FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NOB HILL ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Patricia Patterson

SAC Chair: Dr. Leah Nachman

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr.Patricia Patterson	Ed. D. C&I; Elem. Ed. Gifted, Guidance/Counseling, ESOL, Administration	11	21	2000 – 2012 – School Grade "A" 2011 – 2012 – Students Meeting Proficiency Writing – 89%, Reading – 82%, Math – 86% Science – 65% Lowest 25% of school, 57% reading, 70% in Math 74% made learning gains in mathematics 77% made learning gains in reading
Assis Principal	David Suarez	M.S./Bilingual, Ed. Elem 1 – 6, ESOL, Leadership	6	16	2006 - 2012 - School Grade "A" 2011 – 2012 – Students Meeting Proficiency Writing – 89%, Reading – 82%, Math – 86% Science – 65% Lowest 25% of school, 57% reading, 70% in Math 74% made learning gains in mathematics 77% made learning gains in reading

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	Heather Most	B.A. Elem.; M.Ed.C&I, Reading; ESOL, Gifted	10	1	2002 - 2012 -School Grade "A" 2011 – 2012 – Students Meeting Proficiency Writing – 89%, Reading – 82%, Math – 86% Science – 65% Lowest 25% of school, 57% reading AYP, 70% in Math met AYP

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	NESS Program	Heather Most	August Ongoing - May	
2	Team Meetings	Team Leaders	Weekly	
3	PLC with in-house trainers in Common Core reading, mathematics, writing, science, and utilizing technology for instruction.	Varied	August Ongoing--May	
4	Provide collegial opportunities for professional development, support, and leadership,	Team Leaders	August Ongoing--May	
5				

Non-Highly Effective Instructors

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

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

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

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
44	2.3%(1)	15.9%(7)	45.5%(20)	36.4%(16)	27.3%(12)	100.0%(44)	6.8%(3)	25.0%(11)	93.2%(41)

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
Heather Most	Stephanie Tascillo	New to Broward County, support for common core curriculum	Observations and feedback
Laraine Berry	Michelle Beesing	New to Nob Hill and needs support with curricular updates	Observations and feedback
Laura Horowitz	Chris Smith	New teacher	Observations and feedback
Bonnie Schwartzberg	Kimberly Rhoden	Returning to classroom instruction	Observation and feedback

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, Part A
Full time Reading Specialist, 1 and 1/2 paraprofessionals. Nob Hill Title I funds allow teachers to attend professional development to increase their knowledge in reading, math, writing, and science. Teachers attend district trainings for Common Core standards in math and English Language Arts, and textbook complexity. Parent workshops with childcare and materials are also funded.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

ELL students receive reading and developmental language arts instruction in the classroom with ELL endorsed teachers. The ELL department provides ELL instructional materials for ELL students.

Title X- Homeless

The school can provide supplies (backpacks, crayons, paper, pencils, glue) and uniforms when needed to homeless students. Additionally, free lunch and breakfast is provided and stability in the educational setting can be addressed when warranted for the homeless student. The school social worker can provide information related to support services to the family of homeless students.

Supplemental Academic Instruction (SAI)

Title 1 funds provide students with an intensive reading intervention program called BRIGHT five days a week for 30 minutes each day.

Violence Prevention Programs

G.R.A.D.E.; Safe Team meetings; Guidance Anti-bullying Program; I'm Thumbody; Get Real About Violence, Review of the Broward County Bullying Policy is presented to each class.

Nutrition Programs

Incorporated into the Health/Science curriculum program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Teacher Technology Cadre; Technology for Parents; Student Technology Cadre

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

ESE Specialist – monitors the IEP services to students, monitors academic progress of inclusion and resource room students, coordinates ESE services.
Administration – facilitates the RTI team, conducts meetings, monitors the implementation of the curriculum, approves necessary resources to achieve positive learning gains for all students, conducts data chats with teachers regarding student progress.
School Psychologist – tests students, consults with parents, reviews and suggests interventions to assist students.
School Social Worker – works with students having issues related to home situations and works with parents to provide outside resources.
*Classroom Teacher - Works with team to share information/data for the student who has been referred.

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/Support Team meets to discuss the overall process of supporting students.
Students may be identified based on teacher conversations, student data, behavior referrals, or parent concerns.
Each/any member of the RTI Leadership Team may function as a case manager to work with teachers through the process of intervention, documenting the progress, and then moving forward to an RTI meeting.
The Team focus is to develop a broad understanding of students in the school who are in need of support, what type of support is needed, documenting the progress, and suggesting additional resources as needed.
The ESE Specialist and School Psychologist address concerns and determine the need for possible additional services.
The teaacher analyzes data and the indicators related to academic concerns, and administration reviews both the academic and behavioral issues as needed.

The team shares information/data and important updates with staff at faculty meetings.

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

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.

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team will consist of the following people; Reading Coach: Heather Most, Team Leaders – Laura Horowitz, Angie DiStasio, Lydia Kolber, Paula Sanders, Kim Petty, Bonnie Schwartzberg, and Penelope Reinman, Malecia Tardieau, Principal - Dr. Patricia Patterson, Assistant Principal: David Suarez, ESE Specialist: Karyn Frank, Guidance Counselor: Arlene Kall.

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

The team meets monthly to discuss the literacy needs for each grade level, reviews the data and determines possible support, provides current information and strategies to meet needs of struggling readers, monitors the implementation of the suggested strategies, as well as, provides enrichment to advanced students. Training for K - 2 teachers will be provided related to Common Core Standards.
Team leaders can model effective strategies to teachers on request.
The Team will provide data and identify high risk students not meeting grade level expectations/benchmarks, they will collaborate with staff, general education teachers, ESE resource teachers, speech/language pathologist, school psychologist, and determine which intensive interventions to implement through the BRIGHT program as indicated by the collected data.
Team information will be shared with staff at Faculty meetings.

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

*The major initiatives of the LLT will be to incorporate literacy into all content areas for all students. They will develop additional programs for students who need interventions, (i.e. BRIGHT, Power Cats, Early Birds and individual tutoring through America Counts/America Reads Program). The LLT will also increase the use of technology to provide individualization and practice of required skills.
*Maintaining/increasing the achievement levels of high performing students, and increasing achievement level of students in subgroups, i.e. ESE, Hispanics, etc., as well as maintain achievement for all students.
*Individual folders are maintained for low performing students with assessment data, and monitoring strategies that are reviewed monthly by the assistant principal.
*Reading support will focus on vocabulary development, building comprehension, test specificity and specific strategies (i.e. use of graphic organizers).

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

During the month of May, a Kindergarten Round-Up is held to allow surrounding preschools to tour the facility and become acquainted with the Kindergarten Program. Families receive invitations via Parent Link for the school's Kindergarten

Orientation held prior to the first day of school to allow for a smooth transition into the Kindergarten Program.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students in grades 3, 4, and 5 will increase scores at Level 3 by 3% on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (226) of students in grades 3, 4, and 5 achieved Level 3 proficiency.	78% of students in grades 3, 4, and 5 will score a Level 3 on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decrease in time students spend reading.	Implement thematic based curriculum and high interest novels.	Team Leaders Classroom teachers	Team Meetings to monitor student achievement and do team planning.	Assessment of student learning gains through monthly progress monitoring and grade level assessments.
2	Lack of motivation.	Use high interest/motivational materials to encourage reading, with focus on informational text and use of technology for instruction.	Classroom teachers	Classroom assessments and projects.	Rubrics for Performance Tasks, progress monitoring, FCAT Testing.
3	Need for extended learning activities for students not predicted proficient on BAT 2.	Implementation of tutoring programs that run before school, during school, and after school.	Principal Assistant Principal Reading Coach	Observation during tutoring, focus on skills identified as weak, feedback to teachers.	Data collected from FCAT 2012 and progress monitoring.
4	Insufficient implementation of differentiated teaching strategies during instruction and assessments.	Teachers will use a lesson plan template to identify essential questions, strategies and evidence. Learning centers will be set up and a Common core library will be available for literature circles and Reader's theater.	Principal Assistant Principal Reading Coach Media Specialist	Review of lesson plans, classroom observations, data chats, iObservations.	Lesson plans, BAT 2, FCAT 2013, iObservation.
5	Homework activities for students are not given at the enrichment level.	Strategies used for gifted students, critical thinking activities, and other types of graphic organizers should be assigned rather than just reading books.	Classroom teachers	Student - teacher conferences.	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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	By June 2013, 17% (1) students in grades 3, 4, and 5 will

	Reading Goal #1b:	score level at level 4, 4, and 6 in reading on the FAA.

2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2) of students in grades 3, 4, and 5 scored Levels 4, 5, and 6 in reading.	17% (1) students in grades 3, 4, and 5 will score level at level 4, 4, and 6 in reading on the FAA.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited collaboration between general education and ESE teacher.	Use push in model for support in the general education classroom.	Principal Assistant Principal ESE Specialist	Observation of student performance tasks.	Diagnostic Assessments, (DAR).
2	Students on Alternative Standards manifest unique learning needs and require specialized training to achieve the highest levels of FAA.	Faculty and staff utilize Assistive Technology and varied software, and a district developed program called Unique.	Principal Assistant Principal ESE Specialist	Teachers maintain learning logs, assessment data, and IEP progress records.	Data chats, learning logs, and FAA.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	There will be a 3% increase in the number of students scoring a Level 4 or 5 on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (122) of students in grades 3, 4, and 5 scored a Level 4 or 5 on the FCAT Reading Assessment.	By June 2013, 43% of students in grades 3, 4, and 5 will score a Level 4 or 5 on the FCAT Reading Assessment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of differentiated instruction strategies.	2.1. Increase use project based learning and allow student choice of reading activities and increase time for instruction in small groups.	2.1.Classroom Teachers	2.1. Monitor student participation within centers and independent work.	2.1.Teacher observation of unique reading projects completed during centers.
2	Lack of consistent development of students' independent reading in books with informational and complex text.	Utilize Reader's Theater, Literature Circles, AR, reading centers, projects,and conferences with students.	Classroom Teachers Reading Coach Media Specialist	Review of reading logs, classroom observations, data chats.	BAT 2, progress monitoring, projects, and AR records.

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:	There will be a 2% increase in students scoring at or above Level 7 in reading on the FAA.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	61% (8) students scored at or above Level 7 in reading on the FAA.	By June 2013, 63% of students will score at or above Level 7 in reading on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge of subject matters.	Use differentiated instruction with the use of supplemental materials.	ESE Specialist	Teacher observation of student performance tasks.	Diagnostic Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students in grades 3, 4, and 5 will increase learning gains in reading BY 2% on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (160) of students in grades 3, 4, and 5 made learning gains in reading.	By June 2013, 78% of students in grades 3, 4, and 5 will make learning gains in reading based on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.2. Effective progress monitoring and Interventions	3.2. Teachers will use data folders to record student progress, monitor data every 20 days, and collaborate across the grade levels to provide effective interventions.	3.2. Principal, Assistant Principal, Reading Leadership Team	3.2. Progress monitoring data will be analyzed to determine effectiveness.	3.2. School based progress monitoring Data.
2	3.2 Meeting the needs of students not making learning gains	3.2 The Reading Specialist, Reading Coach and Assistant Principal will identify students who require additional support in reading to make appropriate learning gains. These students will receive intensive reading instruction through the BRIGHT program.	3.2 Reading Specialist	3.2 Quarterly progress monitoring within the BRIGHT program.	3.2 School based progress monitoring Data.
3	Lack of differentiation in instruction and authentic assessments.	Teachers will be given a follow-up to Unwrapping the Benchmarks, analyzing data and using data to drive instruction.	Principal Assistant Principal Reading Coach	Classroom observations, review of lesson plans, data chats.	iObservation, lesson plan review,and progress monitoring.
4	Lack of small group instruction.	Team Leaders will provide feedback and assistance through weekly team meetings.	Principal Assistant Principal Team Leaders	Classroom observations, teacher feedback.	Review of monthly progress monitoring data, conferences with teachers.
	Students have difficulty with main idea.	Teachers will implement Marzano's High Yield	Classroom teachers	Variety of reading assessments such as	BAT 2, FCAT

| 5 | | Strategies such as classification, note taking, and non linguistic representation. | | Treasures activities. | |

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:	Students in grades 3, 4 and 5 will make learning gains of 2% in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4) students in grades 3, 4, and 5 made learning gains in reading on the FAA.	By June 2013, 46% of students in grades 3, 4 and 5 will make learning gains in reading on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Struggling with grade level materials.	Small group and specific	ESE Teacher ESE Specialist	Teacher Observation	Diagnostic Tests Classroom Performance Tasks.

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:	Students in the lowest 25% in grades 3, 4, and 5 will make 2% learning gains in reading based on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (40) of students in the lowest 25 % in grades 3, 4, and 5 made learning gains in reading.	By June 2013, 73% of students in the lowest 25% in grades 3, 4, and 5 will make learning gains in reading based on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Lack of Language Development/ Vocabulary	4.1.Provide students with additional time to read to increase vocabulary, use word walls, partner/share, and specific centers to review weekly vocabulary.	4.1.Reading Coach	4.1.Computer generated reports, weekly vocabulary quiz, various homework assignments.	4.1.STAR Reading Tests and weekly reading assessment in Treasures reading series.
2	Insufficient use of complex text and informational text.	Teachers will raise the bar for instruction by having all students read at or above grade level.	Classroom Teachers	Review of grade level reading plans, and classroom observations.	Data chats, analysis of progress monitoring, lesson plan review.
3	Insufficient use of Reading Intervention programs and tutoring in extended school hours.	Teachers will work with the Reading coach to provide enhancements and incentives to	Reading Coach Classroom Teachers	Review of Learning logs, assessments,and lesson plans.	BAT 2, progress monitoring, data chats.

				motive students.	
4	Students may have deficiencies in phonics, phonemic awareness and fluency.	Implement reading activities from the Struggling Reader's Chart.	Classroom teachers Tutors	Use of a variety of assessments such as Yopp Singer.	Data chats, progress monitoring and teacher observations.
5	Students are unable to keep pace or require more time to acquire skills.	Teachers will implement small group redirection, centers, and online resources.	Classroom teachers Tutors	Assessment of class work and teacher made activities or tests.	Progress monitoring, BAT 2, FCAT.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # In 2016-2017 the achievement gap will decrease from 33% of students not meeting proficiency level 3 or higher to 19%. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	33%	27%	25%	22%	19%	

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:	Hispanic students in grades 3,4,5 will increase scores by 2% on levels 3,4,5 on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (50) Hispanic students made satisfactory progress in reading.	By June 2013, 66% of Hispanic students will make satisfactory progress on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Lack of parental support/involvement in after school and evening trainings.	5A.1 Provide incentives such as, take home resources and child care to encourage attendance at trainings which provide learning tips, materials, and online sources for parents that can be done at home to provide practice for children.	5A.1. Reading Coach	5A.1. Parent surveys, completion of materials sent home, attendance logs, and records of time spent at online sites.	5A.1.Weekly skills tests, student homework assignments.
2	5A.2 Lack of reading comprehension strategies and vocabulary knowledge.	5A.2 Provide an Intensive Reading Intervention program, BRIGHT, to address the needs of Hispanic students who were not proficient on the FCAT.	5A.2 Reading Specialist	5A.2 Use of specific programs that address the deficiencies of the students. Programs used include, Elements of Reading, Vocabulary, Phonics for Reading and Quick Reads.	5A.2 Quarterly progress monitoring within the BRIGHT program.
3	Lack of on level reading and project based learning to inspire and motivate students.	Teachers will instruct on level to students incorporating Common Core strategies and authentic assessments.	Principal Assistant Principal Reading Coach	Review of lesson plans looking for differentiated strategies, creation of rubrics and authentic assessments, classroom	Data chats, teacher feedback, observations of instructions, evaluation of

				observations.	projects.
4	Failure to take advantage of extended learning opportunities in aftercare of FCAT Camps.	Teachers and support staff will contact parents of students who do not attend or who attend sporadically to assist in resolving transportation issues.	Reading Coach Teachers	Weekly progress monitoring and class walk throughs.	Progress monitoring data, 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL students will demonstrate an increase of 2% in reading proficiency as measured by the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (19) of ELL students did not make satisfactory progress in reading.	By June 2013, 59% of ELL students will demonstrate an increase in reading proficiency as measured by the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Unfamiliarity with English vocabulary.	Utilize vocabulary cards/games, peer tutors, low level reading materials to increase vocabulary.	ESOL Coordinator/Guidance Counselor Classroom Teachers	Demonstration of increased vocabulary acquisition by students in dialogs, and interpreting directions and instruction.	DAR, Vocabulary scores, increased ability to explain and read in English.
3	Need for extended learning opportunities.	Tutoring with Volunteers in extended day opportunities. Use of software and materials to build vocabulary and reading skills.	ESOL Coordinator/Guidance Counselor	Teacher feedback, review of student work.	Analysis of data collection from all sources available.
4	Parents cannot assist students with English language acquisition.	Using an Interpreter meet with parents to provide resources and locations for them to acquire English language skills.	ESOL Coordinator/Guidance Counselor Social Worker Interpreters	Parent feedback.	Parent conferences, ESOL meetings.
5	Insufficient implementation of differentiated instruction and learning activities.	Ensure that all new teachers are ESOL certified and there is systematic communication between support staff and ESOL providers and coaches.	ESOL Coordinator/Guidance counselor Teachers	Classroom observations focused on implementation of vocabulary building and differentiated strategies.	Feedback from teacher, classroom observations. parent conference feedback.
6					

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:	SWD students in grades 3, 4, and 5 will increase scores by 2% at Levels 3, 4 or 5 on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	54% (28) of SWD students in grades 3, 4, and 5 scored a Level 3, 4, or 5 on the FCAT Assessment.		56% of SWD students in grades 3, 4, and 5 will score a Level 3, 4 or 5 on the FCAT Reading Assessment.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Lack of parental support/involvement in after school trainings.	5C.1.Provide learning tips, materials, and online sources for parents that can be done at home to provide practice for children.	5C.1.Assistant Principal, VE Teacher	5C.1. Parent surveys, completion of materials sent home, will be reviewed for improvement and analyzed for future needs.	5C.1. Weekly skills tests, student homework assignments.
2	Varied learning styles among students.	Include supplemental materials in addition to core materials.	Team leaders, Assistant Principal	Teacher observation,and completion of school performance tasks.	Scores on homework,chapter tests, and in class performance.
3	Lack of communication between general ed teachers and ESE teachers.	Teachers will work with the Reading Coach and Team Leaders to implement intervention strategies, acquire intervention materials, and create a workable time framework for feedback.	Reading Coach Classroom Teachers	Teacher feedback, data chats.	Progress monitoring, BAT 2, FCAT.
4	Students must work on grade level and demonstrate learning through alternative and authentic assessments.	Teachers have been trained on differentiation of instruction and are participating in PLC's to improve classroom structure and frameworks.	ESE Specialist ESE Teacher Reading Coach Teachers	Classroom observations, lesson plan review, Team Leader notes, teacher feedback.	BAT 2, progress monitoring, data chats, 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students in grades 3, 4, and 5 will increase scores at Levels 4 or 5 on the FCAT Reading Assessment by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (71) of Economically Disadvantaged students in grades 3, 4, and 5 scored a Level 3, 4 or 5 on the FCAT Reading Assessment.	46% of Economically Disadvantaged students in grades 3, 4, and 5 will score a Level 3, 4 or 5 on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Lack of parental support/involvement in after school and evening trainings.	5D.1. Provide learning tips, materials, and online sources for parents that can be done at home to provide practice for children.	5D.1. Assistant Principal	5D.1. Parent surveys, completion of materials sent home.	5D.1. Weekly skills tests, student homework assignments.
2	Students may not have materials at home to practice skills.	Provide additional take home materials for students to practice reading skills.	Classroom teachers	Ongoing progress monitoring.	BAT 2 and FCAT
	Students require focused	Students will participate	Classroom teachers	Analysis of growth in	Teacher

3	instruction on specific skills.	in tutoring programs in addition to small group work in class with teachers.	Reading Coach	student achievement in tutoring assignments.	observation of increased achievement, teacher-tutor conferences, FCAT, BAT 2 and progress monitoring.

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
Text Complexity	K - 5	Heather Most	School - wide	August 2012 - June 2013	PLCs to discuss implementation	Heather Most
New Social Studies Series and standards	K - 5	In house trainers	School - wide	August 2012	Lesson Plans, Classroom observations, performance assessments.	Team Leaders
Marzano High Probability Strategies	K - 5	Administrators	Grades K - 5	October 2012	Observations	Patricia Patterson and David Suarez
PLC Lesson Study	k - 5	Teachers and Team Leaders	School - wide	Early Release Days, Planning Days	Observations	David Suarez
FAIR PLC	K	Heather Most	Kindergarten	September 2012, December 2012, April 2013	September 2012, December 2012, April 2013	Team Leader
Reading, English Language Arts Common Core Standards	K - 5	Heather Most	Grades K - 5	Weekly, Monthly	Lesson Plans, Observations	David Suarez
Unwrapping the Benchmarks	K - 5	District Trainings	School - wide	August 2012 - June 2013	Share with team at their grade level meetings	District Trainers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader/miscellaneous materials		General Fund - $2500.00	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader and Enterprise	Site Licenses	General Fund	$4,000.00
			Subtotal: $4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Common Core Standards grades K, 1, 2. and Teach Like A Champion, Daily Five, and Cafe books.	Training with a consultant from Core Connections.	PTA and Teacher Training	$2,050.00
			Subtotal: $2,050.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,550.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The number of students proficient in listening and speaking will increase by 3%.

2012 Current Percent of Students Proficient in listening/speaking:

27% (18) of students taking the CELLA test were proficient in listening and speaking.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student vocabulary.	Teachers will utilize ESOL strategies to build vocabulary and develop a foundation for reading through peer tutors, word walls, dialogues with peers, and varied intervention strategies and materials.	Reading Coach Team Leaders Classroom Teachers ELL paraprofessionals	Classroom observations, visits with children, parent teacher feedback.	Progress monitoring, work samples, observations.
2	Another language other than English is primarily spoken in the home.	Encourage parents to attend English classes and seek outside resources.	ESOL Coordinator/Guidance Counselor Social Worker	Parent feedback	Teacher feedback, progress monitoring, parent ELL conferences.

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:	To increase the number of students proficient in reading by 2%.

2012 Current Percent of Students Proficient in reading:

24% (6) of ELL students are proficient in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students experience vocabulary challenges that inhibit their reading skills.	Word walls, Spanish dictionaries, labeling of items in the classroom with English and Spanish subtitles, assistance by peer tutors.	ESOL Contact, Principal	Evaluation of ongoing dialogues, parent input, and increased use of English by students.	IPT Spring Test, 2012 CELLA results
2	Extended time, differentiated instruction, and reduction in the amount of printed material given to students at one time.	Lesson planning, Computer programs,use of materials to improve listening skills, Fundations, and Phonics for Reading.	Classroom teachers, tutors.	Teacher monitoring, data chats, word drills.	IPT Spring Test, 2012 CELLA results.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students proficient in writing will increase by 2%.
2012 Current Percent of Students Proficient in writing:	
60% (6) of students scored proficient in writing.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not using translation dictionaries to optimal capacity.	Teachers will demonstrate correct usage of dictionaries and will assign work that requires the dictionary.	Classroom Teacher ESOL Contact	Lesson plans, student conferences.	Writing prompts, CELLA 2012, FCAT, CELLA 2013
2	Lack of vocabulary and prior academic knowledge.	Teachers will incorporate ESOL strategies with fidelity.`	Classroom Teacher ESOL Contact	Lesson plans to document differentiated strategies.	Writing prompts, 2012 CELLA, FCAT writing, 2013 CELLA

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students in grades 3, 4, and 5 will increase scores at level 3 by 3% on the Math FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (91) of students in grades 3, 4, and 5 scored Level 3 on the Math FCAT Assessment.	33% of students in grades 3, 4, and 5 will score level 3 on the Math FCAT Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unable to assist students with math at home.	Offer an evening of Parent University focusing on how math is taught, what is covered in grade levels and how to monitor homework.	Selected teachers from each grade level as presenters.	Parent sign in sheets for attendance.	Parent surveys ad parent feedback in conferences.
2	Students have difficulty reading lengthy informational text particularly in science.	Increase the time students spend reading informational text in science in classrooms and assigned reading for homework.	Team Leaders Classroom teachers	Team meetings to monitor student achievement.	Monthly data from progress monitoring.
3	Students are unable to identify the correct problem solving strategy.	Provide daily practice utilizing correct vocabulary and analyze problem solving strategies through varied activities/centers.	Classroom Teachers Principal Assistant Principal	Weekly Chapter Tests, Classroom Assessments, classroom assignments and analysis of students ability to solve problems.	Assessment of student learning gains through data analysis and assessments will be discussed at grade level data chats every 20 days.
4	Students must be instructed in a variety of problem solving strategies.	Small group work with teacher, centers, use of online resources, and use of Mountain Math.	Classroom teachers	Analysis of teacher made tests and materials.	Progress monitoring.
5	Students are unable to handle many concepts at one time.	Provide individual plans for struggling students.	Classroom teachers	Analysis of completed student work.	Teacher observation, BAT 2, teacher made assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By June 2013, 17% of students in grades 3, 4 and 5 will score at Level 4, 5, and 6 in math on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2) students in grades 3, 4, and 5 scored level 4, 5, and 6, in math on the FAA.	17% of students in grades 3, 4 and 5 will score at Level 4, 5, and 6 in math on the FAA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require differentiated learning.	Use manipulatives, visuals, and technology to teach math concepts.	Classroom Teacher ESE Specialist	Scores on technology based programs, analysis of class work.	Diagnostic assessments, ongoing progress monitoring

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:	3% of students in grades 3, 4, and 5 will score at or above Level 4 on the Math FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (129) students in grades 3, 4, and 5 scored Level 4 and 5 on the Math FCAT Assessment.	45% students in grades 3, 4, and 5 will score Level 4 and 5 on the Math FCAT Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not spend enough time on differentiated instruction at a higher level.	Provide additional instruction in small groups.	Classroom teachers	Team meetings to analyze results of teacher made tests and work done in class.	Weekly math tests, class activities, and assigned homework.
2	Students not being challenged lose interest and fail to fully apply themselves.	Differentiate Go Math activities, use advanced materials, identify real world problem solving,and utilize centers to accelerate.	Classroom teachers	analysis of lesson plans, teacher observations, student - teacher conferences.	Observation of increased motivation and interest, walk throughs, BAT 2, 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	There will be an increase of 2% in the number of students in grades 3, 4, and 5 scoreing Level 7 in Math on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9) of students in grades 3, 4, and 5 scored Level 7 on the Math FAA.	By June 2013, 71% of students in grades 3, 4, and 5 will score Level 7 in Math on the FAA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Variety of learning styles	Introduce vocabulary with visuals	ESE Teachers ESE Specialist	Teacher observation during classroom	Use of classroom assessments

					performance	

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:	Students in grades 3, 4, and 5 making learning gains on the Math FCAT Assessment will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (156) of students in grades 3, 4, and 5 made learning gains in mathematics.	77% students in grades 3, 4, and 5 will make learning gains on the Math FCAT Assessment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient amount of time utilizing computers for reinforcement activities.	Increase time students use technology to address student learning styles, and provide specific practice of skills	Classroom Teachers	Participation in Destination Math and Think Central.	Computer generated score reports are discussed at the weekly team meetings to analyze results and modify programs.
2	Students are deficient in skills not previously covered or mastered in math standards, i.e. number operations.	Small group instruction to allow for practice of skills not previously mastered.	Classroom Teachers	Review results and analyze student work for patterns of weakness to modify instruction.	Homework assignments, chapter tests, Mini-Bat scores.
3	Students have difficulty solving word problems, identifying strategies and understanding math processes.	Teachers will utilize online resources, Mountain Math, and centers to focus on deficient skills.	Classroom teachers	Teacher analysis of assignments in class, homework, and center work.	Progress monitoring, BAT 2, teacher made tests, FCAT.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students in grades 3, 4, and 5 will increase learning gains in math by 2% on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (6)of students in grades 3, 4, and 5 made learning gains in math on the FAA.	By June 2013, 69% in grades 3, 4, and 5 will make learning gains in math on the FAA.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels may be 1 or more years below grade level	Provide opportunities for continuous repetition and practice.	ESE Specialist	Review data from required tests.	Diagnostic 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25th percentile will make learning gains of 2% in mathematics based on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (33) in the lowest 25% made learning gains on the FCAT Math Assessment.	64% of students in the lowest 25th percentile will make learning gains in mathematics on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are weak in Math terminology/Vocabulary Development, and prerequisite skills.	Provide additional support in tutoring programs and daily math review of specific terminology related to skills utilizing kits such as Mountain Math.	Team Leaders	BAT Scores, classroom assessments analyzed for specific patterns of weakness to provide remediation where necessary.	Student completion of workbooks, homework assignments, and specific tests related to math vocabulary.
2	Inconsistent use of online reinforcement activities and/or tutoring opportunities.	Provide student incentives such as homework passes for attendance.	Classroom teachers	Online printouts, attendance logs in tutoring.	Analysis of data collected in progress monitoring.
3	The pace of instruction may not fit the learners.	Differentiate the curriculum and focus on essential concepts to be mastered.	Classroom teachers	Amount of work completed correctly will be analyzed.	Improvement in student attitudes toward math and increased mastery of math concepts will be determined through student conferences and assessment activities.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 2016-2017 the achievement gap will decrease from 27% of students not meeting proficiency level 3 or higher to 15%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		27%	22%	17%	15%	

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:	There will be a 3% increase in number of Black students who will achieve proficiency in mathematics based on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	67% (66) Black students made adequate yearly progress on FCAT Math Assessment.	70% of Black students will make adequate yearly progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of assistance from parents.	Small group tutoring programs before and after school.	Classroom teachers	Teacher monitoring of student classwork and homework assignments grades through peer observation and discussion of data.	Weekly Chapter Tests, class assessments, and performance tasks.
2	Parents do not know how to assist students at home.	There will be a Parent University Night to teach parents how to assist students with math.	Reading Coach	Parent attendance logs and feedback from parents at conferences.	Parent surveys

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:	There will be an increase of 2% of ELL students achieving proficiency in Mathematics based on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (12) ELL students made adequate yearly progress.	68% of ELL students will make satisfactory progress in mathematics based on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support with assigned homework.	Provide information on places that help parents learn to increase English language skills and send flyers on parent activities in the district.	ESOL Contact	Parent feedback regarding training, newsletters, and use of strategies. Teachers will analyze parent feedback and review quality of homework activities.	Parent feedback, number of completed homework activities, and the quality. Weekly tests, online assessments to show increased understanding of concepts.
2	Lack of differentiated learning activities.	Teams will meet weekly to discuss student activities, pacing, and curriculum supplies.	Classroom teachers	Classroom teachers' discussions of effectiveness of strategies.	Teacher observations and teacher made assessments.
3	Not enough use of manipulatives and online reinforcement activities.	Students will utilize online resources,such as FCAT Explorer, and Mountain Math.	Classroom teachers	Teacher observation of students increased interest in math and improvement in student achievement.	Teacher observation and progress monitoring.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of students with Disabilities making satisfactory progress in mathematics will increase by 2%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	58% (22) of students with disabilities made adequate yearly progress.	By June 2013, 60% of Students with Disabilities will make adequate yearly progress in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of number operations.	Provide small group instruction in specific number operation skills and daily practice activities in centers.	ESE classroom teachers	Review of data collected for patterns to determine need for remediation of specific skills in number operations.	Weekly tests, online assessments, homework assignments, teacher made tests.
2	Lack of problem solving strategies.	Teachers will teach multiple problem solving strategies in a variety of group situations.	ESE classroom teachers	Teacher analysis of student work.	Teacher observations, chapter tests, progress monitoring.
3	Lack of individualized attention for students not making progress.	Students will receive instruction from teachers, tutors, and peers.	ESE classroom teachers	Student reports of increased motivation, willingness to try new math activities and teacher observation.	Increase in skills as measured by chapter tests and classroom assignments.

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:	Economically Disadvantaged students will increase adequate yearly progress in mathematics by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (103) of Economically Disadvantaged students did not make adequate yearly progress.	By June 2013, 69% of Economically Disadvantaged students will make adequate yearly progress in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of access to technology in the home.	Students will be given increased access to technology in class and practice using Go Math and BEEP.	Classroom teacher	Teacher will review daily performance on class activities.	Chapter tests, teacher made assessments.
2	Need for differentiated instruction in classrooms.	Teachers will focus on essential math concepts and utilize online resources, Mountain Math, and teacher made activities.	Classroom teachers	Assessment of teacher planning and observation of teacher instruction in classroom.	Progress monitoring and teacher observations.
3	Lack of math vocabulary and problem solving strategies.	Teachers will work with students in small groups to discuss strategies and promote increased vocabulary development.	Classroom teachers	Teacher analysis of work completed by students.	Progress monitoring of math classwork and test grades.

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
Training in BASIS to monitor student achievement.	K - 5	Assistant Principal Reading Coach	K - 5 Teachers	September 2012 On-going	Classroom Observation	Principal Assistant Principal
Common Core Standards	K - 5	Reading Coach	K - 5 Teachers	On-going	Lesson Plans Faculty discussions	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	Students scoring at achievement level 3 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (40) of 5th grade students achieved proficiency,	42% of 5th grade students will score a level 3 on the

	Level 3, in science.		FCAT Science Assessment.		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty reading lengthy informational text particularly in science.	Increase the time students spend reading informational text in science in classrooms and assigned reading for homework.	Team Leaders Classroom teachers	Team meetings to monitor student achievement.	Monthly data from progress monitoring.
2	Lack of familiarity with science text, journaling and utilizing science tools.	Increase instructional time for science using Hands On science materials and science experiments.	Classroom Teachers Team Leaders	Pre/Post test data, monitoring of science journals and experiments.	Science journals, Science observation logs, test scores.
3	Not enough experiences with scientific problem solving methods and science investigations.	All grades must teach science with experiments a minimum of 3 times a week.	Team Leaders Classroom Teachers	Analysis of test data, experiments, and projects.	Tests, science logs, projects, classroom assignments.
4	Students often do not see connections between previous learning and new knowledge.	Frequent review is needed, bridging of content, increase science motivation through videos, United Streaming, and magazines containing informational text.	Classroom Teachers Team Leaders	Analysis of student work to check understanding and ability to move to higher thought processes utilizing previous knowledge.	Tests, projects, journals, teacher feedback.

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:	2 students will score at level 4, 5, or 6 in science of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student scored level 4, 5, or 6 in science.	By June 2013, 25% of students will score at level 4, 5, or 6 in science of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge and vocabulary.	Include supplemental materials and small group instruction.	ESE Teacher ESE Specialist	Observation of science logs.	Review assessments and homework.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The number of fifth grade students scoring at level 4 or 5 on the FCAT Science Assessment will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

19% (19) fifth grade students achieved above proficiency, Level 4 and 5, in science.			By June 2013, 21% of fifth grade students will score at level 4 or 5 on the FCAT Science Assessment.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of technology	Increase use of Distance Learning, United Streaming and BEEP Lessons to support new science series.	K-5 Classroom Teachers	Lesson plans & Experiments	Unit Tests and Science Journals

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:	The number of students scoring at or above level 7 in science on the FAA will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (9) students scored at or above level 7 in science.	By June 2013, 70% of the students will score at or above level 7 in science on the FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Variety of learning styles	Use real objects for tactile explorations during science activities.	ESE Teacher ESE Specialist	Observation of student participation in completion of science journals.	Science logs and journals.

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 - Science projects building on informational text.	All Teachers K-5	Selected teachers as presenters.	School - wide	April through May of 2013	Team meetings Faculty discussions	Principal Assistant Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring at achievement level 3 and above will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (90) of 4th grade students scored level 3 or higher in writing based on the FCAT Writing Assessment.	87% of 4th grade students will score Level 3 or higher in writing based on the FCAT Writing Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Children lack the skills to write using informational text.	Model writing during small group instruction, practice with weekly writing prompts, related to grade level themes found in informational text.	Team Leader	Grade level meetings to discuss writing samples, gather data and analyze student needs. Teams collaborate to analyze various student writing samples.	Monthly writing prompts.
2	There is a lack of fidelity across all grade levels in reinforcing writing frameworks and vocabulary usage.	Teachers will be instructed in curriculum integration using Common Core strategies.	Reading coach	Data chats, observations, samples, teacher collaboration.	Writing prompts FCAT writing In-school writing activities.
3	Lack of skill with grammar and conventions such as quotations for dialog.	Writing skills must be taught daily, writing feedback must be given to students.	Classroom Teachers	Team planning, team meetings to discuss students lacking proficiency.	Classroom work, formal language arts assessments, writing prompts.
	Students do not have the skills to write	Primary teachers have received training and	Principal Assistant Principal	PLC's, team meetings, in-house training	Sample of student work,

4	utilizing the new Common Core strategies.	intermediate teachers will receive in-school training.	Reading Coach	activities.	portfolios demonstrating students proficiency.
5	Writing is seen as a discrete entity and must be incorporated across the curriculum.	Teachers will be implementing a thematic approach so that all subjects are integrated.	Principal Assistant Principal Reading Coach	Academic samples, tests, projects.	Teacher feedback, curriculum samples, test data, curriculum portfolios.

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:	By June 2013, 100% (6) of students will score at level 4 or higher in writing on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5) of students scored at 4 or higher in writing on the FAA.	By June 2013, 100% (6) of students will score at level 4 or higher in writing on the FAA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited ability to remain focused	Present instruction using multi-sensory modalities.	ESE Teachers Classroom Teachers	Analyze writing samples on a weekly basis.	Writing samples

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 - Argumentative Writing	K - 5	Heather Most	K - 5 Teachers	Early Release Days	Student samples will be analyzed through a collaborative process for the appropriate skills.	David Suarez
PLC - Writing in response to texts	K - 5	Heather Most	K - 5 Teachers	Early Release Days	Student samples will be analyzed through a collaborative process for the appropriate skills.	David Suarez

Writing Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, the percentage of students with excessive absences and tardies will be reduced by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.4	97.4
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
34	28
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
95	90
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support/awareness of hardships for students who miss school.	Provide student incentives, involve the school social worker, and telephone calls to parents.	Assistant Principal	Student daily attendance records.	Pinnacle attendance reports by quarter.
2	Need for increased student motivation to attend school.	Present awards to students at the end of each quarter who have 95-100% on time arrivals or who have	Classroom teachers	Pinnacle attendance.	Improvement in on time arrivals.

		improved on time arrivals.			

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
Analyze BASIS	K - 5	David Suarez	K - 5 Teachers	August 2012 Monthly	Monthly Printouts	David Suarez
Data	K - 5	David Suarez	K - 5 Teachers	Quarterly	Parent contacts	David Suarez

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June of 2013, the student suspension rate will decrease by 10% based on the discipline management system.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

9	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	0

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	Inconsistent implementation of behavior strategies.	Faculty meeting to review the use of grade level strategies and incentives for appropriate behavior.	Principal Assistant Principal Classroom teacher	Improved student behavior/decrease in referrals.	Analysis of Domain 1 using the Marzano Tool.
2	Inconsistent implementation of school-wide discipline plan.	Faculty meetings to review the school-wide behavior plan of expected student behavior throughout the school especially in cafeteria and during transitions to other classes.	Principal Assistant Principal	Improved student behavior/decrease in referrals.	Analysis of Domain 1 using the Marzano Tool.
3	Students do not think of consequences for their actions.	August discipline assemblies in school/district rules August assembly for positive behavior on buses G.R.A.D.E Program for fifth graders Get Real About violence Social worker/guidance counselor anger management activities Classroom Anti-Bullying Program Peace Program.	Principal Assistant Principal	Decrease in teacher referrals, improved behavior in transitioning to different activities within the school, behavior in special classes.	Analysis of referrals and Teacher feedback.
4	Student lack of understanding of what constitutes bullying.	Students will participate in the district developed bullying program.	Guidance Counselor.	Walk throughs, decrease in teacher referrals, student - teacher conferences.	Analysis of suspension 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
Positive behavior support training and Review of Marzano Domains 2 - 4.	K - 5	Assistant Principal	All teachers K - 5	October 2012 On-going Faculty Meetings/Grade Level Meetings.	Classroom Observations	Principal Assistant Principal

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.*	More parent trainings will be offered, PTA has a new school board that is focused on increasing parent participation. Marketing through the school website and PTA website will be enhanced, and the grade levels will offer more opportunities to visit the school to view projects.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
22% (117) of parents attended evening events, school activities, and training options.	By June 2013, parent involvement will increase by 10% based on parent event sign-in sheets.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent participation in school events.	Pair parent nights with student evening performances for arts and academics.	Principal Assist Principal Reading coach Team Leaders	Head count or attendance sheets.	Demonstration of increase in participation and parent feedback through surveys.
2	Increase ways in which parents are notified of meetings and opportunities to visit the school.	Utilize some of the newer marketing strategies.	Principal Assistant Principal Reading coach	Head count or attendance sheets.	Demonstration of increased attendance and parent feedback through surveys.

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)

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Technology will be used to integrate science, math, reading and writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of computers for student use.	Place a computer cart on each grade level, one cart in the media center, one cart in the science lab, and a minimum of 2 computers in each room	Principal Assistant Principal	Student production of GLIDES projects and use of computer based programs to increase reading and math skills.	GLIDES presentations
2	Students lack a broad background in science.	Students in grades K-5 will study the scientific process and develop a science fair project.	Principal Assistant Principal	Student projects will be displayed and judged on use of the scientific process, research, and originality. These projects will be presented to parents at a Parent University Night.	Teachers will use rubrics to grades parts of the science projects.
3	Many students in the InD Cluster Program may have handicapping conditions impacting speech, vision, or mobility.	Students in the InD Cluster program will utilize Assistive Technology devices as appropriate.	Classroom Teachers Program Specialists OT/PT Therapists Speech/Language Therapist	Students will be more able to participate in academic programs as determined by teachers and parents.	Work production, teacher/parent conferences, and feedback from ESE therapists.

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

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

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

STEM Budget:

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

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

Professional Development

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader/miscellaneous materials		General Fund - $2500.00	$2,500.00
				Subtotal: $2,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader and Enterprise	Site Licenses	General Fund	$4,000.00
				Subtotal: $4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards grades K, 1, 2. and Teach Like A Champion, Daily Five, and Cafe books.	Training with a consultant from Core Connections.	PTA and Teacher Training	$2,050.00
				Subtotal: $2,050.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $8,550.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⬜ Priority	⬜ Focus	⬜ Prevent	⬜ NA

Are you a reward school: ⬜ Yes ⬜ No

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

No Attachment (Uploaded on 9/6/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

This year SAC plans to focus on student achievement as it relates to the Common Core Standards. The SAC also monitors curricular activities that will increase the use of technology in all content areas. SAC will encourage increased parental involvement and trainings related to the Common Core Standards in math and reading, with particular focus on an increase in reading informational text.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NOB HILL ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	86%	89%	65%	322	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	69%	69%			138	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)	70% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					587	
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
NOB HILL ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	85%	92%	58%	315	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	70%			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?	56% (YES)	63% (YES)			119	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					570	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested