FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PALM COVE ELEMENTARY SCHOOL

District Name: Broward

Principal: Dorothy A Cain

SAC Chair: Giselle del Barrio & Dacyany Ibarrondo

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dorothy Berger Cain	Degree(s): Exceptional Student Education B.S. Administration Supervision M.S. Certification(s): School Principal Elem Ed 1-6 Mentally Handicapped K-12 Specific Learning Disabilities K-12 ESOL	7	21	Palm Cove 2005-2006 School Grade A (440 points) 2006-2007 School Grade A (526 points); 100% of AYP criteria met in all subgroups. 2007-2008 School Grade A (530 points);100% of AYP criteria met in all subgroups. 2008-2009 School Grade A (585 points); 100% of AYP criteria met in all subgroups. 2009-2010 School Grade A (555 points); Criteria not met for Black & Economically Disadvantaged subgroups in Math. 2010-2011 School Grade A (566 points); Criteria not met for Black, Hispanic & Economically Disadvantaged in Reading and in Math for the Economically Disadvantaged subgroup. 2011-2012 School Grade A
					2006-2007 School Grade A (526 points); 100% of AYP criteria met in all subgroups.

| Assis Principal | Phil Baer | Degree(s): Sociology B.A. Educational Leadership M.S. Certification(s): Elem. Ed K-6 Educational Leadership ESOL P.E. K-12 ESE K-12 | 6 | 6 | 2007-2008 School Grade A (530 points);100% of AYP criteria met in all subgroups. 2008-2009 School Grade A (585 points); 100% of AYP criteria met in all subgroups. 2009-2010 School Grade A (555 points); Criteria not met for Black & Economically Disadvantaged subgroups in Math. 2010-2011 School Grade A (566 points); Criteria not met for Black, Hispanic & Economically Disadvantaged in Reading and in Math for the Economically Disadvantaged subgroup. 2011-2012 School Grade A |

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 Resource	Giselle del Barrio	Degree(s): PreK Primary B.S. Reading M.S. Certification: ESOL Reading PreK Primary Elementary ESE Educational Leadership	5	6	Palm Cove Elem. 2007-2008 School Grade A (530 points);100% of AYP criteria met in all subgroups. 2008-2009 School Grade A (585 points); 100% of AYP criteria met in all subgroups. 2009-2010 School Grade A (555 points); Criteria not met for Black & Economically Disadvantaged subgroups in Math. 2010-2011 School Grade A (566 points); Criteria not met for Black, Hispanic & Economically Disadvantaged in Reading and in Math for the Economically Disadvantaged subgroup. 2011-2012 School Grade A

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. Continue to provide research-based professional development programs to enhance teacher skills and knowledge.	Dorothy Cain	June 2013	
2	2. Continue to support professional development, mentoring and professional learning communities.	Dorothy Cain Carolyn Cerrato Giselle del Barrio	June 2013	
3	3. New Educator Support System (NESS)	Carolyn Cerrato	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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	9.8%(5)	3.9%(2)	52.9%(27)	33.3%(17)	39.2%(20)	98.0%(50)	7.8%(4)	9.8%(5)	98.0%(50)

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
Tania Figueroa	Kimberly May	Teacher is new to grade level.	Weekly Meetings
Shelly Coia	Cheryl Boyles	Teacher is new to grade level.	Weekly Meetings
Shelly Coia	Diane Turturici	Teacher is new to grade level.	Weekly Meetings
Maria Acosta	Carolyn Cerrato	Teacher is new to grade level.	Weekly Meetings
Dacyany Ibarrondo	Tonya Beharry	Teacher is new to grade level.	Weekly Meetings
Tania Figueroa	Madelen Guy	Teacher is new to grade level.	Weekly Meetings
Judith Kamin	Maritzel Rodriguez	1st Year Teacher in BCPS.	Weekly Meetings
Judith Kamin	Barbara Sanchez	1st Year Teacher in BCPS.	Weekly Meetings
Carolyn Cerrato	Shania Ault	1st Year Teacher in BCPS.	Weekly Meetings
Shelly Coia	Jennifer Alfred	1st Year Teacher in BCPS.	Weekly Meetings
Tania Figueroa	Barbara Oliva	1st year teacher in BCPS.	Weekly Meetings
Shelly Coia	Michelle Alexander	1st year teacher in BCPS.	Weekly Meetings

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

NA

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

NA

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) SAI funds have been allocated to fund teachers salaries that work with at-risk and low-performing students to increase the students' levels of academic achievement.

Violence Prevention Programs

Gang Resistance and Drug Education - G.R.A.D.E.
Anti-Bullying Program
Silence Hurts from Project Bridge

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

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.

> Dorothy Cain (Principal) or Phil Baer (Assistant Principal); Classroom Teacher of student being referred; Susan Tindell (School Counselor & ESOL Coordinator); Annette Rodriguez(School Psychologist); Lilia Francois (School Social Worker); Giselle del Barrio (Team Coordinator & Reading Specialist); Jessica Gianos (Team Coordinator & Speech Pathologist); Parents; and other specialists as needed.

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

> The RtI team meets every Thursday with core members in attendance and supplemental members as needed.
> The team follows the four-step problem solving process. The four step problem solving process includes the following:
> 1. Problem Identification: Identify the problem and desired behavior for the student.
> 2. Problem Analysis: Collecting data in order to determine cause of the identified problem.
> 3. Intervention: Developing or selecting appropriate and evidence-based intervention or intervention program.
> 4. Evaluate: Measure and evaluate the effectiveness of the prescribed intervention.
> In step one and two the team focuses on reviewing data presented by the classroom teacher to identify academic and/or behavioral concerns early on. In step 3 the team identifies interventions to assist the student in being successful that are evidenced-based are identified by the team and a plan is created for the teacher to put into place. The actual length of time that an intervention is implemented depends on the student's response to the intervention and realistic time periods required for the target skills to develop. The team also discusses how the intervention(s) will be monitored to evaluate their effectiveness. After the designated time has passed the team meets to review the effectiveness of the prescribed intervention.
>
> Primary (intervention tier 1) interventions consist of a general education program based on evidence-based practices; secondary (intervention tier 2) interventions involve more intensive, relatively short-term interventions; and tertiary (intervention tier 3) interventions that are long term and may lead to special education services.

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 assist the School Advisory Council with the development of the 2012-2013 School Improvement Plan. The RtI will help develop goals, objectives, and action steps along with the other School Advisory Council members.

┌─ 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.

> Palm Cove Elementary uses the district BASIS System to monitor and summarize tiered data for all students brought to MTSS/RtI. In addition, additional information is gathered from: District Virtual Counselor reports and teacher assessments quarterly at data chats.

Describe the plan to train staff on MTSS.

> Staff will be trained in Tier I data collection & graphing. Training will be by Giselle del Barrio and Jessica Gianos.
>
> Additional training will be provided during Early Release / Teacher Planning Days to support teachers on the process.

Describe the plan to support MTSS.

> MTSS team members will meet with administration quarterly to review process and discuss any concerns. MTSS team members will attend trainings as needed.

Literacy Leadership Team (LLT)

┌─ School-Based Literacy Leadership Team ───────────────────────

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

The school-based Literacy Leadership Team will consist of the following staff members:
Dorothy Cain, Principal
Philip Baer, Assistant Principal
Giselle del Barrio, Literacy Coach
Suzanna Schweitzer,Media Specialist
Judith Kamin, Kindergarten Team Leader
Tania Figueroa, First Grade Team Leader
Marti McLean, Second Grade Team Leader
Shelly Coia, Third Grade Team Leader
Dacyany Ibarrondo, Fourth Grade Team Leader
Maria Acosta, Fifth Grade Team Leader

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

Under the guidance of the principal, assistant principal and literacy coach the LLT team will meet quarterly to focus on literacy initiatives, programs, data, and literacy concerns through out the school. One of the key goals of the LLT will be to ensure that all school stakeholders understand and support the work of the literacy coach and obtain support for achieving the schools reading goals through a whole school approach.

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

The major initiative of the LLT this year will be to assist teachers in transition to the Common Core State Standards which will be fully implemented by 2013.
In addition the LLT will meet quarterly to analyze data to develop professional development that will assist teachers to increase student achievement and ensure that all students are making annual learning gains. The LLT will also participate in ongoing literacy dialogue with peers during the Reading PLC. A survey will be completed by teachers at the end of the school year to determine the effectiveness of the LLT, and make changes as needed for the next year.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/10/2012)

*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.

Palm Cove Elementary school mails informational flyers related to the Kindergarten Roundup to neighboring child care centers and posts the date of the event on the school's website, local stores, & on the Marquee.

Orientation meetings will be held in the Spring of 2013 and prior to the start of the 2013-2014 school year for entering Kindergarten students and their families to familiarize them with the school, its procedures and expectations for the coming year. All students are assessed prior to and/or upon entering Kindergarten within the areas of basic skills/school readiness/oral language, print/letter knowledge, phonological awareness and language acquisition (if needed).

Screening data will be collected and aggregated prior to August 31, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and social/emotional skills. Social skills instruction will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

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 High School Feedback Report

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:	By June 2013, 30% (122) of our students will achieve proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (107)	30% (122)

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 addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and beginning of the year placement test. Prior to class placement new students will be evaluated using a reading placement test.	Teachers, Leadership Team, Literacy Coach, MTSS/LLT	MTSS team will meet weekly to work with teachers in identifying and addressing individual student needs. The LLT team will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Weekly Unit Tests FCAT DDS scores FAIR Reading Placement Test Rigby
2	Students encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Teachers, Leadership Team, Literacy Coach, MTSS/LLT	Data analysis during quarterly data chats.	Weekly Unit Tests FCAT DDS scores FAIR Reading Placement Test Rigby
3	Need for additional instructional time to meet the needs of struggling students.	Supplemental tutorial camps will be offered beyond the regular school day to students in grades 3-5.	Teachers Leadership Team Literacy Coach Administration	MTSS/RtI Notes Supplemental Tutorial Camps Attendance Logs	Pre & Post Test from the Supplemental Tutorial Camps
4	New teachers needing training in specific curriculum and programs.	Provide inservice training for teachers. Assign a NESS Coach to guide new teachers in learning the content. Monthly Professional Learning Communities.	NESS Coaches Leadership Team Literacy Coach Administration	In-Service Logs/Participation in Professional Learning Communities	BRIDGES Evaluation
	Students lack of experience with on line testing using computers and tablets.	Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5.	Teachers, Leadership Team, Literacy Coach Administration	Student Observations	Bridges Evaluation

5		Teachers will assess student pre-requisite technology skills and incorporate these strategies in content areas.			
6	Lack of prerequisite skills in Informational Text	Teachers will expose students to informational text and focus on teaching them the structures (ex. numeration, time order, compare & contrast, cause & effect, and answering questions).	Teachers, Administration, Literacy Coach, Leadership Team	Data analysis during quarterly data chats.	Weekly Unit tests BAT I and Bat 2 FAIR FCAT
7	Lack of prerequisite skills in Reading Application	Teachers will expose students to reading application strategies in their daily classroom lessons. In addition students will have access to Accelerated Reader online tests to reinforce reading application skills.	Teachers, Administration, Literacy Coach, Leadership Team	Data analysis during quarterly data chats.	Weekly Unit tests BAT I and Bat 2 FAIR FCAT
8	Bridging the gap between FCAT 2.0 & CCSS to increase student achievement.	Teachers will deliver reading instruction using monthly curriculum focus maps infusing CCSS.	Literacy Coach Leadership Team Administration	Quarterly data chats and analysis	CCSS Literacy PLC Participation Bridges Evaluation

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 35% (142) of our students will achieve proficiency (FCAT Level 4 or 5) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (129)	35% (142)

	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 encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Teachers, Leadership Team Administration	Marzano Checklist	Bridges Observation
2	Students need a higher level of independence and strong knowledge of content areas	Teacher as a Facilitator of knowledge. Teacher will provide collaborative activities, which allow students to reflect on learning. Teachers will deliver instruction with rigor.	Teachers, Leadership Team Administration	Rubrics	Marzano Strategies
3	Some teachers may not be familiar with research-based strategies utilized to increase authentic engagement of high achievers/gifted students	Integrating technology using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras.	Teachers Leadership Team Literacy Coach Administration	Teacher/Student Data Chats	Marzano Strategies, Checklist, Bridges Evaluation
4	Teachers will need to bridge the gap between FCAT 2.0 & CCSS to increase student achievement.	Teachers will deliver reading instruction though content area instruction.	Administration/Leadership Team/Literacy Coach	Rubrics	Marzano Strategies & iObservation
5	Limited research based projects designed to address the research standard in English Language Arts.	Create research projects designed to address ELA and provide appropriate rubric to self monitor. Help students use multiple sources and represent findings in tables, graphs, and other visual displays that are explained in text and orally presented.	Literacy Coach Leadership Team Administration	Research projects and technology usage for students.	Observations of teacher utilizing various websites in the classroom. Bridges evaluation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 72% (189) of our students will demonstrate annual learning gains on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (178)	72% (189)

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 addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and beginning of the year placement test. Prior to class placement new students will be evaluated using a reading placement test.	Administration/Leadership Team/MTSS & RtI	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	End of the Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, DRA
2	Students encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Administration/Leadership Team/Literacy Coach	Team Leaders/Literacy Coach will share best practices at weekly team meetings. Teacher/Student Conferences	Chapter Test, BAT, & FCAT.
3	Need for additional instructional time and materials to meet the needs of struggling students.	FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Literacy Coach Leadership Team Administration	Quarterly Data Chats BAT 2 Results	Pre & Post Test
4	Oral reading fluency, Phonics, Comprehension skills/strategies, Vocabulary development	Identify students in grades K-5 performing at the lowest 40% in reading and group students using Treasures Placement test, FCAT developmental reading scores, FAIR, Rigby, and DAR.	Administration / Literacy Coach	Administration will hold quarterly data chats with grade levels and/or individual teachers to review available data.	End of the Year Test, FCAT developmental scores, reading placement test,FAIR, Rigby, DRA
	Lack of prerequisite skills in Informational	Teachers will expose students to	Administration, Literacy Coach, Leadership Team	Data analysis during quarterly data chats.	Chapter Test, BAT, & FCAT.

5	Text	informational text and focus on teaching them the structures (ex. numeration, time order, compare & contrast, cause & effect, and answering questions).			
6	Lack of prerequisite skills in Reading Application	Teachers will expose students to reading application strategies in their daily classroom lessons.	Administration, Literacy Coach, Leadership Team	Data analysis during quarterly data chats.	Chapter Test, BAT, & FCAT.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 77% (52) of our students in the lowest 25% will have made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (50)	77% (52)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Identifying and addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and math beginning of the year placement test.	Teachers, Leadership Team Literacy Coach Administration	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or	End of the Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, DRA

1		Prior to class placement new students will be evaluated using a reading placement test.		individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	
2	Need for additional instructional time to meet the needs of struggling students.	FCAT tutorial camps will be offered beyond the regular school day to students in grades 3-5.	Administration/Leadership Team	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress.	Pre & Post Test
3	Students are not applying test taking strategies	All students in grades K-5 (including all subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	Teachers, Leadership Team Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	BAT, Mini BATs, District Assessments, Formative Assessments
4	Oral reading fluency, Phonics, Comprehension skills/strategies, Vocabulary development	Identify students in grades K-5 performing at the lowest 40% in reading and group students using Treasures Placement test, FCAT developmental reading scores, Rigby, and DAR.	Teachers, Leadership Team Literacy Coach Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to review available data.	End of the Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, DRA
5	Focusing on the specific differentiated needs of students and providing a more intensive instructional setting for delivery.	Follow the Struggling Readers and/or Math Chart. Provide students with immediate intensive intervention (iii).	Teachers, Leadership Team Literacy Coach Administration	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Data analysis during quarterly data chats & MTSS/RtI.
6	Students working below grade level encounter difficulty when reading grade level materials	Scaffold Instruction using Trophies Intervention materials , Triumphs, and various instructional materials listed on Chart C.	Administration / Literacy Coach/ Leadership Team	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual	FAIR, Harcourt Trophies ORF, Harcourt placement Test, Rigby, DRA, BAT, Mini BAT, & FCAT

			students needs.	

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 :

Reading Goal #: By June 2017 we will have reduced our achievement gap by 50%, and 85% of our students will be proficient in reading.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	63%	69%	74%	79%	

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:	By June 2013, 46% (20) of our White, 49% (110) of our Black and 42% (46) of our Hispanic students will have made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 42% (18) Black: 45% (101) Hispanic: 38% (41)	White: 46% (20) Black: 49% (110) Hispanic: 42% (46)

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	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Using electronic tablets to motivate students and expose to print-rich environment and higher order thinking skills.	Leadership Team Literacy Coach Administration	Administration and Reading Coach will conduct daily classroom walkthroughs and evaluate data monthly.	Teacher Observation Application Evaluation Tools
2	Teachers lack experience or skill in organizing and managing intervention groups.	Staff development for differentiated learning and coordinating small intervention groups to address literacy deficiencies.	Literacy Coach Administration	Quarterly Data Chats	Trophies Unit Selection Tests FAIR BAT 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 80% (24) of our ELL students will have made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (23)	80% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students are struggling with Language Acquisition	ELL students identified as struggling with language acquisition will receive additional support using Elements of Vocabulary.	Literacy Coach/ ELL Contact	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Elementsof Vocabulary Weekly Assessment
2	ELL students are struggling with Phonics, Comprehension strategies/skills	Students will have access to iStation	Administration/ Literacy Coach/ ELL Contact	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	iStation reports
3	Oral reading fluency, Phonics, Comprehension skills/strategies, Vocabulary development	Identify students in grades K-5 performing at the lowest 40% in reading and group students using Treasure Placement test, FCAT, FAIR, Rigby, and DAR scores.	Administration/Literacy Coach/ELL Contact	Administration will hold quarterly data chats with grade levels and/or individual teachers to review available data.	END of Year test, FCAT developmental scores, reading placement test, FAIR, Rigby, and DAR.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, 80% (29) of our SWD students will make Adequate Yearly Progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (28)	80% (29)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students are struggling with Phonics, Comprehension strategies/skills, Vocabulary development	Identify SWD students in grades K-5 performing at the lowest 40% in reading and group students using Treasures Placement Test, FCAT, FAIR, Rigby, and DAR scores.	Administration/ESE Specialist Literacy Coach	Administration will hold quarterly data chats with grade levels and/or individual teachers to review available data.	End of the Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, and DAR.
2	Teachers needing training in district approved research based programs.	Provide teachers with training in district ESE approved research based programs.	Administration/ESE Specialist/Literacy Coach	Administration will hold quarterly data chats with grade levels and/or individual teachers to	End of the Year Test, FCAT developmental scores, reading

				review available data.	placement test, FAIR, Rigby, and DAR.
3	Need for additional instructional time to meet the needs of struggling students.	FCAT tutorial camps will be offered beyond the regular school day to students in grades 3-5.	Administration/ESE Specialist/Literacy Coach	Administration/Leadership Team will review classroom walkthrough data monthly.	Pre & Post Test
4	Limited teachers with dual certification.	Utilize teachers with ESE certification to teach students who have IEP in reading. Encourage teachers to attend workshops for struggling students in reading via the district or BVS.	Teacher, administrators, ESE specialist and ESE Resource Teacher.	End of selection test, chapter test, and other progress monitoring assessments.	BAT 1 and 2 End of Chapter tests FCAT 2013.

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:	By June 2013, 51% (143) of our students iEconomically Disadvantaged students will make Adequate Yearly Progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (130)	51% (143)

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	Minimal understanding of grade appropriate math & reading skills and concepts due to a lack of prior knowledge.	Differentiated Instruction based on individual student needs. Computer Assisted Instructional Programs (Destination Reading, Ticket to Read, iStation, Odyssey, & FCAT Explorer)	Administration/Leadership Team	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress.	Reports from programs Formative test 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
PLC Focus CCSS Literacy	K-5 Reading/Language Arts	Inservice Facilitator Team Leaders Literacy Coach	School-wide All teachers Literacy	September, 2012 through June 2013. Bi-Monthly	PLC minutes Guiding Questions Bridges Observation	Administration

Integration of CCSS - Literacy	Grade 3 - 5 Reading Language Arts	Team Leaders District Trainers	Literacy Teachers Grades 3-5	First and Second Quarter	Sharing best practices Bridges Observation	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will expose students to reading application strategies in their daily classroom lessons. In addition students will have access to Accelerated Reader online tests to reinforce reading application skills.	Accelerated Reading	General Budget	$3,500.00
Need for additional instructional time and materials to meet the needs of struggling students.	Bridging the Gap Materials Florida Ready Grades 3-5	General Budget	$3,000.00
Lack of prerequisite skills in Reading Application	Assessment Books (consumable)	General Budget	$3,500.00
FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Materials for Tutorial Camp	General Budget	$4,000.00
			Subtotal: $14,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5. Teachers will assess student pre-requisite technology skills and incorporate these strategies in content areas. Electronic Tablets (ie NOOKS) and accessories (i.e. Protective covers)	Electronic Tablets & accessories	School Improvement Funds	$2,500.00
Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5. Teachers will assess student pre-requisite technology skills and incorporate these strategies in content areas.	Electronic Books	School Improvement Funds	$1,031.00
			Subtotal: $3,531.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide inservice training for teachers on CCSS.	CCSS	Title I	$1,000.00
New teachers needing training in specific curriculum and programs.	Inservice training in Reading Content and Differentiation	Title I	$2,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $20,531.00

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:	By June 2013, 42% (59) of our ELL students will score proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

38% (52)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Phonics, Comprehension skills/strategies, Vocabulary development	Identify ELL students performing below in listening and speaking according to the CELLA and provide small group differentiated instruction.	Administration/ELL Contact/Literacy Coach	Administration will hold quarterly data chats with grade levels and/or individual teachers to review available data.	CELLA, End of Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, DAR.
2	ELL students are struggling with Language Acquisition	ELL students identified as struggling with language acquisition will receive additional support using Elements of Vocabulary.	Literacy Coach/ ELL Contact	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Elements of Vocabulary Weekly Assessment

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:	By June 2013, 34% (48) of our ELL students will score proficient in reading.

2012 Current Percent of Students Proficient in reading:

30% (41)

		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	Identify and addressing individual ELL student needs.	Students identified for small group differentiated instruction based on CELLA scores	Teachers Ell Contact Team Leaders Literacy Coach Administration	MTSS/RtI team will meet weekly Quarterly data chats	CELLA scores End of Year test FCAT developmental scores reading placement test FAIR Rigby DAR
	Need for additional	FCAT tutorial camp and	Teachers	Pre and Post	Cella Scores

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	instructional time to meet the needs of struggling ELL students.	materials will be offered beyond the regular school day to students in grades 3-5. ELL Pull out instruction by ELL Contact	Ell Contact Team Leaders Literacy Coach Administration	ELL Schedule	End of Year test FCAT developmental scores Reading placement test FAIR Rigby DAR
3	Oral reading fluency, Phonics, Comprehension skills/strategies, Vocabulary development	Identify students in grades K-5 performing at the lowest 40% in reading and group students using Treasure Placement test, FCAT, FAIR, Rigby, and DAR scores.	Teachers Ell Contact Team Leaders Literacy Coach Administration	MTSS/RtI team will meet weekly Quarterly data chats	CELLA scores End of Year test FCAT developmental scores reading placement test FAIR Rigby DAR
4	ELL students are struggling with Phonics, Comprehension strategies/skills	Students will have access to iStation Using In Step- Readers for ELL Pull out instruction by ELL Contact	Teachers Ell Contact Team Leaders Literacy Coach Administration	MTSS/RtI team will meet weekly Quarterly data chats iStation Reports	CELLA scores End of Year test FCAT developmental scores reading placement test FAIR Rigby DAR

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, 28% (39) of our ELL students will score proficient in writing.
2012 Current Percent of Students Proficient in writing:	
24% (33)	

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	Mechanics of Writing (Sentence Structure, Vocabulary, Grammar, Punctuation)	Student Conferencing & Direct Instruction in mechanics of writing	Administration/ Support Staff/ELL Contact	Weekly Writing Samples Data Chats	45 minute weekly essay (demand writes)
2	Need for additional instructional time to meet the needs of ELL students.	Saturday and/or After school Tutorial Camp will be offered to all 3-5 students identified as non-proficient in writing. K-2 students will be offered small group conferencing in classroom.	Administration/Leadership Team	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Writing prompt developed by 4th grade teachers. Pre & Post Test Data from this prompt will be analyzed to determine effectiveness.
3	Additional technology needed for teachers to model writing process.	Use of document cameras to model the writing process to students.	Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress & classroom walkthrough data.	Journals/Quarterly Writing Prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Materials for Tutorial Camp	General Budget	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 35% (142) of our students will achieve proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
31% (124)	35% (142)

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 addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and beginning of the year placement test. Prior to class placement new students will be evaluated using a reading placement test.	Teachers, Leadership Team, Literacy Coach, MTSS/LLT	MTSS team will meet weekly to work with teachers in identifying and addressing individual student needs. The LLT team will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Weekly Unit Tests FCAT DDS scores FAIR Reading Placement Test Rigby
2	Students encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Teachers, Leadership Team, Literacy Coach, MTSS/LLT	Data analysis during quarterly data chats.	Weekly Unit Tests FCAT DDS scores FAIR Reading Placement Test Rigby
3	Need for additional instructional time to meet the needs of struggling students.	Supplemental tutorial camps will be offered beyond the regular school day to students in grades 3-5.	Teachers Leadership Team Literacy Coach Administration	MTSS/RtI Notes Supplemental Tutorial Camps Attendance Logs	Pre & Post Test from the Supplemental Tutorial Camps
4	New teachers needing training in specific curriculum and programs.	Provide inservice training for teachers. Assign a NESS Coach to guide new teachers in learning the content. Monthly Professional Learning Communities.	NESS Coaches Leadership Team Literacy Coach Administration	In-Service Logs/Participation in Professional Learning Communities	BRIDGES Evaluation
5	Students lack of experience with on line testing using computers and tablets.	Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5. Teachers will assess student pre-requisite	Teachers, Leadership Team, Literacy Coach Administration	Student Observations	Bridges Evaluation

		technology skills and incorporate these strategies in content areas.			
6	Students lack the appropriate math vocabulary/terminology to effectively use them in problem solving.	Teachers will utilize math word walls and infuse math vocabulary/terminology in their everyday lessons.	Administration/Leadership Team	Data analysis during quarterly data chats & classroom walkthrough data.	Chapter Tests, BATs and FCAT.
7	Teachers new to grade level will need training on the math curriculum/program.	Provide teachers with grade level training in Go Math.	Leadership Team/Administration	Data analysis during quarterly data chats & classroom walkthrough data.	End of Year District Test & FCAT Assessments.
8	Teachers and students lack opportunities to explore new ideas related to STEM.	Teachers will preview videos which explore STEM practices in the classroom. Students will be exposed to on line activities which infuse STEM concepts. Grade level assemblies and presentations exploring STEM concepts.	Teachers Leadership Team Literacy Coach Administration	Review Lesson Plans for on line STEM Activities Teacher discussions and sharing practices at Faculty meetings	Bridges Observation

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 33% (134) of our students will achieve proficiency (FCAT Level 5 or 5) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (119)	33% (134)

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 encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Teachers, Leadership Team Administration	Marzano Checklist	Bridges Observation
2	Students need a higher level of independence and strong knowledge of content areas	Teacher as a Facilitator of knowledge. Teacher will provide collaborative activities, which allow students to reflect on learning. Teachers will deliver instruction with rigor.	Teachers, Leadership Team Administration	Rubrics	Marzano Strategies
3	Some teachers may not be familiar with research-based strategies utilized to increase authentic engagement of high achievers/gifted students	Integrating technology using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras.	Teachers Leadership Team Literacy Coach Administration	Teacher/Student Data Chats	Marzano Strategies, Checklist, Bridges Evaluation
4	Lack of real world connection to the newly learned math concept.	Project based learning with hands-on materials will provide real world link to math concepts. Family Math Night will incorporate math practice with real world connections.	Administration/Leadership Team	Quarterly data chats, monthly grade level meetings, and review of classroom walkthrough data.	Chapter Assessments, Mini Assessments, Benchmark Assessments, Destination Success. & Parent Survey.
5	Lack of resources to upgrade and replace technology for student and teacher use.	Research funding opportunities through grants and fund raisers. i.e. Donorschoose.org. Teachers write a grant to receive an interactive board as a resource to have students become 21st century learners.	Teachers Leadership Team Administration	Brainstroming activities Student technology usage	Grant Applications and awards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 201, 72% (188) of our students will make Learning Gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (183)	72% (188)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Identifying and addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and beginning of the year placement test. Prior to class placement new students will be evaluated using a reading placement test.	Administration/Leadership Team/MTSS & RtI	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	End of the Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, DRA
2	Students encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Administration/Leadership Team/Literacy Coach	Team Leaders/Literacy Coach will share best practices at weekly team meetings. Teacher/Student Conferences	Chapter Test, BAT, & FCAT.
3	Need for additional instructional time and materials to meet the needs of struggling students.	FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Literacy Coach Leadership Team Administration	Quarterly Data Chats BAT 2 Results	Pre & Post Test

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:	

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 74% (51) of our students in the Lowest 25% will make Learning Gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (49)	74% (51)

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 addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and math beginning of the year placement test. Prior to class placement new students will be evaluated using a reading placement test.	Teachers, Leadership Team Literacy Coach Administration	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	End of the Year Test, FCAT developmental scores, reading placement test, FAIR, Rigby, DRA
2	Need for additional instructional time to meet the needs of struggling students.	FCAT tutorial camps will be offered beyond the regular school day to students in grades 3-5.	Administration/Leadership Team	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress.	Pre & Post Test
3	Students are not applying test taking strategies	All students in grades K-5 (including all subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	Teachers, Leadership Team Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of	BAT, Mini BATs, District Assessments, Formative Assessments

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					weakness and identify interventions that will allow teachers to address individual students needs.	
4		Focusing on the specific differentiated needs of students and providing a more intensive instructional setting for delivery.	Follow the Struggling Readers and/or Math Chart. Provide students with immediate intensive intervention (iii).	Teachers, Leadership Team Literacy Coach Administration	MTSS/RtI team will meet weekly to work with teachers in identifying and addressing individual student needs. Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Data analysis during quarterly data chats & MTSS/RtI.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # By June 2017 we will have reduced our achievement gap by 50%, 90% of our students will be proficient in math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	66%	72%	78%	84%	

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:	By June 2013, 35% (15) of our White, 44% (97) of our Black and 39% (42) of our Hispanic students will have made satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 35% (15) Black: 44% (97) Hispanic: 39% (42)	White: 39% (17) Black: 48% (108) Hispanic: 43% (47)

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	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Using electronic tablets to motivate students and expose them to concrete and abstract math concepts.	Teacher/Leadership Team/Technology Contact	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress. Assessment data will be used to identify area of weakness and identify interventions that will allow teachers to address individual students'	Teacher Observation Application Evaluation Tools

				needs.	

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:	By June 2013, 70% (21) of our ELL students will make Adequate Yearly Progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (20)	70% (21)

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 unfamiliar with math terminology in English.	ELL students will create a Math Vocabulary folder to increase their English Math Vocabulary.	Teachers Administration/Leadership Team	Quarterly Data Chats	End of Year Math Assessment & FCAT developmental scores.
2	Parental support is minimal due to language barrier.	Bilingual teachers and faculty will participate in Math Family Nights to increase attendance and support for non-English speaking parents.	Teachers Administration/Leadership Team	Quarterly Data Chats	End of Year Math Assessment & FCAT developmental scores.

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:	By June 2013, 86% (31) of our SWD students will make Adequate Yearly Progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (30)	86% (31)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Fluency & Comprehension of complex mathematical word problems.	Students will highlight key words in mathematical word problems.	Administration/Leadership Team	Quarterly Data Chats	End of Year Math Test & FCAT developmental scores.
2	Multi-step problems	Teacher will model and students will practice multi-step problems daily in Math Journal.	Administration/Leadership Team	Quarterly Data Chats	End of Year Math Test & FCAT developmental scores.
3	Mathematical Processing Strategies	Students will keep a journal of effective strategies throughout the school year.	Administration/Leadership Team	Quarterly Data Chats	End of Year Math Test & FCAT developmental scores.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 47% (132) of our Economically Disadvantaged students will make Adequate Yearly Progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (121)	47% (132)

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	Minimal understanding of grade appropriate math & reading skills and concepts due to a lack of prior knowledge.	Differentiated Instruction based on individual student needs. Computer Assisted Instructional Programs (Destination Reading, Ticket to Read, iStation, Odyssey, & FCAT Explorer)	Administration/Leadership Team	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress.	Reports from programs Formative test data

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
CCSS Mathematics	K-5 Mathematics	Team Leaders	PLC Mathematics School-Wide	First, Second, Third & Fourth Quarter	Guiding Questions, Agendas and Minutes	Administration
Integration of CCSS Mathematics	Grades 3-5	District Trainers	Teachers grades 3-5	First, Second and Fourth Quarter	Sharing best practices Marzano Observations	Administration
Math Blended CCSS FCAT 2.0 Grades3-5	Grades 3-5	District Trainer	3-5 Teachers	2nd quarter	Inservice Follow-up	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Materials for tutorial Camp	General Budget	$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 new to grade level will need training on the math curriculum/program.	Inservice training in Mathematics	Title I	$1,000.00
Teachers will deliver instruction with rigor.	Inservice training in rigor.	Title I	$1,000.00
			Subtotal: $2,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 45% (72) of our students will achieve proficiency (FCAT Level 3) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (65)	45% (72)

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 addressing individual student needs.	Students identified for Small group differentiated instruction based on end of the year testing, FCAT developmental levels in Reading and beginning of the year placement test. Prior to class placement new students will be evaluated using a reading placement test.	Teachers, Leadership Team, Literacy Coach, MTSS/LLT	MTSS team will meet weekly to work with teachers in identifying and addressing individual student needs. The LLT team will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Weekly Unit Tests FCAT DDS scores FAIR Reading Placement Test Rigby
	Students encounter	Infusing Test Item	Teachers,	Data analysis during	Weekly Unit

2	difficulty answering higher-order thinking questions.	Specification questions during instruction and assessment.	Leadership Team, Literacy Coach, MTSS/LLT	quarterly data chats.	Tests FCAT DDS scores FAIR Reading Placement Test Rigby
3	Need for additional instructional time to meet the needs of struggling students.	Supplemental tutorial camps will be offered beyond the regular school day to students in grades 3-5.	Teachers Leadership Team Literacy Coach Administration	MTSS/RtI Notes Supplemental Tutorial Camps Attendance Logs	Pre & Post Test from the Supplemental Tutorial Camps
4	New teachers needing training in specific curriculum and programs.	Provide inservice training for teachers. Assign a NESS Coach to guide new teachers in learning the content. Monthly Professional Learning Communities.	NESS Coaches Leadership Team Literacy Coach Administration	In-Service Logs/Participation in Professional Learning Communities	BRIDGES Evaluation
5	Students lack of experience with on line testing using computers and tablets.	Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5. Teachers will assess student pre-requisite technology skills and incorporate these strategies in content areas.	Teachers, Leadership Team, Literacy Coach Administration	Student Observations	Bridges Evaluation
6	Teachers are to deliver meaningful instruction to meet the needs of various learning styles and abilities.	Using electronic tablets to motivate students and expose them to the Scientific Method.	Teachers Leadership Team Literacy Coach Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. Assessment data will be used to identify areas of weakness and identify interventions that will allow teachers to address individual students needs.	Teacher Observation Application Evaluation Tools
7	Lack of experimentation and exposure to science concepts in grades K through 4.	Align Science Standards across grade level using curriculum maps. Teachers will use the Science lab to conduct weekly experiments	Teachers Leadership Team Literacy Coach Administration	Science Lab Schedules Lesson Plans	Bridges Observation
8	Teachers and students lack opportunities to explore new ideas related to STEM.	Teachers will preview videos which explore STEM practices in the classroom. Students will be exposed to on line activities which infuse STEM concepts. Grade level assemblies and presentations exploring STEM concepts.	Teachers Leadership Team Literacy Coach Administration	Teacher discussions and sharing practices at Faculty meetings Review Lesson Plans for on line STEM activities.	Bridges Evaluation

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	

Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 15% (24) of our students will achieve proficiency (FCAT Level 4 or 5) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (18)	15% (24)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students encounter difficulty answering higher-order thinking questions.	Infusing Test Item Specification questions during instruction and assessment.	Teachers, Leadership Team Administration	Marzano Checklist	Bridges Observation
2	Students need a higher level of independence and strong knowledge of content areas	Teacher as a Facilitator of knowledge. Teacher will provide collaborative activities, which allow students to reflect on learning. Teachers will deliver instruction with rigor.	Teachers, Leadership Team Administration	Rubrics	Marzano Strategies
3	Some teachers may not be familiar with research-based strategies utilized to increase authentic engagement of high achievers/gifted students	Integrating technology using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras.	Teachers Leadership Team Literacy Coach Administration	Teacher/Student Data Chats	Marzano Strategies, Checklist, Bridges Evaluation

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
STEM Inquiry Investigations STEM 2 Problem Based Learning in Science Elementary Science and the Core	K-5	District Trainer	K-5 Teachers	2nd Quarter	In service follow-up	Administration

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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
Grade level assemblies and presentations exploring STEM concepts.	Science presentations from outside providers.	General Budget PTA	$1,200.00
			Subtotal: $1,200.00
			Grand Total: $1,200.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 84% (94) of our students will achieve proficiency (FCAT Level 3) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (92)	84% (94)

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	Mechanics of Writing (Sentence Structure, Vocabulary,Grammar, Punctuation, etc.)	Student Conferencing & Direct Instruction in mechanics of writing.	Teachers Leadership Team Literacy Coach Administration	Weekly Writing Samples Data Chats	60 minute weekly essay (demand writes)
2	Need for additional instructional time to meet the needs of struggling students.	Saturday and/or After school Tutorial Camp will be offered to students identified as non-proficient in writing.	Literacy Coach Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress. Assessment data will be used to identify area of weakness and identify interventions that will allow teachers to address individual student's needs.	Writing prompt developed by our 4th grade teachers. Pre & Post Test Data from this prompt will be analyzed to determine effectiveness.
3	Additional technology needed for teachers to model the writing process.	Use of document cameras to model the writing process to students.	Administration	Administration will hold quarterly data chats with grade levels and/or individual teachers to review student progress & classroom walkthrough data.	Use of technology during walkthroughs.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Use of document cameras to model the writing process to students.	Document Cameras and Projectors	General Budget	$3,000.00
			Subtotal: $3,000.00
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: $3,000.00

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:	Historically Palm Cove Elementary has had a high mobility rate due to the proximity of section eight housing units.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012 our attendance rate was 96%.	In 2013 our attendance rate will be 97.5%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 72 (00%) students were reported to have excessive absences.	In 2013 the number of students with excessive absences will decrease by 5%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 252 (00%) students were reported to have excessive tardies.	In 2013 the number of students with reported excessive tardies will decrease by 5%.

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 unexcused absences	Parent phone calls & conferences Parent conference with administrator Follow BTIP Process	Administration/Leadership Team	Review of Attendance Record	Compared to previous school year: Reduction in percent of students reported to have excessive absences.
2	Students' unexcused tardiness	Parent Link call, staff telephone call, letter to parent or parent conference with administrator	Designated attendance staff person, e.g. Assistant Principal	Attendance record review	Compared to previous school year: Reduction in number of days tardy and a reduction in number of tardy minutes
3	Parents not following district procedures regarding attendance.	Reducing the number of unexcused tardies and absences by providing student rewards per quarter.	Administration	Percentage of awards received per quarter	Quarterly attendance reports

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

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

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

Attendance Budget:

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

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:	Part of our discipline plan is to keep students in their classrooms to reduce the number of in-school suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
20	In School Suspension will decrease by 3%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

10	The number of student's suspended in school will decrease by 3%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	The number of Out-of-School suspensions will decrease by 1%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	The number of Out-of-School suspensions will decrease by 1%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Referrals increase during the second half of the year.	Teachers to review classroom rules, expectations and daily routines	Administration /Leadership Team/School Counselor	Classroom Walkthroughs

Compared to previous school year: Reduction of internal and external suspensions | Student disciplinary referrals |
| 2 | Utilization of CHAMPS with fidelity by classroom teachers. | Teachers will implement CHAPMS strategies in their classrooms to reduce behavior concerns. | Administration /Leadership Team/School Counselor | Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. | Classroom Walkthrough data |
| 3 | Teachers will infuse the 8-Districts Character Education Traits into their classrooms culture. | Teachers will infuse the 8-Districts Character Education Traits into their classrooms culture. | Administration /Leadership Team/School Counselor | Administration will hold quarterly data chats with grade levels and/or individual teachers to to review student progress. | Classroom Walkthrough 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
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 2013, 42% (269 of 641) of parents will attend a Palm Cove Elementary Family Night Event.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2012 current level of parent involvement 38% (out of 703 parents).	2013 Expected level of parent involvement 42% (269 of 641).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See Parent Involvement Plan	See Parent Involvement Plan	See Parent Involvement Plan	See Parent Involvement Plan	See Parent Involvement Plan

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	In order to compete globally, we must ensure that our students have the skills needed for the knowledge-based economy of the 21st century. Currently 60% (243) of our students are proficient in Math and 52% (94) are proficient in Science.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Improve resources available for learning STEM subjects.	Teachers will utilize BEEP to locate lessons that align to STEM through united streaming.	Administration/Literacy Coach/Leadership Team	Administration will hold quarterly data chats with grade levels and/or individual teachers to review available data.	FCAT developmental scores in Math & Science
	Improve the content knowledge and	Provide teachers with training that focuses	Administration/Literacy Coach/Leadership	Administration will hold quarterly data chats	FCAT developmental

| 2 | professional skills of the STEM teacher workforce | on STEM related activities | Team | with grade levels and/or individual teachers to review available data. | scores in Math & Science |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Inquiry Investigations STEM 2 Problem Based Learning in Science	K-5	District Trainer	K-5 Teachers	2nd Quarter	Inservice Follow-up	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with training that focuses on STEM related activities.	Inservice Training: STEM Inquiry Investigations, Problem Based Learning, Elementary Science and the Core.	Title 1	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of 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	Teachers will expose students to reading application strategies in their daily classroom lessons. In addition students will have access to Accelerated Reader online tests to reinforce reading application skills.	Accelerated Reading	General Budget	$3,500.00
Reading	Need for additional instructional time and materials to meet the needs of struggling students.	Bridging the Gap Materials Florida Ready Grades 3-5	General Budget	$3,000.00
Reading	Lack of prerequisite skills in Reading Application	Assessment Books (consumable)	General Budget	$3,500.00
Reading	FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Materials for Tutorial Camp	General Budget	$4,000.00
CELLA	FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Materials for Tutorial Camp	General Budget	$0.00
Mathematics	FCAT tutorial camps and student curriculum materials will be offered to students grades 3-5.	Materials for tutorial Camp	General Budget	$0.00
				Subtotal: $14,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5. Teachers will assess student pre-requisite technology skills and incorporate these strategies in content areas. Electronic Tablets (ie NOOKS) and accessories (i.e. Protective covers)	Electronic Tablets & accessories	School Improvement Funds	$2,500.00
Reading	Utilize computers and electronic tablets to take electronic tests for core subject areas in grades 1-5. Teachers will assess student pre-requisite technology skills and incorporate these strategies in content areas.	Electronic Books	School Improvement Funds	$1,031.00
Writing	Use of document cameras to model the writing process to students.	Document Cameras and Projectors	General Budget	$3,000.00
				Subtotal: $6,531.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide inservice training for teachers on	CCSS	Title I	$1,000.00

		CCSS.		
Reading	New teachers needing training in specific curriculum and programs.	Inservice training in Reading Content and Differentiation	Title I	$2,000.00
Mathematics	Teachers new to grade level will need training on the math curriculum/program.	Inservice training in Mathematics	Title I	$1,000.00
Mathematics	Teachers will deliver instruction with rigor.	Inservice training in rigor.	Title I	$1,000.00
STEM	Provide teachers with training that focuses on STEM related activities.	Inservice Training: STEM Inquiry Investigations, Problem Based Learning, Elementary Science and the Core.	Title 1	$1,000.00
				Subtotal: $6,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Grade level assemblies and presentations exploring STEM concepts.	Science presentations from outside providers.	General Budget PTA	$1,200.00
				Subtotal: $1,200.00
				Grand Total: $27,731.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA

Are you a reward school: ꞁ Yes ꞁ No

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

No Attachment **(Uploaded on 10/8/2012)**

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Electronic Tablets & Accessories	$2,500.00
Electronic Books	$1,031.00

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

The SAC will review and monitor the School Improvement Plan, build community relationships, support the district's technology plan, and school's vision.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PALM COVE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	82%	91%	47%	297	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	65%	71%			136	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?	57% (YES)	76% (YES)			133	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					566	
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
PALM COVE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	78%	92%	50%	298	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	70%	70%			140	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?	57% (YES)	60% (YES)			117	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					555	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested