfactory progress will decrease by 5%(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 not proficient in the use of the language and vocabulary skills.	<ul style="list-style-type: none"> *Teachers will need ELL training on strategies to increase language acquisition. *Teachers will increase cooperative learning groups and peer discussions. * Teachers will use technology programs to address language deficiencies. 	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Ms. Ferary, Guidance</p>	<ul style="list-style-type: none"> *Monitoring math journals for math vocabulary use. *Monitoring district and school based assessments. *Classroom observations to monitor teacher strategies. *Assessing the use of vocabulary during class discussions. 	<ul style="list-style-type: none"> *Assessment scores from ELL programs and CELLA scores. *Student portfolios *Teacher feedback in data chats.
	Students have deficiencies in basic math skills.	*Staff development on the use of the Struggling Math programs to	Ms. Ollivierre, Principal	*Monitoring district and school based assessments.	*Assessment scores from ELL programs and

2		<p>address intervention strategies.</p> <p>*Teachers will use small intervention groups to address math deficiencies.</p> <p>*Cooperative learning projects</p> <p>*PLC groups to share best practices in math.</p> <p>*Parent workshops to demonstrate homework strategies.</p>	<p>Mrs. Phillips, Assistant Principal</p> <p>Ms. Ferary, Guidance</p>	<p>*Classroom observations to monitor teacher strategies.</p> <p>*Assessing the use of vocabulary during class discussions.</p>	<p>CELLA scores.</p> <p>*Student portfolios</p> <p>*Teacher feedback in data chats.</p>
3	Teachers lack of staff development on ELL materials and strategies.	<p>*Training on the use of the struggling math materials.</p> <p>*Teachers will use small intervention groups to address math deficiencies.</p> <p>*Cooperative learning projects</p> <p>*PLC groups to share best practices in math.</p> <p>*Parent workshops to demonstrate homework strategies.</p>	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Ms. Ferary, Guidance</p>	<p>*Monitoring district and school based assessments.</p> <p>*Classroom observations to monitor teacher strategies.</p> <p>*Assessing the use of vocabulary during class discussions.</p>	<p>*Assessment scores from ELL programs and CELLA scores.</p> <p>*Student portfolios</p> <p>*Teacher feedback in data chats.</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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	NA
Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT math assessment, 65%(11 out of 17) did not make satisfactory progress.	On the 2013 FCAT math assessment, there will be a decrease of 4%(4) that will meet satisfactory progress.

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 having a lack of basic math skills on Big Idea #7	<p>*Teachers will use more games and hands on activities from the struggling math resources.</p> <p>*Teachers will use differentiated instruction with small interventions groups</p> <p>*Teacher will train on Singapore Math.</p>	<p>*Ms. Ollivierre, Principal</p> <p>*Mrs. Phillips, Assistant Principal</p> <p>*Leadership Team</p>	<p>*Monitoring data assessment scores every two weeks.</p> <p>*Presentations from students on project based student assignments</p> <p>*Data chats with teachers to determine progress of the students.</p>	<p>*District and school assessments</p> <p>*Rubrics used for math journal responses</p> <p>*Feedback from teacher chats</p> <p>* Rubrics used for student projects</p>

				*Feedback from student conferences	
2	Students having deficiencies in of problem solving and multiple step skills in math.	<p>*Teachers will increase rigor and relevance in math through cooperative groups and project based learning activities.</p> <p>*Teachers providing math center activities aligned with the NGSSS.</p> <p>*Teachers will use differentiated instruction with small interventions groups to address deficiencies.</p>	<p>*Ms. Ollivierre, Principal</p> <p>*Mrs. Phillips, Assistant Principal</p> <p>*Leadership Team</p>	<p>*Monitoring data assessment scores every two weeks.</p> <p>*Presentations from students on project based student assignments</p> <p>*Data chats with teachers to determine progress of the students.</p> <p>*Feedback from student conferences.</p> <p>*Classroom observations to monitor the extent of the use of journals and strategies.</p>	<p>*District and school assessments</p> <p>*Rubrics used for math journal responses</p> <p>*Feedback from teacher chats</p> <p>* Rubrics used for student projects</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 mathematics. Mathematics Goal #5E:	Based on the data from the 2012 FCAT math assessments, the data revealed a 7% percentage point decrease in the subgroup for economically disadvantaged.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56%(115) of the students met criteria in the subgroup for economically disadvantaged on the FCAT math assessment.	In 2013, 60% (126) students will meet the criteria for the subgroup for economically disadvantaged on the FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers meeting the needs of students at with various Math deficiencies.	<p>Small intervention groups to address math deficiencies.</p> <p>Cooperative learning projects</p> <p>technology programs such as Riverdeep math.</p> <p>Staff development</p> <p>Extended learning opportunities</p>	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Leadership Team</p>	<p>Analyzing data from assessments every two weeks.</p> <p>Data chats with teachers to determine effectiveness of strategies.</p>	<p>*District and school assessments</p> <p>*Rubrics used for math journal responses</p> <p>*Feedback from teacher chats</p> <p>* Rubrics used for student projects</p>
2	Students have deficiencies math vocabulary skills.	<p>*Teachers increasing Cooperative learning activities.</p> <p>*Teachers aligning common core standards and differentiated learning centers.</p> <p>*Teachers using math journals to increase vocabulary use.</p>	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p> <p>Grade Level Team Leaders</p>	<p>Analyzing data assessment every two weeks.</p> <p>Data chats with teachers to determine the effectiveness of the strategies.</p>	<p>*District and school assessments</p> <p>*Rubrics used for math journal responses</p> <p>*Feedback from teacher chats</p> <p>* Rubrics used for student projects</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common core transition	Grades K-5 math	F.Ollivierre,Principal L. Ingram, Assist. Principal	K-5 teachers and support staff	Tuesday and planning days	Follow up assignments and student samples.	F. Ollivierre, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize materials and programs approved by the district to address basic math skills from the Struggling Math Chart.	District approved materials and programs.	Textbook funds	\$1,000.00
			Subtotal: \$1,000.00
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
Teachers will participate in Professional Learning Communities by utilizing the districts "Defining the Core".	District resources and online classes.	Staff development from general funds	\$5,300.00
			Subtotal: \$5,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	By June 2013, 25% students will score Achievement Level 3 or above on the 2013 FCAT 2.0 Science Assessment.
--	---

2012 Current Level of Performance:			2013 Expected Level of Performance:		
On the 2012 Science FCAT assessment, 22%(15) of the students achieved a level 3 or above.			On the 2013 Science FCAT assessment, 25%(17) of the students will achieved a level 3 or above.		
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 having lack of conceptual understanding of Earth and Space Science skills	<ul style="list-style-type: none"> -Science Camps and small intervention groups based on on-going data. -Cooperative learning projects -Provide hands on laboratory experiences weekly -Student produced Science journals -Integrating the use of math and technology -Extended learning opportunities such as a Science Camp 	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p>	<ul style="list-style-type: none"> *Analyzing data with teachers to determine trends. *Data chats with the teachers * Classroom Walk Through 	<ul style="list-style-type: none"> *Mini assessments *Chapter test *Research papers and projects based on a rubric *District assessments
2	Lack of students developing Science vocabulary	<ul style="list-style-type: none"> -Science Camps and small intervention groups based on on-going data -Cooperative learning projects with student presentations -Provide hands on laboratory experiences weekly -Science journals -Integrating the use of math and technology 	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p>	<ul style="list-style-type: none"> *Analyzing assessment data with teachers to determine trends. *Data chats 	<ul style="list-style-type: none"> -District assessments -Chapter test -Research projects assessed with rubric
3	Lack of students understanding the Scientific Thinking Process	<ul style="list-style-type: none"> -Science projects -Science Camps and small intervention groups based on on-going data -- Cooperative learning projects -Provide hands on laboratory experiences weekly -Student journals -Integrating the use of math and technology 	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p>	<ul style="list-style-type: none"> *Data chats *Assessment data 	<ul style="list-style-type: none"> *District assessments *Chapter test *Research projects with the 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 Levels 4, 5, and 6 in science.		NA		
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	By June 2013, 15% students will score Achievement Level 3 or above on the 2013 FCAT 2.0 Science Assessment.
Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011 Science FCAT, 12%(8) of students achieved a level 4 or above.	On the 2013 Science FCAT, 15%(11) of the students will achieve a level 4 or above.

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 proficiency in comprehension and vocabulary development	<ul style="list-style-type: none"> - Integrating informational text reading materials. - Science Camps and small intervention groups based on on-going data - Cooperative learning projects - Provide hands on laboratory experiences three times a week - Differentiated groups - Additional learning opportunities to complete challenging work. 	<p>Ms. Ollivierre, Principal</p> <p>Mrs. Phillips, Assistant Principal</p>	<ul style="list-style-type: none"> - Assessment data - Data chats with teachers - Student Projects 	<ul style="list-style-type: none"> - Mini assessments - Chapter test - Research project with rubric

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC for Science	Science Grades K-5	5th Grade Science Teacher	Schoolwide Science	October-June Twice Monthly	PLC Notes Classroom Walkthrough Student Data Student Projects	Administrators

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Based on the 2012 FCAT writing assessment, data revealed a 26% percentage decrease.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 74%(46) of the fourth grade students achieved a 3 or above on the FCAT writing assessment.		On the 2013 FCAT writing assessment, 90% of the students in fourth grade will achieve a level 3 or above.			
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 deficiencies in vocabulary skills for writing.	- Teachers will be trained on how to integrate reading and writing strategies to development vocabulary skills. - Professional Learning Communities to develop and share best practices for writing. - Teachers will set personal goals with students.	Ms. Ollivierre, Principal Mrs. Phillips, Assistant Principal Ms. Washington, Team Leader	*Feedback in data chats with teachers *Classroom observations by the administration *Results from PLC's strategies and best practices * Student portfolios of bi-weekly writing prompts and journals. *Analyzing class data results from writing assessments.	*Using the FLDOE writing rubric to score writing prompts. *Student writing portfolios using rubric scores. *Teacher feedback on class assessments using a rubric.
2	Student deficiencies in sentence development using parts of speech.	- Teachers will model parts of speech through frequent reinforcement and reading integration. - Teachers will conduct student peer conferencing groups and student/teacher conferencing. - Teachers will monitor student journals to target specific needs of the class.	Ms. Ollivierre, Principal Mrs. Ingram, Assistant Principal Leadership Team	*Feedback in data chats with teachers. *Classroom observations by the administration. *Results from PLC's strategies and best practices *Analyzing data results from writing assessments.	*Using writing FLDOE rubric scoring writing prompts. *Student writing portfolios using rubric scores. *Teacher feedback on class assessments using a rubric.

		-Teacher training on the new writing process.			
3	Development of Narrative writing skills.	-Professional Learning Community on developing narrative writing skills through best practices. -Teacher modeling writing narratives. -Teacher/ Student conferences and peer conferencing -Teachers will increase read aloud books to model discuss narrative writing. -Book clubs with discussions and written responses from students on genres of writing.	Ms. Ollivierre, Principal Mrs. Ingram, Assistant Principal Leadership Team	*Feedback in data chats with teachers *Classroom observations by the administration *Results from PLC's strategies and best practices *Analyzing data results from writing assessments.	*Using writing FLDOE rubric scoring writing prompts. *Student writing portfolios using rubric scores. *Teacher feedback on class assessments using a rubric.
4	Developing grammar and spelling skills.	- Professional Learning Communities that address strategies for instruction. -Modeling grammar through various forms of writing. -Monitoring student writing through portfolios and journals. -Student conferencing -A school wide focus on building grammar skills.	Ms. Ollivierre, Principal Mr. Smith, Assistant Principal Ms. Washington, Team Leader	-Development of writing assessments. -Data chats with teachers during PLC's and data chats. -Classroom observations during instruction.	-Using writing FLDOE rubric to score writing prompts and projects. -Writing rubric scores -BAT 1 and 2 scores -Teacher feedback data

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning communities? How to increase grammar in writing.	School wide approach	D. Washington, Grade Level Chair	School wide participation	September 2012- February 2013	Sign-in sheets and PLC follow up goals and assignments .	Mrs. Ingram, Assistant Principal
New guidelines fro FLDOE writing assessment	Third and Fourth grade team	A. Edmonds, Grade Level Chair D. Washington, Grade level Chair	All third and fourth grade teachers	September 2012- February 2013	Staff development report	Mrs. Ingram, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student notebooks for journal use in writing.	Office Max supplies	General fund	\$500.00
Read aloud books for teacher to use during instruction.	Scholastic Book	School generated funds	\$4,000.00
Student workbooks for guided instruction for grammar	District approved textbooks	General fund	\$2,000.00
			Subtotal: \$6,500.00
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: \$6,500.00

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:	By June 2013, the students with excessive absences will decrease to 60 students and the students with excessive tardies will decrease to 100 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance was 97% during the 2011-2012 school year.	By June 2013, the daily attendance rate will increase to 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Castle Hill Elementary had a total of 70 students who had excessive absences during the 2011-2012 school year.	By June 2013, the students with excessive absences will decrease to 60 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Castle Hill Elementary had a total of 134 students who had excessive tardies during the 2011-2012 school year.	By June 2013, the students with excessive tardies will decrease to 100 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students arriving late to school.	<ul style="list-style-type: none"> *Teachers will record attendance daily *Automated notices to parents when students are absent *BTIP Meetings *Recognition programs for students arriving on time. 	Classroom Teacher/IMT IMT BTIP Team Mrs. Phillips, Asst Principal	<ul style="list-style-type: none"> *Attendance cards *Tardy notices 	*Attendance Cards
2	Early dismissal	<ul style="list-style-type: none"> *Teachers will record attendance daily *Automated notices to parents when students are absent *BTIP Meetings with the parent *Recognition programs 	Classroom Teacher/IMT IMT BTIP Team	<ul style="list-style-type: none"> *Attendance cards *Parent sign out sheets 	*Attendance Cards *Number of student early dismissal sign outs

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
------------------------------------	---------------------	----------------------------------	--	--	-----------------------------------	---

Attendance and BTIP Policy & Procedures	Grades K-5	Melissa Williams, IMT	Schoolwide	Preplanning	Pinnacle Reports	Letitia Phillips
---	------------	-----------------------	------------	-------------	------------------	------------------

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013, the number of students Suspended Out-of-School will decrease to 10 students and the number of Out-of-School Suspensions will decrease to 48 suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Castle Hill Elementary had a total of 20 In-School Suspensions during the 2011-2012 school year.	By June 2013, the number of in-school suspensions will be decreased to 10 in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Castle Hill Elementary had a total of 14 students who were served Suspended in School during the 2011-2012 school year.	By June 2013, the number of In-School Suspensions will be decreased to 4 students with in school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Castle Hill Elementary had a total of 58 out of school suspensions during the 2011-2012 school year.	By June 2013, the number of Out-of-School Suspensions will decrease to 48 out of school suspension.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

Castle Hill Elementary had a total of 32 students who were suspended out of school during the 2011-2012 school year.	By June 2013, the number of Students Suspended Out-of-School will decrease to 22 students suspended out of school.
--	--

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 not complying to classroom rules	<p>CHAMPS procedures will be established to promote positive and consistent behavior.</p> <p>School wide discipline committee will meet quarterly to monitor behavior and make recommendations</p> <p>Reinforcing behavior with incentive plans based on positive behavior.</p>	<p>Ms. Ollivierre, Principal</p> <p>Assistant Principal Mrs. Phillips</p>	<p>Analyzing data from referrals and the discipline matrix</p> <p>Classroom walkthroughs to determine if strategies are effective.</p>	The number of discipline referrals and the reasons for the referrals.
2	Teachers dealing with behavioral problems.	<p>CHAMPS procedures will be established to promote positive and consistent behavior.</p> <p>Mentoring program will target students to redirect positive interaction with peers.</p> <p>Character Education will be implemented by the Guidance Counselor to promote positive behavior.</p> <p>School wide discipline committee will develop a proactive discipline plan.</p>	<p>Ms. Ollivierre, Principal</p> <p>Assistant Principal, Mrs. Phillips</p>	<p>Behavior referrals will be monitored and analyzed to determine trends.</p> <p>Classroom walkthroughs</p> <p>Observation of student behavior during class and school environment will determine effectiveness of strategies.</p>	The number of Discipline referrals will determine whether strategies are effective.

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During the 2012-2013 school year, 45 % (252) parents participated in school activities, duplicated or unduplicated.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
45 %(252) of parents participated in school activities during the 2010-2011 school year.		In 2012-2013 school year, parental attendance will increase by 15 % (37) parents.			
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 meetings are held.	25 % of meetings will be held in the morning to facilitate parents who are unable to attend the evening meetings.	Mrs. Sarah McIntosh	Sign-In Roster	Sign-In Roster

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
Increasing Parent Involvement	Grades K-5	Administration	Schoolwide	Title 1 Parent Education Nights & SAC/SAF/PTO meetings Parent Curriculum Nights	Parent Survey Sign In Sheets	Administration

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			By June 2013, all students will participate in a schoolwide theme related project-based learning activity.		
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 are not provided inquiry based learning experiences.	*Students will be provided experiences that will focus on awareness and exploration of STEM	Letitia Phillips, Assistant Principal	*Classroom observations to access project based activities *Mini Projects	*Observation of students while conducting experiments and completing

1		related through class activities and field trips. Teachers will attend staff development and will be provided resources about inquiry based learning.		*Student presentations	activities *Results from assigned assignments and assessments *Project Rubric
2	Students are not exposed to various career in the community.	*Students will attend field trips that will expose them to community careers. *Guest speakers will be invited to speak to the students as it is relevant to the curriculum. * Teachers will integrate project based learning activities. * Student clubs will be designed to increase exposure to career relevant activities.	Letitia Phillips, Assistant Principal	* Classroom observations to monitor project based learning activities. * Student presentations and projects.	*Project Rubric *Observation of students while conducting experiments and completing activities *Results from assigned assignments and 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
STEM	Grades K-5	Letitia Phillips	Schoolwide	October-June	Meeting Minutes Follow-up Activities	Administration

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small intervention groups to address deficiencies in reading.	Research adopted reading programs approved by the district.	textbook funds	\$3,678.00
CELLA	Students will utilize dictionaries during instruction to increase vocabulary and language skills.	District approved textbooks	textbook funds	\$500.00
CELLA	Teachers will use approved ELL materials and programs during intensive instruction to increase vocabulary and comprehension skills.	District approved materials and programs for ELL strategies.	textbook funds	\$500.00
Mathematics	Teachers will utilize materials and programs approved by the district to address basic math skills from the Struggling Math Chart.	District approved materials and programs.	Textbook funds	\$1,000.00
Writing	Student notebooks for journal use in writing.	Office Max supplies	General fund	\$500.00
Writing	Read aloud books for teacher to use during instruction.	Scholastic Book	School generated funds	\$4,000.00
Writing	Student workbooks for guided instruction for grammar	District approved textbooks	General fund	\$2,000.00
				Subtotal: \$12,178.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student time on Accelerated Reader to improve comprehension and fluency.	Purchase updated software.	Accountability Funds	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff development for Common Core Trainings	Release time for trainings through district resources.	Title 1 staff development	\$5,366.00
Reading	Books for PLC	ASCD recommended books to increase instruction.	Title 1 staff development	\$2,350.00
Mathematics	Teachers will participate in Professional Learning Communities by utilizing the districts "Defining the Core".	District resources and online classes.	Staff development from general funds	\$5,300.00
				Subtotal: \$13,016.00
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: \$30,194.00

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
--------------------------------	-----------------------------	-------------------------------	--------------------------

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Incentives Supplies and Materials Common Core Standards Books	\$2,000.00

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

The school will use SAC funds toward activities to promote student achievement such as technology and incentives.

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 CASTLE HILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	64%	94%	29%	245	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	61%	72%			133	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	57% (YES)	74% (YES)			131	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					509	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CASTLE HILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	54%	88%	21%	220	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	61%	63%			124	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	62% (YES)	65% (YES)			127	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					471	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested