FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DEERFIELD BEACH ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Victoria Thurston

SAC Chair: Sarah Hotaling

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Victoria Thurston	BA-Elementary Education, Florida State University; MS-Educational Leadership, Nova Southeastern University; Doctoral Degree-Educational Leadership, Nova Southeastern University Certifications: Educational Leadership (all levels), ESOL, and Elementary Education (K-6) 1-6; Principal K-12 Certification	1	18	Principal of Deerfield Beach Elementary in 2011/2012. Grade:B Reading Mastery: 58 Math Mastery: 51 Science Mastery: 42 Writing Mastery: 79 Learning Gains Reading: 64 Learning Gains Math: 56 Lowest 25% Reading: 71 Lowest 25% Math: 48
					Principal of Morrow Elementary in 2010-

Principal	Dr. Victoria Thurston	BA-Elementary Education, Florida State University; MS-Educational Leadership, Nova Southeastern University; Doctoral Degree-Educational Leadership, Nova Southeastern University Certifications: Educational Leadership (all levels), ESOL, and Elementary Education (K-6) 1-6; Principal K-12 Certification		17		2011. Grade: C Reading Mastery: 59 Math Mastery: 52 Science Mastery: 33% Writing Mastery: 95% Learning Gains Reading: 65 Learning Gains Math: 48 Lowest 25% Reading: 64 Lowest 25% Math: 55 AYP: No. AYP: Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math. AYP: Black, Hispanic Principal of Morrow Elementary in 2009-2010. Grade: C Reading Mastery: 59% Math Mastery: 65% Science Mastery: 31% Writing Mastery: 92% Learning Gains Reading:60% Learning Gains Math: 49% Lowest 25% Reading:63% Lowest 25% Math:53% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, SWD, ELL did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math. Principal of Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% Learning Gains Reading: 58% Learning Gains Math: 68% Lowest 25% Reading: 49% Lowest 25% Math: 78% AYP: No AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading.
						Assistant Principal of Deerfield Beach Elementary in 2011/2012. Grade:B Reading Mastery: 58 Math Mastery: 51 Science Mastery: 42 Writing Mastery: 79 Learning Gains Reading: 64 Learning Gains Math: 56 Lowest 25% Reading: 71 Lowest 25% Math: 48 AYP: Assistant Principal, Deerfield Beach Elementary School in 2010-2011: School Grade: A, Reading: 71% at or above grade level, 71% Learning Gains, 73% Lowest 25th Percentile Math: 75% at or above grade level, 66% Learning Gains, 59% Lowest 25th Percentile Science: 49% at or above grade level, Writing: 78% meeting state standards. AYP Reading: Total - 65%, White - 81%, Black - 47%, Hispanic - 54%, Economically Disadvantaged - 56%, English Language Learners - 42%, Students With Disabilities - 42%. Reading proficiency was met with White Students Reading proficiency was not met with Total, Black, Economically Disadvantaged, Hispanic, English Language Learners and Students with Disabilities AYP Mathematics: Total - 70%, White - 79%, Black - 53%, Hispanic - 69%, Economically Disadvantaged - 61%, English Language Learners - 54%, Students WithDisabilities - 48%. Math proficiency was not met with Total, White, Black, Hispanic, Economically Disadvantaged, English Language Learners and Students With Disabilities AYP Writing: White - 93%, Black - 95% and Economically Disadvantaged - 95%

Assis Principal	Pamela Huxhold	Bachelors, Elementary Education; Masters, ECEDU/SLD/ N - 12 Certification: Family and Consumer Science (6-12), School Principal (all levels), Gifted and Middle Grades Endorsement	4	19	Writing proficiency was met with all subgroups. Assistant Principal at Deerfield Beach Elementary School in 2009-2010: School Grade: C, Reading: 68% at or above grade level, 57% Learning Gains, 44% Lowest 25th Percentile Math: 77% at or above grade level, 59% Learning Gains, 66% Lowest 25th Percentile Science: 39% at or above grade level, Writing: 72% meeting state standards. AYP Reading: Total - 63%, White - 74%, Black - 44%, Hispanic - 58%, Economically Disadvantaged - 54%, English Language Learners - 37%. Reading proficiency was met with White and Hispanic subgroups. Reading proficiency was not met with Total, Black, Economically Disadvantaged and English Language Learners. AYP Mathematics: Total - 72%, White - 80%, Black - 58%, Hispanic - 71%, Economically Disadvantaged - 66%, English Language Learners - 54%. Math proficiency was met with the White subgroup. Math proficiency was not met with Total, Black, Hispanic, Economically Disadvantaged and English Language Learners. AYP Writing: Total - 86%, White - 89%, Black - 83% and Economically Disadvantaged - 85% Writing proficiency was not met with Total, White, Black or Economically Disadvantaged. 2008-2009: School Grade: A, Reading: 73% at or above grade level, 65% Learning Gains, 63% Lowest 25th Percentile Math: 80% at or above grade level, 57% Learning Gains, 53% Lowest 25th Percentile Science: 49% at or above grade level, Writing: 87% meeting state standards. AYP: 87%, Hispanic and SWD did not make AYP in Reading. Black, Economically disadvantaged and SWD did not make AYP in math. 2007-2008: School Grade: A, Reading: 69% at or above grade level, 61% Learning Gains, 62% Lowest 25th Percentile Math: 79% at or above grade level, 72% Learning Gains, 74% Lowest 25th Percentile Science: 40% at or above grade level, Writing: 79% meeting state standards. AYP: 95%, SWD did not make AYP in reading and math.
Principal					
Assis Principal	Drew Gerlach	BA - Elementary Education MA - Elementary Education University of Florida MA- Educational Leadership Florida State University Certifications: Elementary Education (K-6) ESOL Principal K-12 Leadership Nationally Board Certified (Middle Childhood Generalist)			This administrator does not have a prior performance record because this is his first administrative position.

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	Deborah Rothberger	Bachelors, Elementary Education; Masters, Reading; Certification: At-Risk PreK-12, Elementary Education 1-6, ESOL K-12, Reading K-12	23	3	2011-2012 Reading Coach of Deerfield Beach Elementary in 2011/2012. Grade: B Reading Mastery: 58 Math Mastery: 51 Science Mastery: 42 Writing Mastery: 79 Learning Gains Reading: 64 Learning Gains Math: 56 Lowest 25% Reading: 71 Lowest 25% Math: 48 2010-2011: School Grade: A, Reading: 71% at or above grade level, 71% Learning Gains, 73% Lowest 25th Percentile Math: 75% at or above grade level, 66% Learning Gains, 59% Lowest 25th Percentile Science: 49% at or above grade level, Writing: 78% meeting state standards. AYP Reading: Total - 65%, White - 81%, Black - 47%, Hispanic - 54%, Economically Disadvantaged - 56%, English Language Learners - 42%, Students With Disabilities - 42%. Reading proficiency was met with White Students Reading proficiency was not met with Total, Black, Economically Disadvantaged, Hispanic, English Language Learners and Students with Disabilities AYP Mathematics: Total - 70%, White - 79%, Black - 53%, Hispanic - 69%, Economically Disadvantaged - 61%, English Language Learners - 54%, Students WithDisabilities - 48%. Math proficiency was not met with Total, White, Black, Hispanic, Economically Disadvantaged, English Language Learners and Students With Disabilities AYP Writing: White - 93%, Black - 95% and Economically Disadvantaged - 95% Writing proficiency was met with all subgroups. 2009-2010: School Grade: C, Reading: 68% at or above grade level, 57% Learning Gains, 44% Lowest 25th Percentile Math: 77% at or above grade level, 59% Learning Gains, 66% Lowest 25th Percentile Science: 39% at or above grade level, Writing: 72% meeting state standards. AYP Reading: Total - 63%, White - 74%, Black - 44%, Hispanic - 58%, Economically Disadvantaged - 54%, English Language Learners - 37%. Reading proficiency was met with White and Hispanic subgroups. Reading proficiency was not met with Total, Black, Economically Disadvantaged and English Language Learners. AYP Mathematics: Total - 72%, White - 80%, Black - 58%, Hispanic - 71%, Economically Disadvantaged - 66%, English Language Learners - 54%. Math proficiency was met with the White subgroup. Math proficiency was not met with Total, Black, Hispanic, Economically Disadvantaged and English Language Learners. AYP Writing: Total - 86%, White - 89%, Black - 83% and Economically Disadvantaged - 85% Writing proficiency was not met with Total, White, Black or Economically Disadvantaged.

					2008-2009: School Grade: A, Reading: 73% at or above grade level, 65% Learning Gains, 63% Lowest 25th Percentile Math: 80% at or above grade level, 57% Learning Gains, 53% Lowest 25th Percentile Science: 49% at or above grade level, Writing: 87% meeting state standards. AYP: 87%, Hispanic and SWD did not make AYP in Reading. Black, Economically disadvantaged and SWD did not make AYP in math.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Learning Communities	National Board Certified Teachers and Leadership Team	May 2013	
2	2. Collaborative Planning	Administrators/ Team Leaders/ Instructional Staff	June 2013	
3	3. Differentiated Professional Development	Dr. Victoria Thurston	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
N/A	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	4.3%(2)	17.4%(8)	30.4%(14)	39.1%(18)	37.0%(17)	100.0%(46)	8.7%(4)	4.3%(2)	97.8%(45)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Experience as a grade level	Curriculum planning,

Margaret Caton Beth Horkheimer	Priscilla Vasquez Adriana Valle	chairperson and intermediate curriculum experience	lesson plan expectations, textbook series, technology and procedures, Marzano iObservation.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

NA

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide additional assistance to struggling and fragile students by providing before and after school tutoring.

Violence Prevention Programs

Deerfield Beach Elementary implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Anti-bullying prevention programs are supported through "Choose Peace, Stop Violence Week" and "Anti-Bullying week activities.

We are a "Bucket Filler" School supporting positive school climate throughout the year with students being recognized in all classes for promoting ways to compliment and support each other daily. Students also learn how to become actively involved in their local community by participating in the Children Helping Children by supporting the Harvest Drive for Thanksgiving.

Violence Prevention Week and "No Name Calling Week" are recognized with lessons and activities. In addition, Red Ribbon

Week, a drug resistant campaign, is conducted throughout the entire school.

Red Ribbon Week, a drug resistant campaign, is conducted throughout the entire school. The Drug Abuse Resistance Education (DARE) is conducted with the fifth grade students to educate against and prevent drug abuse. Gang Resistance Education and Training (GREAT) helps fourth graders avoid gang membership, prevent violence and develop a positive relationship with the law enforcement.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum.

Housing Programs

NA

Head Start

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end-of-the-year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the Head Start students' progress in the program.

Adult Education

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.

Principal (Dr. Victoria Thurston) and Assistant Principal (Drew Gerlach): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers (26 Primary and 11 Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers (6): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach- Reading (Deborah Rothberger): Oversees all curriculum, develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan and Reading Instructional Focus; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologists (Beth Heuser-Aseere, Brenda Sencer): Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel (Guidance Counselor-Kelly Renard who facilitates the meetings and serves as Case Manager/ESE Specialist-Valerie Vitale/Social Worker-Michelle Gioulakis): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team will meet at least twice per month to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Depending on the needs/situations of the students, additional teachers and/or district and area personnel may be included (i.e., Program Specialists, Behavior Specialists, Psychologist, Social Worker, etc.). These Specialists/Itinerants are part of our collaborative problem solving team which convenes at our school site on a monthly basis or as needed.

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 RtI Leadership Team will meet with the School Advisory Council (SAC) to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures. Based on the problem solving process, SAC identifies school initiatives and programs to address specific school needs.

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.

Reading:
Baseline data: Florida Assessments for the Instruction in Reading (FAIR)- K-5, Diagnostic Assessment for Reading (DAR), Treasures Reading Placement Tests, Rigby Assessment-Running Records- K-2, iStation, Benchmark Assessment Test 1 (BAT)

Ongoing Progress Monitoring: Curriculum Based Measurement (CBM), FCAT Mini-Benchmarks Grades 3-5, Florida Assessments for the Instruction in Reading (FAIR), iStation, Rigby Running Records (K-2), Weekly Benchmark Tests from Treasures Reading Series

For Tiers 2 and 3, data sources include the intervention records and progress monitoring graphs generated for individual students based on the intervention programs they are in from the Struggling Reader Chart.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Mid-Year Reading Assessment Grades 1 and 2, Portfolio Assessments Grade 3, Rigby Running Records (K-2), Benchmark Assessment Test 2 (BAT), Curriculum Based Measurement (CBM)

End of year: FAIR, FCAT, District Reading End of Year Assessment Grades 1 & 2, Portfolio Assessments Grade 3, Curriculum Based Measurement (CBM), Rigby Assessment-Running Records (K-2), Diagnostic Assessment for Reading (DAR), End-of-Book Test Reading,

Frequency of Data Days: Twice to three times a month for item and data analysis and review meetings

Math:
Baseline data: Go Math Placement Tests, Benchmark Assessment Test 1 (BAT 1)

Ongoing Progress Monitoring: Curriculum Based Measurement (CBM), Go Math Mini-Benchmark Assessments, Go Math Big Idea Assessments,

Midyear: Mid-Year Math Assessment Grades 1 and 2, Go Math Mid Year Assessments, BAT 2

End of year: FCAT, District Math Assessment Grades 1 & 2, Curriculum Based Measurement (CBM), Go Math End of Year Test

Frequency of Data Days: Twice to three times a month for item and data analysis and review meetings

Writing:
Baseline data: Expository and Narrative Prompt, Curriculum Based Measurement for Six Traits

Ongoing Progress Monitoring: Curriculum Based Measurement for Six Traits, Monthly Prompts, Portfolio

Midyear: Expository and Narrative Prompt, Curriculum Based Measurement for Six Traits, Portfolio

End of year: FCAT Writing, Curriculum Based Measurement for Six Traits, Portfolio

Frequency of Data Days: Twice to three times a month for item and data analysis and review meetings

Science:
Baseline data: Curriculum Based Measurement, Science Placement Test, Benchmark Assessment Test 1(Grade 5)

Ongoing Progress Monitoring: Curriculum Based Measurement, Science Fusion Assessments, Mini-Benchmarks

Midyear: Curriculum Based Measurement, Benchmark Assessment Test 2(Grade 5)

End of year: Curriculum Based Measurement, FCAT Science

Frequency of Data Days: Twice to three times a month for item and data analysis and review meetings

Behavior:
Functional Behavior Assessment, Observations (formal- CPST), Anectodals (informal observations), Positive Behavior Intervention Plan, Daily Classroom Management and Individualized Behavior Plans, Individual Education Plans, Virtual Counselor, Discipline Leadership Committee, Core Team

Data Management Systems: BASIS, Virtual Counselor, School-wide Gradebook Program, Microsoft Excel, Data Warehouse, School Reports Menu (provided by ETS)

Describe the plan to train staff on MTSS.

Professional development will be facilitated and provided by Administration, ESE Specialist, Guidance Counselor, SAC Chairperson(s) and both area and district personnel during common planning time and through professional learning communities throughout the year. This professional development will be based on the district-based procedures. The district's protocol for RtI will be followed. Schools will receive additional details regarding Broward's plan for RtI from the Core Curriculum Department. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings. Team leaders will provide guidance on RtI new procedures.

All members of the CPST will attend a district sponsored training on BASIS in October 2012. The CPST will train the teachers on the use of BASIS and how to track student progress using BASIS. The CPST meets every 2 weeks to discuss students and personnel in need of additional support. Each CPS team member is assigned to a grade level to ensure MTSS school wide.

Describe the plan to support MTSS.

All members of the CPST will attend a district sponsored training on BASIS in October 2012. The CPST will train the teachers on the use of BASIS and how to track student progress using BASIS. The CPST meets every 2 weeks to discuss students and personnel in need of additional support. Each CPS team member is assigned to a grade level to ensure MTSS school wide.

Literacy Leadership Team (LLT)

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

Principal (Dr. Victoria Thurston), Assistant Principal(Drew Gerlach), Reading Coach (Deborah Rothberger) - Actively seek to recruit and develop a literacy cadre of teachers, grade chairs, and classroom teacher-leaders who have demonstrated a long-term, professional commitment to focus on increased student achievement by improving classroom instruction through participation in Professional Learning Communities and study groups

Support Staff (Kelly Renard - Guidance and English Language Learners, Valerie Vitale - Exceptional Student Education Specialist) and Grade Chairs(Jeanette Kraft - Head Start and Kindergarten, Lori Tobias - First Grade, Lori Tobias - Second Grade, Deborah Boles - Third Grade, Michelle Goldman- Fourth Grade, Margaret Caton and Barbara Skulszki - Fifth Grade and Patricia Kennedy- Exceptional Student Education) - facilitating professional development, mentoring new teachers, and assist in building school-wide capacity. They a help to develop goals in the School Improvement Plan, and participate in and facilitate literacy focused Professional Learning Communities and study groups.

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

The LLT will meet prior to the school year, hold ten monthly meetings throughout the school year, meet after the school year lets out, and as needed. The LLT will assist in monitoring the implementation of the K-12 Comprehensive Reading Plan with fidelity. The LLT will engage in the following activities related to:
•Regular, ongoing, personal professional development
•Participate actively in Professional Learning Communities and Study Groups
•Use data to analyze the effectiveness of instruction and to redesign instruction and resources to meet the student's instructional, enrichment, and intervention needs
•Implement the Comprehensive Core State Standards in English/Language Arts and scientifically based reading instruction and strategies with fidelity
•Participate in ongoing literacy dialogue with peers.
•Create and share activities that promote literacy.
•Conduct classroom research
•Participate in classroom demonstrations and modeling of strategies.
•Mentor other teachers and present staff development.
•Reflect and refine instruction through peer critique and self-reflection.
•Promote the idea that effective teaching plus research-based learning strategies are the basis of student achievement.

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

The major initiatives of the LLT will be to examine the struggling readers chart; to ensure that all tiers are receiving the necessary interventions; and that all interventions are being implemented within a two-hour reading and language arts block. The LLT will initiate training and staff development for interventions and enrichment programs.
1) Strategic planning will be necessary for successful implementation (i.e., multiple doses of instruction, scheduling, interventions, assessment of interventions).
2) Increasing capacity for Elements of Reading: Vocabulary
3) Ensure that the Common Core State Standards in English/Language Art are being fully implemented in grades K-2 and ensure that in grades 3-5 the CCSS are blended in with the Next Generation Sunshine State Standards in Reading.
4) Enhancing a data management system for writing (i.e., literacy portfolios)
5) Developing model/demonstration classrooms
6) Analyzing data to effectively redesign differentiated instruction to meet the needs of all students
7) Monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically-based reading instructional strategies

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.

Deerfield Beach Elementary School provides a Head Start Program for students who are of preschool age (prior to entering kindergarten). Head Start provides an orientation day one week prior to school starting to showcase the program. All classes

follow the Opening the World of Learning (OWL), Houghton-Mifflin Pre-K Math, Macmillan/McGraw- Hill Pre-K Science, and Macmillan/McGraw-Hill Little Treasures curricula, which incorporate research-based early childhood strategies. Four parent nights are held throughout the year with preset discussions about pre-kindergarten issues.

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 with the HS Child Development and Early Learning Framework and the requirements of the HS Performance Standards. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Teaching Strategies Gold (TSG) 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 timeliness 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.

The Head Start teacher collaborates with the Kindergarten team regarding grade level expectations. District Teacher Specialists collaborate with the Head Start teacher and paraprofessional to ensure a seamless transition between the Head Start program and Kindergarten by examining Prekindergarten Performance Standards and Kindergarten expectations.

In the spring, information and resources on transitioning to Kindergarten and what to expect as well as necessary readiness skills will be available to all incoming Kindergarten families.

In August, Kindergarten parents and students have the opportunity to meet their teachers and see where their classrooms are located. Information will be disseminated to local preschools and throughout the community in addition to being placed on the school's website.

At Deerfield Beach Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs, class placement, and to assist in the development of intensive instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language, Print/Letter Knowledge, and Social Skill Development. Screening data will be collected and aggregated prior to August 10, 2012. Data will be used to plan daily academic and social/emotional instruction for all students. The FLKRS and FAIR assessments will be administered by October 1st and baseline data will be established. This information will especially guide teachers with instruction for groups of students or individual students who may need intervention beyond the core instructional program. Core Kindergarten academic and behavioral instruction will include daily, systemic, and explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data and the FLKRS/FAIR. Ongoing progress monitoring will take place to differentiate instruction in order to meet the changing and individual needs of the students.
The FAIR will be re-administered mid-year and at the end of the year in order to establish student learning gains and determine the need for changes to the instructional/intervention programs.

Kindergarten Round-Up will be held in March 2013 to orient the parents and incoming Kindergarten students to Deerfield Beach Elementary School and the Kindergarten classrooms.

*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.

*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?

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?

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

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:	The percentage of students achieving proficiency (FCAT Level 3) in reading in 2011 was 37% and in 2012 it was 31%, which is a decrease of 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 31% (89) of students met proficiency (FCAT Level 3) in Reading.	In Grades 3-5, 40% (124) of students will achieve proficiency (FCAT Level 3) in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to become familiar and trained in the Common Core State Standards	Teachers in all grades will be trained during preplanning, and early release days to infuse the Common Core Standards into the curriculum. Teachers in grade 1 and 2 will attend the 3 day CCSS Institute in the Fall.	Reading Coach, Administration, Teachers that attended the CCSS Summer Institute	Teachers will meet weekly with their grade level teams and discuss which core standards are being infused throughout the curriculum and which strategies they are using to teach the standards. Standards will be noted on the Team Meeting Reflection Form. Classroom Walkthroughs will be done on a weekly basis to determine if the Common Core State Standards are being used.	Data chats with administration, Weekly Lesson Plans, Classroom Walkthroughs
2	Teachers may not understand how to interpret data.	Provide training on how to interpret and analyze data from district,teacher developed tests, and/or informal observations to drive instruction.	Administration, Reading Coach, ESE Specialist, Team Leaders	Analyze FCAT Scores and BAT scores. Utilize the FCIM process to look at and interpret data.	Administrative Data Chats with teachers. Data chats with grade level teams at their weekly meetings
3	Deficient fluency skills	Students flagged in Fluency from iStation, FAIR data, or Fluency Probes will use a fluency remediation program such as Great Leaps or Quick Reads	Administration, Reading Coach	Classroom Walkthroughs focusing on instructional strategies and the use of programs such as Quick Reads. , Data review meetings/chats with administration, support staff, teachers and student;	Oral reading fluency probes, curriculum assessments/checkpoints BAT 1, BAT 2, Mini Bats FAIR data
4	Lack of Vocabulary Development	Teachers will use the vocabulary development program Elements of Reading: Vocabulary to increase the vocabulary of their students. Teachers will also use	Administration, Reading Coach	Classroom Walkthroughs will be done on a weekly basis to observe evidence that Elements of Vocabulary is being utilized correctly and that vocabulary	Mini-benchmarks, BAT 1, BAT 2, and curriculum assessments that are focused on the Vocabulary benchmarks and standards.

				instruction is being taught in all content areas. Administration will monitor through iObservation data.	Weekly Lesson Plans
5	Lack of comprehension skills when reading information text and more complex texts.	Teachers will use the Treasures Reading Curriculum, News Magazines such as Time For Kids and National Geographic Explorer, and the leveled readers in Science and Social Studies to teach the strategies needed to comprehend complex informational text. Teacher will model comprehension strategies using think alouds and close reads. Teachers will work together to develop Close Reads. Teachers will utilize question stems from the NGSSS and from the CCSS to increase the level of questioning.	Administration, Reading Coach	Teachers will meet weekly with their grade level teams share best practices for teaching informational text in all subject areas. Classroom Walkthroughs will be done on a weekly basis to observe evidence that informational text is being utilized in all subject area. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, curriculum assessments/checkpoints Ongoing progress monitoring and monthly collection of classroom data.
6	Students are not receiving differentiated instruction in reading.	Teachers will establish at least three reading group within the ninety minute reading block, with an additional thirty minutes dedicated to an intervention group. iStation will be utilized with all Tier 2 and Tier 3 Students. FCAT Explorer will be used with all students in grades 3-5.	Administration, Reading Coach, Team Leaders	Classroom Walkthroughs will be done on a weekly basics focusing on differentiation of reading skills and strategies. Feedback will be provided through iObservations.	Ongoing progress monitoring and monthly collection of classroom data. iStation and FCAT Explorer data reports.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	85 % (6) of the students tested will achieve Levels 4, 5, and 6 in reading based on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 57% (4) scored at Levels 4, 5, and 6 in reading based on the Florida Alternate Assessment.	85% (6) of the students tested will achieve Levels 4, 5, and 6 in reading based on the 2013 Florida Alternate 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
	A student's specific learning disability may be a unique barrier for the	The ESE Autism teacher, Autism Coach and ESE Specialist will work	Autism teacher, Autism Coach, and ESE Specialist	Autism Teacher will maintain data folders that contain the IEP and	Ongoing progress monitoring, program

| 1 | student to score a Level 4,5 or 6 in reading on the Florida Alternate Assessment. | together to investigate research based programs and implement to address the individual student's needs. | | assessment data collected throughout the year. | assessments, data 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading in 2011 was 35% and in 2012 27% which is a decrease of 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 27% (78) of students met proficiency (FCAT Levels 4 and 5) in Reading.	In Grades 3-5, 32 % (99) of students will achieve above proficiency (FCAT Levels 4 and 5) in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to become familiar and trained in the Common Core State Standards	Teachers in all grades will be trained during preplanning, and early release days to infuse the Common Core Standards into the curriculum. Teachers in grade 1 and 2 will attend the 3 day CCSS Institute in the Fall.	Reading Coach, Administration, Teachers that attended the CCSS Summer Institute	Teachers will meet weekly with their grade level teams and discuss which core standards are being infused throughout the curriculum and which strategies they are using to teach the standards. Standards will be noted on the Team Meeting Reflection Form. Classroom Walkthroughs will be done on a weekly basis to determine if the Common Core State Standards are being used.	Data chats with administration, Weekly Lesson Plans, Classroom Walkthroughs
2	Students lack of exposure to high level questioning and more complex text, especially informational text.	Teachers will utilize NGSSS and CCSS question stems to ask more complex questions during reading, science, social studies and math. Teachers will utilize, novels, News Magazines such as Time For Kids and National Geographic Explorer, and the leveled readers in Science and Social Studies to teach the strategies needed to comprehend complex informational text. Teacher will model comprehension strategies using think alouds and close reads. Teachers will work together to develop Close Reads.	Administration, Reading Coach	Teachers will meet weekly with their grade level teams share best practices for teaching complex informational text in all subject areas. Classroom Walkthroughs will be done on a weekly basis to observe evidence that informational text is being utilized in all subject area. Administration will monitor through iObservation data	Mini-benchmarks, BAT 1, BAT 2, curriculum assessments/checkpoints Ongoing progress monitoring and monthly collection of classroom data.
	Student lack of	Teachers will take an	Administration,	Classroom Walkthroughs	2.2. Mini-benchmarks,

3	exposure to various genres such as non-fiction, poetry, myths, and drama.	integrated approach to teaching reading in all subject areas by using various genres to teach content area material. Students will participate in project based learning incorporating various genres. Teachers will take their students to the media center weekly to check out books in various genres.	Reading Coach	utilizing iObservation. Data Chats Classroom projects	BAT 1, BAT 2, curriculum assessments/checkpoints Rubrics for Project Based Learning
4	Not all teachers in grades 3-5 are certified or have taken classes on teaching the Gifted/High Achieving student.	Grouping students based on reading FCAT levels to ensure the gifted/high achieving students are grouped together in a gifted/high achieving classroom and/or reading groups. Teachers that have taken gifted classes or those that have their gifted certification will share best practices on teaching this type of student.	Administration, Reading Coach, Teachers that are taking classes to become gifted certified or those that are gifted certified	Data chats on targeted students Gifted strategies being utilized during Classroom Walkthroughs.	iObservation Data Results of data chats Monthly collection of classroom data, Mini-benchmarks, BAT 1, BAT 2, and curriculum assessments/checkpoints to make sure students are achieving at higher levels

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:	29% (2) of students tested will achieve Level 7 in reading based on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students tested achieved Level 7 in reading based on the 2012 Florida Alternate Assessment.	29% (2) of students tested will achieve Level 7 in reading based on the 2013 Florida Alternate 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	A student's specific learning disability may be a unique barrier for the student to score a Level 7 in reading.	The ESE Autism teacher, Autism Coach and ESE Specialist will work together to investigate research based programs and implement to address the individual student's needs.	Autism teacher, Autism Coach, and ESE Specialist	Autism Teacher will maintain data folders that contain the IEP and assessment data collected throughout the year.	Ongoing progress monitoring, program assessments, data 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Trend data shows a decrease of 4% from 2007-2008 to 2008-2009, and an 8% decrease from 2008-2009 to 2009-2010. In 2010-2011 there was a 14% increase. However, from 2011-2012 there was a 6% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 65% (127) of students made learning gains in Reading on the FCAT Reading Assessment.	In 2013, 70% (135) of students will make learning gains in Reading 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	Additional time is needed in the Master Schedule that would allow students to receive consistent, targeted instruction above and beyond the 90- minute reading block.	Revised master schedule to include a school-wide, thirty minute intervention block first thing in the morning. Students will be strategically grouped by level and identified skills; Scheduling will allow instructional staff to provide double dose of instruction to struggling readers.	Administration, Reading Coach	Classroom iObservations and walkthroughs conducted weekly focusing on the fidelity in which the interventions are implemented. Consistent follow up by the reading coach to ensure the students are progressing.	Mini-assessments, BAT 1 and 2, curriculum assessments/checkpoints Ongoing progress monitoring FAIR
2	Students need access to Instructional Learning Systems (computer based programs) to remediate or advance their reading skills.	K-5 students will participate in various ILS programs such as iStation, Destination Reading, FCAT Explorer, and FOCUS in their classrooms or the media center. Sponsor a Family Technology Night for parents to learn about the ILS programs their children are using at school and to show them how to access the programs at home.	Administration, Reading Coach	ILS reports will be monitored on a monthly basis (more often if needed) so the teachers can adjust the programs if necessary to meet the needs of the students.	iStation, Destination Reading and FCAT Explorer Reports
3	Increase the opportunities to motivate independent reading at home and in school Increase the quality and quantity of literature being read independently at home and at school.	Students will participate in weekly book checkouts in the school Media Center. Students will be encouraged to check out the Sunshine State Young Reader Awards (SSYRA) books, FRA books, as well as newly purchased informational texts. Students will participate in the school wide reading challenge utilizing the Accelerated Reader Program. Students will receive incentives along the way to reaching their goals.	Administration, Reading Coach	SSYRA and FRA participation Accelerated Reader classroom goal charts Monitor AR reports monthly Data chats with students to discuss reading goals.	Mini-assessments, BAT 1 and 2, curriculum assessments/checkpoints Student Reading Logs
4	Students lack the stamina needed when reading text, especially complex text, for long periods of time.	Select classes in K-5 will implement the components of the Daily Five, such as Read to Self to increase the reading stamina of students. Teachers will provide time in class to practice sustained silent reading	Administration, Reading Coach	Classroom iObservations and walkthroughs conducted weekly focusing on the implementation of the Daily Five or time allotted for daily independent reading.	Mini-assessments, BAT 1 and 2, curriculum assessments/checkpoints

		and hold the students responsible for what they are reading during this time. Teachers will model effective reading strategies using Think Alouds in all content areas.			
5	Lack of comprehension skills when reading information text and more complex texts.	Teachers will use the Treasures Reading Curriculum, News Magazines such as Time For Kids and National Geographic Explorer, and the leveled readers in Science and Social Studies to teach the strategies needed to comprehend complex informational text. Teacher will model comprehension strategies using think alouds and close reads. Teachers will work together to develop Close Reads. Teachers will utilize question stems from the NGSSS and from the CCSS to increase the level of questioning.	Administration, Reading Coach	Teachers will meet weekly with their grade level teams share best practices for teaching informational text in all subject areas. Classroom Walkthroughs will be done on a weekly basis to observe evidence that informational text is being utilized in all subject area. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, curriculum assessments/checkpoints Ongoing progress monitoring and monthly collection of classroom 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	42% (3) students will make learning gains in reading on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students made learning gains in reading on the Florida Alternate Assessment.	42% (3) students will make learning gains in reading on the 2013 Florida Alternate 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	A student's specific learning disability may be a unique barrier for the student to make learning gains in reading on the Florida Alternate Assessment.	The ESE Autism teacher, Autism Coach and ESE Specialist will work together to investigate research based programs and implement to address the individual student's needs.	Autism teacher, Autism Coach, and ESE Specialist	Autism Teacher will maintain data folders that contain the IEP and assessment data collected throughout the year.	Ongoing progress monitoring, program assessments, data 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:

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:			Trend data shows consistency of reading learning gains fluctuating from year to year. Over a three-year period, these fluctuations are due to Level 1 and 2 students not meeting the DSS learning gains target as well as retained students. However, from 2011-2012 the learning gains remained the same, at 73%.
	2012 Current Level of Performance:			2013 Expected Level of Performance:
	In 2012,73% (39) students in the lowest 25% made learning gains in reading on the FCAT Reading Assessment.			In 2013, 78% (45) students in the lowest 25% will make learning gains in reading 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	Identifying and targeting individual student's reading needs in areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension	All Level 1, 2, and new students will be given the DAR or another assessment; Results will be analyzed by the Literacy Leadership and Collaborative-Problem Solving Teams to ensure the students are appropriately placed in one of the intervention programs (Super QAR, Phonics for Reading, Rewards, Triumphs, and Quick Reads) according to the Struggling Readers Chart.	Administration, Literacy Leadership Team, Reading Coach	Data analysis to include intervention program assessments	Mini-benchmarks, BAT 1 and 2, curriculum assessments/checkpoints Ongoing progress monitoring
2	Lack of identification of students needing additional services	Analyze individual student academic history to ensure that all struggling students are receiving the appropriate Response to Intervention and moving through the Collaborative-Problem Solving process. Students will receive an additional 30 minutes of reading instruction from research based intervention programs found in the Struggling Readers Chart.	Administration, Literacy Leadership Team, Collaborative-Problem Solving Team	Data history review, RtI and CPST data	Weekly assessment, mini-benchmarks, and Classroom observations by RtI team
3	Teacher lack of knowledge, training, and expertise in core reading program, and intervention programs	Teachers will attend district trainings on small group reading instruction, literacy centers, Fix-up reading strategies, and Information/Functional text to tackle the FCAT. Teachers will share the new knowledge gained at their weekly grade level meetings and work together to integrate the strategies into their daily lessons. The reading coach will train teachers in programs found on the Struggling Readers Chart.	Administration Reading Coach	Classroom observations and walkthroughs conducted bi-weekly (focusing on use of time and curriculum during the 120 minute reading block), Feedback will be provided through iObservation	4.3 Mini-assessments and BAT 1 and 2, curriculum assessments/checkpoints
	Students need access	K-5 students will	Administration,	ILS reports will be	iStation, Destination

4	to Instructional Learning Systems (computer based programs) to remediate or advance their reading skills.	participate in various ILS programs such as iStation, Destination Reading, FCAT Explorer, and FOCUS in their classrooms or the media center. Sponsor a Family Technology Night for parents to learn about the ILS programs their children are using at school and to show them how to access the programs at home.	Reading Coach	monitored on a monthly basis (more often if needed) so the teachers can adjust the programs if necessary to meet the needs of the students.	Reading and FCAT Explorer Reports
5	Increase the opportunities to motivate independent reading at home and in school Increase the quality and quantity of literature being read independently at home and at school.	Students will participate in weekly book checkouts in the school Media Center. Students will be encouraged to check out the Sunshine State Young Reader Awards (SSYRA) books, FRA books, as well as newly purchased informational texts. Students will participate in the school wide reading challenge utilizing the Accelerated Reader Program. Students will receive incentives along the way to reaching their goals.	Administration, Reading Coach	SSYRA and FRA participation Accelerated Reader classroom goal charts Monitor AR reports monthly Data chats with students to discuss reading goals.	Mini-assessments, BAT 1 and 2, curriculum assessments/checkpoints Student Reading Logs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	By 2016-2017, our school will reduce our achievement gap in reading by 50%. In order to meet this goal we have to increase the amount of students that are proficient in reading by 7.25%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	65.25%	72.5%	79.75%	87%	

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 the number of white students meeting proficiency decreased by 11%, Black students by decreased by 16%, Hispanic students decreased by 6%, and Asian students decreased by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 70% (95) of White students, 38% (24) Black students, 48% (33) Hispanic students, and 67% (1) Asian students made Adequate Yearly Progress in Reading.	In 2013, 75% (89) of White students, 43% (25) Black students, 53% (28) Hispanic students, and 72% (1) Asian students will make Adequate Yearly Progress in Reading.

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying and targeting individual student reading needs in areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.	All Level 1, 2, and new students will be given the DAR or another assessment; Results will be analyzed by the Literacy Leadership and Collaborative-Problem Solving Teams to ensure the students are appropriately placed in one of the intervention programs (Super QAR, Phonics for Reading, Rewards, Triumphs, and Quick Reads) according to the Struggling Readers Chart.	Administration, Literacy Leadership Team, Reading Coach	Data analysis to include intervention program assessments	Mini-benchmarks, BAT 1 and 2, curriculum assessments/checkpoints Ongoing progress monitoring
2	Students need access to Instructional Learning Systems (computer based programs) to remediate or advance their reading skills.	Students need access to Instructional Learning Systems (computer based programs) to remediate or advance their reading skills.	Administration, Reading Coach	ILS reports will be monitored on a monthly basis (more often if needed) so the teachers can adjust the programs if necessary to meet the needs of the students	iStation, Destination Reading and FCAT Explorer Reports
3	Lack of comprehension skills when reading information text and more complex texts.	Teachers will use the Treasures Reading Curriculum, News Magazines such as Time For Kids and National Geographic Explorer, and the leveled readers in Science and Social Studies to teach the strategies needed to comprehend complex informational text. Teacher will model comprehension strategies using think alouds and close reads. Teachers will work together to develop Close Reads. Teachers will utilize question stems from the NGSSS and from the CCSS to increase the level of questioning.	Administration, Reading Coach	Teachers will meet weekly with their grade level teams share best practices for teaching informational text in all subject areas. Classroom Walkthroughs will be done on a weekly basis to observe evidence that informational text is being utilized in all subject area. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, curriculum assessments/checkpoints Ongoing progress monitoring and monthly collection of classroom data.
4	Students are not receiving differentiated instruction in reading.	Teachers will establish at least three reading group within the ninety minute reading block, with an additional thirty minutes dedicated to an intervention group. iStation will be utilized with all Tier 2 and Tier 3 Students. FCAT Explorer will be used with all students in grades 3-5.	Administration, Reading Coach, Team Leaders	Classroom Walkthroughs will be done on a weekly basics focusing on differentiation of reading skills and strategies. Feedback will be provided through iObservations.	Ongoing progress monitoring and monthly collection of classroom data. iStation and FCAT Explorer data reports.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making	

satisfactory progress in reading. Reading Goal #5C:		In 2011-2012, the percentage of ELL students achieving proficiency decreased from 58% to 22%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
In 2012, 22% (5) of ELL students made Adequate Yearly Progress in Reading.		In 2013, 27% (3) of ELL students will make Adequate Yearly 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
1	Differentiated levels of need/stages of english language acquisition skills	The leadership team will assess, organize intervention groups within the reading/language arts block and monitor progress of skills acquisition. The K-12 ESOL Plan will be utilized as a planning guide. ELL students will be instructed daily by highly qualified teachers. Programs and ESOL materials such as the Newcomer Kit by Rigby, In Step Readers Levels A-T, Radius Audio Learning System, and CAVS will be used to supplement their reading instruction. Other programs may be used from the Struggling Readers Chart to meet the needs of the students. ESOL students will also use ILS programs such as Rosetta Stone, iStation, and Destination Reading to further differentiate their learning needs.	Administration Reading Coach, Guidance Counselor	Focused classroom walkthroughs will be conducted Feedback will be provided through iObservation Data review meetings with administration and teachers will be conducted monthly.	Weekly assessments/checkpoints Ongoing progress monitoring ILS reports
2	Lack of Vocabulary Development	Teachers will use the vocabulary development program Elements of Reading: Vocabulary to increase the vocabulary of their students. Teachers will also use the strategies for teaching vocabulary across all curriculum areas.	Administration, Reading Coach	Classroom Walkthroughs will be done on a weekly basis to observe evidence that Elements of Vocabulary is being utilized correctly and that vocabulary instruction is being taught in all content areas. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, and curriculum assessments that are focused on the Vocabulary benchmarks and standards. Weekly Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	In 2012 the amount of SWD students that made Adequate

Reading Goal #5D:		Yearly Progress in Reading decreased by 14%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
In 2012, 28% (15) of SWD students made Adequate Yearly Progress in Reading.		In 2013, 33% (17)) of SWD students will make Adequate Yearly 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
1	With increasing classroom numbers, students with disabilities may not receive adequate individual and small group pullout assistance.	Teachers will incorporate reading strategies throughout the core curriculum areas to increase the time students spend actively engaged with text. Classroom teachers will collaborate with the ESE Specialist and ESE teacher to make sure each student's IEP is met.	Classroom teacher, Reading Curriculum Specialist, Administration	Classroom walkthroughs bi-weekly (focusing on the incorporation of reading throughout the core curriculum), Progress monitoring to determine if the implemented strategies are effective.	Weekly core curriculum assessments, mini benchmark assessments
2	Lack of differentiating the instruction for SWD using effective programs, strategies and resources.	With the help of the ESE Teacher, ESE Specialist, and Reading Coach, the general education teacher will provide the students with appropriate, alternative learning programs/interventions based on the IEP goals. The ESE Teacher and Reading Coach will collaborate with the classroom teachers to share effective reading strategies.	ESE Specialist ESE Teacher Reading Coach	ESE Teacher or Specialist will participate in data chats with the classroom teacher to discuss student progress.	Ongoing progress monitoring, Weekly core curriculum assessments, mini benchmark assessments, BAT 1 and BAT 2
3	Lack of comprehension skills when reading information text and more complex texts.	Teachers will use the Treasures Reading Curriculum, News Magazines such as Time For Kids and National Geographic Explorer, and the leveled readers in Science and Social Studies to teach the strategies needed to comprehend complex informational text. Teacher will model comprehension strategies using think alouds and close reads. Teachers will work together to develop Close Reads. Teachers will utilize question stems from the NGSSS and from the	Administration, Reading Coach	Teachers will meet weekly with their grade level teams share best practices for teaching informational text in all subject areas. Classroom Walkthroughs will be done on a weekly basis to observe evidence that informational text is being utilized in all subject area. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, curriculum assessments/checkpoints Ongoing progress monitoring and monthly collection of classroom data.

		CCSS to increase the level of questioning.			
4	Lack of Vocabulary Development	Teachers will use the vocabulary development program Elements of Reading: Vocabulary to increase the vocabulary of their students. Teachers will also use the strategies for teaching vocabulary across all curriculum areas.	Administration, Reading Coach	Classroom Walkthroughs will be done on a weekly basis to observe evidence that Elements of Vocabulary is being utilized correctly and that vocabulary instruction is being taught in all content areas. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, and curriculum assessments that are focused on the Vocabulary benchmarks and standards. Weekly Lesson Plans
5	Students need access to Instructional Learning Systems (computer based programs) to remediate or advance their reading skills.	K-5 students will participate in various ILS programs such as iStation, Destination Reading, FCAT Explorer, and FOCUS in their classrooms or the media center. Sponsor a Family Technology Night for parents to learn about the ILS programs their children are using at school and to show them how to access the programs at home.	Administration, Reading Coach	ILS reports will be monitored on a monthly basis (more often if needed) so the teachers can adjust the programs if necessary to meet the needs of the students.	iStation, Destination Reading and FCAT Explorer Reports

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012 there was a decrease of 8% in the amount of Economically Disadvantaged making Adequate Yearly Progress in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 48% (90) of FRL students made Adequate Yearly Progress (AYP) in Reading.	In 2013, 53% (80) of FRL students will make Adequate Yearly Progress (AYP) in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of a literacy-rich environment (various genres), experiences	Teachers will provide a rich literacy learning environment and classroom libraries; Classes will utilize the open media enter rotations so that students have access to literacy materials to borrow and take home (Accelerated Reader books, Reading across Broward books, Sunshine State Reader books), Literature-rich field trip opportunities will enhance the curriculum,	Administration, Reading Coach	Data review with administration.	Mini-benchmark assessments, Accelerated Reading assessments and reports
	Lack of differentiation based on students	Provide supplemental instruction in an	Administration, Reading Coach	Classroom iObservations and walkthroughs	Mini-assessments, BAT 1 and 2, curriculum

2	need.	additional 30 minute reading block in addition to the 90 minute reading block. During this time students will be instructed using research based programs from the Struggling Readers Chart. ILS programs such as iStation, Destination Reading, and FCAT Explorer will be used to meet each student's individual reading needs.		conducted weekly focusing on the fidelity in which the interventions are implemented. Consistent follow up by the reading coach to ensure the students are progressing. ILS reports will be monitored on a monthly basis (more often if needed) so the teachers can adjust the programs if necessary to meet the needs of the students.	assessments/checkpoints Ongoing progress monitoring FAIR iStation, Destination Reading and FCAT Explorer Reports
3	Lack of comprehension skills when reading information text and more complex texts.	Teachers will use the Treasures Reading Curriculum, News Magazines such as Time For Kids and National Geographic Explorer, and the leveled readers in Science and Social Studies to teach the strategies needed to comprehend complex informational text. Teacher will model comprehension strategies using think alouds and close reads. Teachers will work together to develop Close Reads. Teachers will utilize question stems from the NGSSS and from the CCSS to increase the level of questioning.	Administration, Reading Coach	Teachers will meet weekly with their grade level teams share best practices for teaching informational text in all subject areas. Classroom Walkthroughs will be done on a weekly basis to observe evidence that informational text is being utilized in all subject area. Administration will monitor through iObservation data.	Mini-benchmarks, BAT 1, BAT 2, curriculum assessments/checkpoints Ongoing progress monitoring and monthly collection of classroom data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Implementation	All Grades Reading	Dr. Victoria Thurston	Jeanette Kraft, Sarah Hotaling, Chris Chin, Deborah Rothberger, Dr. Victoria Thurston, Pam Huxhold	June 11, 12, 18 and 19	Marzano formal, informal, and snapshot observations Team Meeting Minutes	Administration
Common Core Implementation Training by teachers that attended the 3 day CCSS Summer	1-2 Reading	Kathy Goodwin Christa Castillo	All teachers in 1st and 2nd Grade	August 22, 2012	Marzano formal, informal, and snapshot observations	Administration Reading Coach

Institute						
Common Core Implementation Focus on Close Reads and Informational Text	Grades 3-5 Reading	Deborah Rothberger	All teachers in Grades 3-5	August 22, 2012	Marzano formal, informal, and snapshot observations	Administration Reading Coach
PLC with the focus of Marzano's Framework and what each Design Quality would look like in our school. Teachers	All Grades and subjects	Leadership Team	Teachers in grades PreK -5 Support Staff	Twice a month on Tuesdays for 1 hour	Marzano formal, informal, and snapshot observations	Administrators
Common Core Implementation (Ongoing collaboration and training on writing lessons that incorporate the CCSS in English/Language Arts, and and utilizing Appendix B to create performance assessments)	All Grades Reading	Deborah Rothberger Jeanette Kraft	All teachers in grades Pre K - 5, Support Staff	Early Release Days??? Grade Level Meetings (Need to check on dates)	Marzano formal, informal, and snapshot observations	Administration Reading Coach
Common Core State Standards 3 Day Institute	Grades 1-2 Reading/Math	Core Curriculum Trainers	All 1st and 2nd Grade Teachers	Various dates in September and October 2012	Marzano formal, informal, and snapshot observations	Administration Reading Coach
Treasures Reading Training Small Group Reading Training	Grades 3 -4 Readign	Core Curriculum Trainers	Beginning Teachers in grades 3 and 4	TBA	Marzano formal, informal, and snapshot observations	Administration Reading Coach
Common Core Implementation	All grades Reading	Deborah Rothberger Jeanette Kraft, Sarah Hotaling	All teachers in grades Pre K - 5, Support Staff	August 21. 2012	Marzano formal, informal, and snapshot observations	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Struggling Students will receive daily small group instruction depending on their area of weaknesses using research based programs such as Super QAR, Phonics for Reading, Quick Reads, and Words Their Way.	Intervention Materials: Phonics for Reading, Super QAR, Words Their Way,	School Instructional Materials Allocation	$3,415.90
When teaching reading to all students, the teachers will ask questions using the Common Core State Standards Discussion Stems and Critical Thinking (Higher Order Questions) Questions.	Common Core State Standards Discussion Stems, Critical Thinking Questions, and Writing Performance Tasks Flip Books	School Instructional Materials Allocation	$480.00
Struggling Students will receive			

| daily small group instruction depending on their area of weaknesses using research based programs such Elements of Reading Vocabulary and Words Their Way. | Intervention Materials: Elements of Reading Vocabulary and Words Their Way. | Title I | $2,000.00 |

| | | | Subtotal: $5,895.90 |

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 Attend District Training on the CCSS in English/Language Arts, Small Group Reading Strategies, and The Daily Five.	Substitutes	TItle 1	$1,500.00
Teachers will participate in a PLC using the book "The Common Core Lesson Book, K-5 to gain knowledge of effective strategies to teach the Common Core State Standards in English/Language Arts.	Purchase the book "THe Common Core Lesson Book".	TItle 1	$1,000.00
			Subtotal: $2,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,395.90

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	53% (57)of students will score proficient in listening and speaking on the 2013 CELLA.

2012 Current Percent of Students Proficient in listening/speaking:
In 2012, 48% (53) scored proficient in listening and speaking on the CELLA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not authentically engaged in listening and speaking activities in the classroom.	Teachers will utilize the ESOL Strategy Matrix to provide opportunities for cooperative learning.	Administration, Reading Coach, ESOL Contact	Classroom iObservations will be conducted to monitor teacher use of effective cooperative learning strategies and activities.	Student presentations and cooperative group projects.

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:	27% (29) of students will score proficient in reading on the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

In 2012, 22% (24) scored proficient in reading on the CELLA.

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 are unable to determine ELL students' specific areas of weakness in reading comprehension due to language proficiency.	Reading Coach or other staff member will give the student a DAR or Running Record to try to determine how proficient the student is in reading comprehension. Teachers will plan differentiated lessons that targets the specific area of weakness for the students using materials from the Struggling Readers Chart. Computer programs such as Rosetta Stone or iStation will be used with the students.	Reading Coach, Administration, ESOL Contact	Conduct data chats with teachers to monitor progress and drive instruction. Classroom iObservations will be conducted to monitor teacher use of effective reading programs with ELL students.	Ongoing Progress monitoring, classroom assessments, iStation and Rosetta Stone reports.

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

3. Students scoring proficient in writing. CELLA Goal #3:	20% (21) of students will score proficient in writing on the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

In 2012, 15 % (17) scored proficient in writing on the CELLA

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 a limited vocabulary due to lack of language proficiency.	Teachers will utilize pictures, videos, United Streaming and teacher modeling to provide connections to the English language. Teachers will also use mentor texts when	Administration, Reading Coach	Teachers will review the writing notebooks of the students to monitor the use of rich vocabulary.	Writing prompts and writing assignment.

teaching a writing lesson.	
Radius Machines will also be utilized by the students.	

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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:	The percentage of students achieving proficiency (FCAT Level 3) in math in 2011 was 35% and in 2012 was 27%, which is a decrease of 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 27% (77) of students achieved proficiency (FCAT Level 3) in mathematics on the FCAT Math Assessment.	In Grades 3-5, 32% (100) of students will achieve proficiency (FCAT Level 3) in mathematics 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 need to become familiar and trained in the Common Core State Standards	Teachers in all grades will be trained during preplanning, and early release days to infuse the Common Core Standards into the curriculum. Teachers in grade 1 and 2 will attend the 3 day CCSS Institute in the Fall.	Reading Coach, Administration, Teachers that attended the CCSS Summer Institute	Teachers will meet weekly with their grade level teams and discuss which core standards are being infused throughout the curriculum and which strategies they are using to teach the standards. Standards will be noted on the Team Meeting Reflection Form. Classroom Walkthroughs will be done on a weekly basis to determine if the Common Core State Standards are being used.	Data chats with administration, Weekly Lesson Plans, Classroom Walkthroughs
2	Teachers may not understand how to interpret data.	Provide training on how to interpret and analyze data from district,teacher developed tests, and/or informal observations to drive instruction.	Administration, Reading Coach, ESE Specialist, Team Leaders	Analyze FCAT Scores and BAT scores. Utilize the FCIM process to look at and interpret data.	Administrative Data Chats with teachers. Data chats with grade level teams at their weekly meetings
3	1.1 Teachers ability to implement a 60 minute recommended math block agenda meeting with two small groups alternating daily so each group meets two to three times per week.	1.1 Differentiating flexible groups to allow instruction, practice application, remediation and enrichment of math skills.	1.1 Administration, Team Leaders	1.1 Lesson Plans will be monitored quarterly for effective implementation of time during the math block, Administrative classroom snapshots bi-weekly (focusing on the implementation of small groups during the math block), Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and	1.1 I observation Feedback Reports, Mini-Assessments, District Assessments, Go Math Series Assessments

				teachers will be conducted bi-weekly.	
4	1.2 Students lack mathematical vocabulary that is necessary for comprehending and solving word problems.	1.2 Teachers will emphasize math vocabulary through modeling, instruction and evidence on word walls for students to utilize during practice and application of math skills	1.2 Administration, Team Leaders	1.2 Lesson Plans will be monitored quarterly focusing on use of math vocabulary and evidence of activities utilizing the math word wall, Administrative Snapshots, Progress Monitoring Data and monitoring. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	1.2 I Observation Feedback Reports, Mini-Assessments, District Assessments, Go Math Series Assessments.
5	1.3 Students lack mental math strategies.	1.3 Teachers will consistently implement calendar math on a daily basis.	1.3 Administration, Team Leaders	1.3 Students math notebook will be monitored, as well as evidence of calendar math strategies around classroom	1.3 I observation feedback, Mini-Assessments, District Assessments, Go Math Series Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	In 2012 43% (3) of students scored a level 4, 5, and 6 in mathematics on a Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 43% (3) of students scored a level 4, 5, and 6 in mathematics on a Florida Alternative Assessment.	In 2013 48% (3) of students will score a level 4, 5, or 6 in mathematics on a Florida Alternative 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 mathematical vocabulary	K-5 Teachers will instruct targeted vocabulary included in Touch Math and Go Math. They will also use visual aids as well as Smart Boards/Promethean Boards.	Autism Teachers, Autism Coach, ESE Specialist	Classroom Walkthroughs by administration. Autism Teacher will maintain data folders that contain the IEP and assessment data collected throughout the year.	GO Math and Touch Math assessments Informal observations and assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading in 2011 was 40% and in 2012 25%, a decrease of 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In Grades 3-5, 25% (72) of students achieved above proficiency (FCAT Levels 4 and 5) in mathematics on the FCAT Math Assessment.		In Grades 3-5, 30% (89) of students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics 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	2.1. Lack of Application of Math Big Ideas and supporting ideas in High Complexity Questioning	2.1. Utilize High Complexity questioning strategies during whole and small group instruction in the ares of Number Sense and Concepts, Geometry, Measurement, Algebraic Thinking and Data Analysis	2.1.Administration	2.1. Administrative Walkthroughs bi-weekly (focusing on Math Big Ideas and supporting ideas being implemented through planning and delivery of lesson during the math block), BEEP Lessons. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	2.1. Mini-Benchmarks, Go Math Series Assessments.
2	2.2 Technology components of Go Math are not consistently being integrated within the daily lessons.	2.2 All instructional staff will receive specific grade level training of the new series by staff members who are proficient with the technology components of the new series. A voluntary Professional Learning Community (Go Math) will be established to continue on-going support and staff development beginning in August (including Podcasts and higher order thinking skills).	2.2 Administration, Team Leaders	2.2. -Administrative Walkthroughs will be conducted bi-weekly (focusing on the usage of technology), Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.	2.2 Walkthrough Feedback Reports
3	2.3 Teachers ability to implement a 60 minute recommended math block agenda meeting with two small groups alternating daily so each group meets two to three times per week.	2.3 Differentiating flexible groups to allow instruction, practice application, remediation and enrichment of math skills.	2.3 Reading Coach, Administration, Team Leaders	2.3 Lesson Plans will be monitored quarterly for effective implementation of time during the math block, Administrative classroom Walkthroughs bi-weekly (focusing on the implementation of small groups during the math block), Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	2.3 I-Observation and snapshot Feedback Reports, Mini-Assessments, District Assessments, Go Math Series Assessments
	2.4 Students are coming into the intermediate	2.4 Teachers in all grade levels will be trained in	2.4 Reading Coach, Administration,	2.4 Teachers will meet weekly with their grade	2.4 Data chats with

4	grade levels with a deficiency in utilizing and applying problem solving skills in mathematics.	utilizing Singapore mathematics strategies.	Team Leaders	level teams and discuss which Singapore strategies are being uilized throughout the curriculum. Classroom Observations and snapshots will be done on a weekly basis to determine if the strategies are being utilized.	administration, Weekly Lesson Plans, Classroom I-Observations and sanpshots.

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:	In 2012, 0% (0) students scored at or above Achievement Level 7 in mathematics.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In 2012, 0% (0) students scored at or above Achievement Level 7 in mathematics.	In 2013, 5% (1) students will score at or above Achievement Level 7 in mathematics.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are having difficulty moving from the concrete to the abstract.	Manipulatives will be used during lessons to provide a concrete, hands on learning experience. Promethean Boards will be used to model and demonstrate concepts.	Autism Teachers, Autism Coach, ESE Specialist	Classroom Walkthroughs by administration. Autism Teacher will maintain data folders that contain the IEP and assessment data collected throughout the year.	Go Math and Touch Math assessments Informal observations and assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Trend data shows an increase of 2% from 2008-2009 to 2009-2010, and in 2010-2011 there was a 7% increase. However there was a 10% decrease in 2011-2012, 2012 there was a decrease of 3%, from 2011.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In Grades 3-5, 2012, 56% (110) of students made learning gains in mathematics.	In 2013 Grades 3-5, 61% (118) of students will make learning gains in mathematics.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3.1. Instructional staff effectively using the Florida Continuous Improvement Model (FCIM) process to individualize student	3.1. Provide staff development on the FCIM process and facilitate professional learning communities on the FCIM process in order to	3.1. Administration	3.1. Review student grouping charts frequently and ensure groups are redesigned to target the needs of students based on	3.1. Student progress on classroom-based measures, mini-assessment, Go Math Assessments

1	needs.	effectively differentiate instruction for all students.		assessment. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	
2	3.2 Scheduling remediation and enrichment of specific mathematics skills	3.2 Teachers will analyze data through item-analysis and prepare remedial and enrichment lessons for students, including technology such as Destination Math, Soar To Success and Strategic and Intensive Go Math Intervention. Teachers will utilize the Go Math Grab and Go centers to meet the specific needs of all students.	3.2 Administration, Classroom Teachers	3.2 Classroom observations and walkthroughs, FCIM, Data review meetings with Principal, Use of the Grab and Go Centers included in the Go Math Series daily, Teacher/Administration data FCIM reviews. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	3.2 Weekly classroom assessments using the the core curriculum, mini-benchmark assessments,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2012, 0% (0) of students made learning gains in mathematics on the Florida Alternate Assessment in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% (0) of students made learning gains in mathematics on the Florida Alternate Assessment in mathematics.	in 2013, 5% (1)student will make learning gains in mathematics on the Florida Alternative Assessment in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are having difficulty moving from the concrete to the abstract.	Manipulatives will be used during lessons to provide a concrete, hands on learning experience. Promethean Boards will be used to model and demonstrate concepts.	Autism Teachers, Autism Coach, ESE Specialist	Classroom Walkthroughs by administration. Autism Teacher will maintain data folders that contain the IEP and assessment data collected throughout the year.	GO Math and Touch Math assessments Informal observations and assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Trend data shows a decrease of 21 % from 2007-2008 to 2008-2009, and a 13% increase from 2008-2009 to 2009-

	Mathematics Goal #4:			2010. In 2010-2011 there was a 7% decrease, from 2011-2012 we decreased by 6%	
	2012 Current Level of Performance:			**2013 Expected Level of Performance:**	
	In 2012 grades 3-5, 50% (26) students in Lowest 25% made learning gains in mathematics.			In 2013 students in Grades 3-5, 55% (38) students in Lowest 25% will make learning gains in mathematics.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Increasing the Developmental Scale Score (DSS) of the lowest 30th percentile of students	4.1. The teachers and the leadership team collaborate about the strategies and best practices used for students that make learning gains (based on monthly benchmarks). Instruction is differentiated according to conceptual levels.	4.1. Administrators	4.1. Focused Classroom Walkthroughs conducted bi-weekly,Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	4.1. Increased achievement between common assessments (mini-benchmarks from B.E.E.P), classroom-based measures and evidence-based instruction/intervention
2	4.2. Utilization of manipulatives and hands-on opportunities as part of differentiating math instruction.	4.2. Grade level teachers will create centers and stations and administration will ensure activities are implemented.	4.2. Administrators	4.2 Focused Classroom Walkthroughs conducted bi-weekly,Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	4.2. Progress of students on common assessments (mini-benchmarks from B.E.E.P.), classroom-based measures and evidence-based instruction/intervention
3	4.3. Acquisition of foundation skills.	4.3.Teachers will utilize Destination Math, Go Math online technology programs, First In Math and manipulatives to assist students and compliment instruction of basic math skills.	4.3. Administrators	4.3. Focused Classroom Walkthroughs conducted bi-weekly,Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	4.3. Progress of students on common assessments (mini-benchmarks from B.E.E.P.), classroom-based measures and evidence-based instruction/intervention
	4.4 Deficiency in reading	4.4 Teachers will	4.4 Administration,	4.4 Focused Classroom	4.4 Walkthrough

4	skills necessary for comprehension	emphasize math vocabulary through modeling, instruction and evidence on word walls for students to utilize during practice and application of math skills	Team Leaders, Reading Coach	Walkthroughs conducted bi-weekly,Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	Feedback Reports, Mini-Assessments, District Assessments, Go Math Series Assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : By 2016-2017, our school will reduce our achievement gap in mathematics by 50%. In order to meet this goal we have to increase the amount of students that are proficient in mathematics by 6.375%

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	57.375%	63.75%	70.125%	76.5%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012, the number of white students meeting proficiency increased by 2%, however, Black students decreased by by 5%, and Hispanic students decreased by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 40% (56) of White students, 63.5% (40) Black students, 52% (36) Hispanic students, and 66.7% (2) Asian students did not make Adequate Yearly Progress in Mathematics,	In 2013, 65% (77) of White students, 41% (24) Black students, 53% (28) Hispanic students, and 38% (1) Asian students will make Adequate Yearly Progress in Mathematics,

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Black and Hispanic: Lack of acquisition of basic skills and opportunities to apply the knowledge	5A.1. Teachers will utilize a multi-sensory, hands-on approach to teaching mathematics concepts	5A.1. AdministrationTeam Leaders	5A.1 Focused Classroom Walkthroughs conducted bi-weekly,Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and	5A.1. Walkthrough Feedback Reports, Mini-Assessments, District Assessments, Go Math Series Assessments.

				teachers will be conducted bi-weekly.	
2	5A.2. Deficiency in reading skills necessary for comprehension	5A.2. Teachers will emphasize math vocabulary through modeling, instruction and evidence on word walls for students to utilize during practice and application of math skills.	5A.2. Administration, Team Leaders, Reading Coach	5A.2. Focused Classroom Walkthroughs conducted bi-weekly, Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | 5A.2. Walkthrough Feedback Reports, Mini-Assessments, District Assessments, Go Math Series Assessments |
| 3 | 5A.3. Intensification of strategic planning and monitoring of the progress of Black and Hispanic students (targeting weakest strand areas to increase percentage of learning gains and those achieving proficiency). | 5A.3. Identify and closely monitor the progress of Black and Hispanic students through data management and progress monitoring; revise instruction and intervention groups as indicated by student progress. | 5A.3. Administrators | 5A.3. Focused Classroom Walkthroughs conducted bi-weekly, Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | 5A.3.. Increased achievement between common assessments (mini-benchmarks from B.E.E.P), classroom-based measures and evidence-based instruction/intervention |

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:	The percentage of ELL students making AYP 2011 54%, in 2012 there was only 18% making gains. There was an overall decrease of 36% ELL students making AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 82% (19) of ELL students did not make Adequate Yearly Progress (AYP) in Mathematics.	In 2013, 23% (3) of ELL students will make Adequate Yearly Progress (AYP) in Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Non-mastery of English language and math	5B.1. ELL Strategies will be integrated within Go Math lessons daily.	5B.1. Administration, Guidance Counselor (ELL Liaison)	5B.1.Classroom walkthroughs will be conducted bi-weekly by administration focused on the ELL instructional strategies. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested	5B.1. Mini-benchmark assessments, District assessments, Go Math textbook assessments

| | | | | corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | |
|---|---|---|---|---|---|
| 2 | 5B.2. Structuring the master schedule and classroom schedules to allow effective instruction, practice and application for the needs of the ELL Students. | 5B.2. Highly qualified teachers and Para-professionals will work with ELL students. Teachers will receive training to implement interactive multimedia & multimodal strategies and testing accommodations. | 5B.3. Administration, Guidance Counselor (ELL Liaison) | 5B.2 Classroom walkthroughs will be conducted bi-weekly by administration focused on the interactive multimedia and multimodal strategies. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | 5B.2. Mini-benchmark assessments and District assessments |

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:	The percentage of SWD making AYP in mathematics in 2011 was 48% and in 2012 it was 20%, which is a decrease of 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 80% (43)of our SWD population did not meet adequate yearly progress in mathematics.	In 2013 25% (13) of our SWD population will make adequate yearly progress in mathematics.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 Students have difficulty connecting abstract ideas to concepts	5C.1 Teachers will use the core curriculum manipulatives, the itools technology piece, use of the strategic intervention material from the core curriculum, and students will use the Grab and Go mathematic centers.	5C.1 Classroom teachers, curriculum specialist, administration	5C.1 Focused Classroom Walkthroughs conducted bi-weekly,Data Review with administration, support staff, teachers and students. Feedback will be provided immediately after the visit.

Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | Weekly assessments using the core curriculum, mini-benchmark 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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of economically disadvantaged students making AYP in mathematics in 2011 was 61% and in 2012, 39% made AYP. This is a decrease of 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 39% (73) of FRL students met Adequate Yearly Progress (AYP) in mathematics.	In 2013, 44% (67) of FRL students will make Adequate Yearly Progress (AYP) in mathematics.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Accessibility to technology	5D.1. Provide opportunities for students to utilize on-campus technology and programs such as Destination Math, First In Math and technology programs with the new Go Math series.	5D.1. Administration	5D.1. Open Media Log, Technology Program Reports, Progress Monitoring of all subgroups. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	5D.1. Mini-benchmark assessments and District assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards 3 Day Institute	Grades 1-2 Reading/Math	Core Curriculum Trainers	All 1st and 2nd Grade Teachers	Various dates in September and October 2012	Marzano formal, informal, and snapshot observations	Administration Reading Coach
Go Math Training Big Ideas Training	Grades 3 and 4 Math	Core Curriculum Trainers	Beginning Teachers in grades 3 and 4	TBA	Marzano formal, informal, and snapshot observations	Administration
Understanding the Math Common Core Standards and linking them to instructional practices	All Grades	Team Leaders Administration Reading Coach	All teachers	Weekly Team Meetings utilizing video links from the Common core district website	Marzano Formal, Informal and Snapshot; Team Meeting Minutes	Team Leaders Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
On-going progress monitoring of math standards.	Go Math Assessment Guides	Textbook/Materials Allocations	$1,500.00
			Subtotal: $1,500.00
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
Teachers wil attend distract training on how to implement the Common Core State Standards in Mathematics.	Substitutes	TItle 1	$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,250.00

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:	The percentage of students achieving proficiency (FCAT Level 3) in science in 2011 was 35% and in 2012 27%, which is a decrease of 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (27) of the fifth grade students achieved proficiency on the FCAT Science Test.	In 2013,32% (29) of the fifth grade students will achieve proficiency on the FCAT Science Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Consistent weekly opportunities for students to engage in Hands-On Experiments and the scientific process. (consistent weekly opportunities for practice of scientific knowledge/with literacy)	1.1 All grade levels will consistently follow the Instructional Focus Calendars and BEEP Lessons (Teacher's will pass on science books and notebooks to the next grade level, as a reference)	1.1. Administration, Team Leaders,	1.1. Classroom Walkthroughs conducted bi-weekly (focusing on students being engaged in Hands-On Experiments and using science notebooks to document the process) Progress Monitoring, Monthly data review meetings with grade level teachers. Feedback	1.1. Monthly Mini-benchmark assessments, Lab Journals demonstrating hands-on lab explorations and the scientific process, notebooks and portfolios

				will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | |
| 2 | 1.2 Student knowledge base of scientific content and, essential vocabulary, specifically from the previous grade level. (Teacher knowledge of Scientific content) | 1.2 Consistently instruct science (K-5) in accordance with the IFCs and BEEP lessons, to build knowledge base through Hands-on Experiments using the scientific process and to explicitly instruct science vocabulary. (In small reading group one two lessons a week will be nonfiction/Science related) | 1.2 Administration | 1.2 Classroom Walkthroughs conducted bi-weekly (focusing on teachers engaging students in hands-on lessons and implementing the NGSSS in Science and the IFCs) , Progress Monitoring, Monthly data review meetings during team planning, Lesson plans. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | 1.2 Weekly assessments using the core curriculum from science fusion, Monthly Mini-benchmark assessments, Lab Journals demonstrating hands-on lab explorations and the scientific process, notebooks and portfolios |
| 3 | 1.3 Lack of a Science literature (nonfiction) | 1.3 Teachers will provide a rich small Reading group that is focused on a Science element. One night a week students will be required to have science homework. | 1.3 Administration | 1.3 Classroom Walkthroughs conducted bi-weekly (focusing on use of nonfiction literature during the reading block and science block and the use of virtual lessons from the Science Fusion textbook), Progress Monitoring, Team Planning, monitoring of FCAT Explorer (Grade 5) log. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented.

Data review meetings with administration and teachers will be conducted bi-weekly. | 1.3 Monthly Mini-benchmark assessments, Teacher assessments, Science Notebooks/Journals, Reports from FCAT Explorer |
| | 1.4 ELL students do not understand vocabulary words and concepts in Science | 1.4 Classroom teachers will identify the strengths and weaknesses of the students utilizing the New Science Fusion Series. Students will have a Science | 1.4 Support Staff, Administration | 1.4 Monthly review of student data by classroom teachers and classroom walkthroughs conducted biweekly (focusing on use of CAVS learning system | 1.4 Monthly Mini-benchmark assessments, Teacher assessments, Science Notebooks/Journals demonstrating the |

4		Vocabulary Parade where each student is responsible for a specific science vocabulary word, in their grade level.		in small group instruction). Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	use of science vocabulary and concepts,
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 science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students achieving above proficiency (FCAT Levels 4 & 5) in science in 2011 was 14% and in 2012 14%. There was no increase or decrease in the scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 14% (14) of the fifth grade students achieved above proficiency (FCAT Levels 4 and 5) in Science.	In 2013, 19% (21) of the fifth grade students will achieve above proficiency (FCAT Levels 4 and 5) in science.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2.1. Inconsistent weekly opportunities for students to engage in Hands-On Experiments and the	2.1. All grade levels will consistently follow the Instructional Focus Calendars and BEEP Lessons and create a	2.1. Administration Classroom Teachers	2.1. Classroom Walkthroughs conducted bi-weekly (focusing on the students being actively	2.1. Mini-benchmark assessments, demonstrating hands-on lab

1	scientific process.	class project to be entered into the Science Fair		engaged in hands-on learning) , Progress Monitoring, Frequent review of student achievement data during team planning. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	explorations and the scientific process, Science Notebooks, Rubrics
2	2. 2 Lack of Enriching activities that incorporate higher level thinking and the application of Scientific Process Skills to real world concepts.	2.2 Student participation in group or independent studies/research projects to further develop real-world concepts.	2.2 Administration Classroom Teachers	2.2 Bi-monthly Classroom Walkthroughs (focusing on , students applying research skills and incorporating technology), Frequent review of student achievement data during team planning and reflective conversations with students. Feedback will be provided immediately after the visit. Return visits will be conducted after a week to determine if suggested corrective actions have been implemented. Data review meetings with administration and teachers will be conducted bi-weekly.	2.2 Rubrics, Performance-based assessments, demonstrating hands-on lab explorations and the scientific process, student work exhibiting research projects Science Notebooks

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaborative Team Planning of Science Lessons that incorporate hands on experiments and science notebooks	All Levels/Science	Curriculum Specialist Administration Team Leaders	All Teachers	Quarterly	Marzano Formal, Informal and Snap Shots Science Notebooks	Administration
Unwrapping the Benchmarks	Grades 3-5/Science	Administration	All teachers	2-3 times per quarter	Marzano Formal, Informal, and Snap shots	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	In 2012 there was a 1% increase in the amount of

Writing Goal #1a:	students scoring at a Level 3.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 79% (68) of Grade 4 students achieved a 3.0-6.0 on the FCAT Writing Test.	In 2013, 84% (88) of Grade 4 students will achieve a 4.0-6.0 on the FCAT Writing Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency in writing instruction according to the IFCs and BEEP lessons (K-5)	Implement K-5 Progress Monitoring Plan that aligns with the IFCs and BEEP lessons and maintain student literacy portfolios; student conferencing; remediation and enrichment based on the 6 Traits of Writing	Administration, Reading Coach, Teachers	Progress Monitoring utilizing the student portfolios and/or expository and narrative prompts; Weekly administrative walkthroughs and data review meetings with teachers to review students work and to determine what skills and strategies need to be taught in order to improve the writing of the students.	Culminating BEEP lesson after every unit of study (every 4-6 weeks) will be scored by rubrics to see what skills/strategies the students have learned to use in their writing. Writing Rubrics to score monthly writing prompts. Writing samples and prompts will be kept in student portfolios.
2	Teacher knowledge base of Writer's Workshop and the different genres of writing	Teachers will continue to use the mentor texts from District's Summer Writing Institute in 2011 to teach a variety of genres. Teacher will collaborative weekly to share best practices they have used to make Writer's Workshop successful.	Administration, Reading Coach	Classroom Walkthroughs conducted weekly (focusing on the teachers modeling the writing process. think alouds and the different types of writing).	Culminating BEEP lesson after every unit of study (every 4-6 weeks) will be scored by rubrics to see what skills/strategies the students have learned to use in their writing. These student samples will be kept in their portfolios.
3	Scheduling Student conferencing and small group writing instruction	Teachers will utilize student portfolios to individually conference with students about their wriiting and schedule small group instruction within the writing block.	Administration, Reading Coach, Classroom Teachers	Progress Monitoring utilizing the student portfolios and/or expository and narrative prompts; Weekly Classroom Walkthroughs (focusing on the implementation of student conferencing).	Teachers will use checklists and rubrics guide them in the weekly discussions with their students.
	Students need language acquisition skills, and a literature rich-environment.	Teachers will provide a rich literacy learning environment incorporating the reading and writing connection and classroom libraries; Classes will utilize the open media center rotations so that students have access to literacy materials to	Administration, Reading Coach	Progress Monitoring utilizing the student portfolios and/or expository and narrative prompts; Weekly classroom walkthroughs (focusing on teachers using mentor books to teach students what good writers do).	Teachers will use checklists and rubrics to evaluate the students' writing samples to see if they have incorporated the strategies learned through mentor texts.This will be done through

4		borrow and take home (Accelerated Reader books, Reading across Broward books, Sunshine State Reader books); Provide opportunities for Distance Learning and virtual field trip; Focus on conventions in writing and the 6-traits using Children's Literature as mentor texts.			weekly student conferencing.
5					
6	Teachers need to become familiar and trained in the Common Core State Standards	Teachers in all grades will be trained during preplanning, and early release days to infuse the Common Core Standards into the curriculum. Teachers in grade 1 and 2 will attend the 3 day CCSS Institute in the Fall.	Reading Coach, Administration, Teachers that attended the CCSS Summer Institute	Teachers will meet weekly with their grade level teams and discuss which core standards are being infused throughout the curriculum and which strategies they are using to teach the standards. Standards will be noted on the Team Meeting Reflection Form. Classroom Walkthroughs will be done on a weekly basis to determine if the Common Core State Standards are being used.	Data chats with administration, Weekly Lesson Plans, Classroom Walkthroughs
7	Teachers are not integrating writing into all subject areas, such as Math, Science, and Social Studies.	K-2 Teachers are or will be trained in the CCSS in English/Language and will learn how to integrate reading and writing into all content areas. Through the use of Writing Fundamentals teachers in grade K-2 will be able to teach the students how to write for different purposes, in different genres and on academic topics. Teachers will incorporate the use of Science Notebooks and Social Studies Notebooks as a way to integrate writing into other subjects.	Reading Coach, Administration	Classroom Walkthroughs conducted weekly (focusing on the teachers modeling writing for different purposes and different genres)	Student Writing Samples Data Chats Science and Social Studies Notebooks

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:	3% (6) will score at a level 4 or higher on the 2013 Florida Alternate Assessment in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	100% (1) scored at a level 4 or higher on the 2012 Florida Alternate Assessment in Writing	3 % (6) will score at a level 4 or higher on the 2013 Florida Alternate Assessment in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving	Autism Coach and Autism Teacher will investigate research based strategies and programs to address individual student needs	Autism Teacher and Coach, Administration ESE Specialist	Teachers will maintain data books with IEP and assessment data collected throughout the year.	Quarterly data chats to analyze data and discuss instructional strategies, programs 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
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will be trained on the new Common Core State Standards in Writing and FCAT 2.0.	Substitutes	Title 1	$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $750.00

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 expected daily attendance rate will be 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance Rate: 95.6	Attendance Rate: 97.9941%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Number of Students with Excessive Absences: 56	Number of Students with Excessive Absences: 30
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Number of Students with Excessive Tardies: 162	Number of Students with Excessive Tardies: 30

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	Chronic accumulation of excused absences.	Request acceptable written documentation to excuse absences after the 5th absence.	Administrator, AttendanceClerk, Social Worker	Review attendance record, BTIP Process and the requirement of a doctor's note for excessive absences.	BTIP printouts, Attendance printouts, report card and interim attendance updates.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Implementation English/Language Arts (Grade Level teams will explore the						

standards for Writing. Using Appendix C and the standards as a guide, teams will work together to create writing lessons that are integrated into all subject areas)	All grade levels Writing/Language Arts	Deborah Rothberger Jeanette Kraft	School-wide	TBA	Marzano formal, informal, and snapshot observations	Administration Reading Coach

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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, student suspension rates will decrease to 28 internal suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Number of In-School Suspensions: 39	Number of In-School Suspensions: 30
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

Number of Students Suspended in School: 28	Number of Students Suspended in School: 20
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Number of Out-of-School Suspensions: 18	Number of Out-of-School Suspensions: 10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Number of Students Suspended Out of School:14	Number of Students Suspended Out of School: 9

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	Understanding and implementation of the RTI process may not be understood	Staff development in effective behavior interventions	CORE team School Psychologist ESE Specialist Assistant Principal Principal	Review RTI data	RTI Graphs
2	Students not familiar with school wide expectations	Students will be oriented to the DBES School wide discipline plan	Administration Teachers	Classroom Observations/Snapshots data	Referrals

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2012, 69%(476)of parents will participate in child's education as documented by attendance at parent trainings, meetings and conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
65% (469) of families participated in school activities in 2011-2012.	By June 2013, 75%(485)of parents will participate in their child's education as documented by attendance at parent trainings, meetings and conferences.

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	Inform parents of school events and the progress of their children at school.	Parent link messages in all languages, newsletters with updates posted to the website, parent evenings, PTA & SAC meetings.	Title I Liaison, Principal	Parent Survey	Sign-in sheets/Parent Attendance
2	Strengthening home-school connection between teachers and parents.	Parents will return the signed home-school compact to the classroom teacher. The compact will be a signed commitment of teamwork.	Title I Liaison	Collectionof school compacts/ participation data.	Parent Survey Results
3	Increase Parent Communication and involvement thereby increasing academic achievement.	DBES will provide communication tools, books and Family Curriculum Nights to increase parent communication and student academic achievement.	Teachers, admin. support staff	Increase Test scores in all areas	FCAT

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
Review PIP Plan	Review PIP Plan	Review PIP Plan	Review PIP Plan	Review PIP Plan	Review PIP Plan	Review PIP Plan

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
Annual Parent Seminar	registration for two parents	Title I	$80.00
Math, Science, reading, Writing Family Nights	Salaries for teacher presenters (hourly and planning for presentation)	Title I	$520.00
Curriculum Parent Trainings	Salary for reading coach (hourly + 1/2 hour planning per hour of presentation)	Title I	$270.00
			Subtotal: $870.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Agenda/Take Home Folder	using agendas and take home folders as a communication tool	Title I	$1,400.00
Refreshments for Parent Trainings	Food and drink refreshments will be purchased for various parent trainings	Title I	$750.00
			Subtotal: $2,150.00
			Grand Total: $3,020.00

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:	Expand the STEM-capable workforce and broaden the participation of women and minorities in that workforce. We will promote enrollment from under-represented populations to actively participate in our yearly Science Fair. 75% of our intermediate grade-level (3-5) students will participate and work through the scientific method and complete a science fair project.
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	Parental support due to lack of knowledge on the Science fair process.	We will host a parent night that focuses on the "how-to's" of helping your child create a successful science fair project. We will advertise through our web site, flyers, parent-links, and our marquee.	Administration	Participation percentage of each subgroup and female students	The number of students who participate in our yearly science fair.

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Struggling Students will receive daily small group instruction depending on their area of weaknesses using research based programs such as Super QAR, Phonics for Reading, Quick Reads, and Words Their Way.	Intervention Materials: Phonics for Reading, Super QAR, Words Their Way,	School Instructional Materials Allocation	$3,415.90
Reading	When teaching reading to all students, the teachers will ask questions using the Common Core State Standards Discussion Stems and Critical Thinking (Higher Order Questions) Questions.	Common Core State Standards Discussion Stems, Critical Thinking Questions, and Writing Performance Tasks Flip Books	School Instructional Materials Allocation	$480.00
Reading	Struggling Students will receive daily small group instruction depending on their area of weaknesses using research based programs such Elements of Reading Vocabulary and Words Their Way.	Intervention Materials: Elements of Reading Vocabulary and Words Their Way.	Title I	$2,000.00
Mathematics	On-going progress monitoring of math standards.	Go Math Assessment Guides	Textbook/Materials Allocations	$1,500.00
				Subtotal: $7,395.90

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will Attend District Training on the CCSS in English/Language Arts, Small Group Reading Strategies, and The Daily Five.	Substitutes	TItle 1	$1,500.00
Reading	Teachers will participate in a PLC using the book "The Common Core Lesson Book, K-5 to gain knowledge of effective strategies to teach the Common Core State Standards in English/Language Arts.	Purchase the book "THe Common Core Lesson Book".	TItle 1	$1,000.00
Mathematics	Teachers wil attend distract training on how to implement the Common Core State Standards in Mathematics.	Substitutes	TItle 1	$750.00
Writing	Teachers will be trained on the new Common Core State Standards in Writing and FCAT 2.0.	Substitutes	Title 1	$750.00
Parent Involvement	Annual Parent Seminar	registration for two parents	Title I	$80.00
		Salaries for teacher		

Parent Involvement	Math, Science, reading, Writing Family Nights	presenters (hourly and planning for presentation)	Title I	$520.00
Parent Involvement	Curriculum Parent Trainings	Salary for reading coach (hourly + 1/2 hour planning per hour of presentation)	Title I	$270.00
				Subtotal: $4,870.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Student Agenda/Take Home Folder	using agendas and take home folders as a communication tool	Title I	$1,400.00
Parent Involvement	Refreshments for Parent Trainings	Food and drink refreshments will be purchased for various parent trainings	Title I	$750.00
				Subtotal: $2,150.00
				Grand Total: $14,415.90

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
DEERFIELD BEACH ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	75%	78%	49%	273	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	71%	66%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	59% (YES)			132	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					542	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
DEERFIELD BEACH ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	77%	72%	39%	256	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	57%	59%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	66% (YES)			110	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					482	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested