FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PARK SPRINGS ELEMENTARY SCHOOL

District Name: Broward

Principal: Arlene Klaasen

SAC Chair: Jaime Swid

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Arlene Klaasen	B.A.of Education, University of South Florida; Master of Education - Educational Leadership, Florida Atlantic University Certification- Educational Leaders State of Florida Certification; Principal K-12,	4	17	Principal of Park Springs Elementary *2011-12 Grade: A-546 Points, Reading Mastery 67%, Math Mastery 72%, Writing 82%, Science 60% *2010- 2011 Grade: A- 593 Points, Reading Mastery 84%, Math Mastery 90%, Writing Mastery 89%, Science Mastery 75%, AYP: Criteria met 79% Principal of Park Springs Elementary *2009-2010 Grade: A- 620 Points, Reading Mastery 87%, Math Mastery 92%, Writing Mastery 90%, Science 76%, AYP: 100% criteria met; Principal of Park Ridge Elementary *2008 -2009, Reading Mastery, 42%, Math Mastery 46%, Writing Mastery 96%, 60% of the lowest 25% made learning gains in reading and 63% of the lowest 25% made

| | | Mentally Handicapped K-12, & ESOL Endorsement | | | learning gains in math.

*2007 -2008: Reading Mastery: 49%, Math Mastery: 53%, Writing Mastery 100%. 53% of the lowest 25% made learning gains in reading and 67% made learning gains in Math.

*2006 -2007: Reading Mastery: 46%, Math Mastery: 58%, Writing Mastery: 91%. 69% of the lowest 25% made learning gains in reading and 54% made learning gains in math. |
|---|---|---|---|---|---|
| Assis Principal | Katherine Policastro | B.A. Elementary Education, University of Central Florida; M.Ed. Educational Leadership, Florida Atlantic University. State of Florida Certification in Educational Leadership, Elementary Education & ESOL Endorsement | 2 | 2 | *2011-12 Grade: A-546 Points, Reading Mastery 67%, Math Mastery 72%, Writing 82%, Science 60%

Teacher at Riverside Elementary *2010-11, 73% of students in grades 4-5 achieved learning gains in reading, 64% of the lowest 25th percentile of students in grades 4-5 scored a level 3.0 or above on the 2011 Reading FCAT Assessment, 56% of the lowest 25th percentile of students in grades 4-5 achieved learning gains in math, 61% of students in grades 4-5 achieved learning gains on the 2011 FCAT Math Assessment |

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	Donna Scott	National Board Certification, State of Florida Educator Certification: Primary Education (Grades K-3rd), ESOL Endorsement, Reading Endorsement M.S. EC Education	17	4	*2011-12 Grade: A-546 Points, Reading Mastery 67%, Math Mastery 72%, Writing 82%, Science 60%

*2010- 2011 Grade: A- 593 Points, Reading Mastery 84%, Math Mastery 90%, Writing Mastery 89%, Science Mastery 75%, AYP: Criteria met 79%

*2009-2010 Grade: A- 620 Points, Reading Mastery 87%, Math Mastery 92%, Writing Mastery 90%, Science 76%, AYP: 100% criteria met; |

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	Weekly team meetings to address student needs and realign instructional focus calendars	Team Leaders	ongoing	
2	Monthly NESS meetings for new teachers and coaches	NESS Liaison /Instructional Coaches	ongoing	
3	Monthly leadership meetings	Administration /Leadership Team	ongoing	
4	Learning community coaches/Team Leaders-identify school leaders to facilitate learning communities to study and implement school wide initiatives	Administration /Leadership Team	ongoing	
5	Identification and mentoring of aspiring school leaders (LEAD/Propel program)	Administration	ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	6.3%(4)	18.8%(12)	32.8%(21)	42.2%(27)	39.1%(25)	95.3%(61)	9.4%(6)	10.9%(7)	76.6%(49)

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
Gisela Parra Sabrina Sheib	Kathleen Tio	New to Park Springs Elementary	Orientation Assistance with grade level materials Collaborative planning Assistance with setting up the classroom Common Core assistance Support with curriculum/Autism behavioral strategy support
Andrea Young/Kim Hodgkins Sabrina Sheib	Jenna Schreiner	New to Park Springs	Orientation Assistance with grade level materials Collaborative planning Assistance with setting up the classroom Common Core assistance Support with curriculum/Autism behavioral strategy support
Kim Hodgkins	Stephanie Wilpon	New to grade level	Orientation Assistance with grade level materials Collaborative Planning Assistance with Setting up the Classroom Common Core assistance
Jennifer Pugatch	Beverly Doherty	New to grade level	Orientation Assistance with grade level materials Collaborative Planning Assistance with Setting up the Classroom Overview of Grade Level Standards
			Orientation Assistance with grade level materials Collaborative planning

Susan Capon	Mary Beth Trout	New to grade level	Assistance with administration of the FAIR Assistance with setting up the classroom Overview of grade level standards
Susan Capon	Karla Maier	New to Park Springs	Orientation Assistance with grade level materials collaborative planning Assistance with setting up the classroom Overview of grade level standards
Sabrina Sheib	Leandra Jimenez	New to position	Orientation Assistance with grade level materials collaborative planning Assistance with setting up the classroom Assistance with media programs Common Core alignment to media standards
Dana Champa	Merri Novell	New to Park Springs	Orientation Assistance with grade level materials Collaborative planning Assistance with administration of the FAIR Assistance with setting up the classroom Overview of grade level standards
Emily Greenberg Katie Policastro	Sabrina Sheib	New to position	Orientation Assistance with IEP implementation, coaching strategies Assistance with developing leadership skills
Andrea Young	Tami Levine	New to Park Springs	Orientation Assistance with grade level materials Collaborative planning Assistance with administration of the FAIR Assistance with setting up the classroom Overview of grade level standards

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Rosetta Stone, Discovery English, ESOL/Guidance groups, and ESOL/FCAT groups are utilized. ESOL department has parent

meetings. Services are also provided by the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Staff has been hired to assist & support students and parents.

Title X- Homeless

The faculty and staff at Park Springs are responsible for identifying homeless students and referring them to the Homeless Education Program provided by the school board. Families are also referred to the school social worker. District Homeless Social Worker in collaboration with the school provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Identified students will receive additional small group instruction by utilizing the push-in and pull-out models. In addition, reading intervention software will be utilized to assist struggling students.

Violence Prevention Programs

Proactive school wide discipline program CHAMPS will continue to be implemented during the 2012-2013 school year. We participate in the "Silence Hurts" campaign and have bully free classroom programs established. Monthly, we recognize students in the "Kid Of Character" program. School wide prevention team meets monthly, along with the Core Team. RtI/MTSS team meets weekly to discuss student concerns.

Nutrition Programs

Implement Broward County School Wellness policy, Commit-2-B Fit program with students grades 3rd-5th. Participate in wellness program "Jump Rope for Heart" through our Physical Education classes.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team consists of Arlene Klaasen (Principal), Katie Policastro (Assistant Principal), Sabrina Sheib (MTSS Coordinator), Donna Scott (Reading Coach),Bianca Galante (School Social Worker), Emily Greenberg (ESE Specialist), Nicole Tufo (Guidance Counselor), Hila Bouman (Speech/Language Pathologist) and current classroom teacher.

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?

When teachers encounter behavioral or academic problems in the classroom, the first step is to meet with their grade level team and discuss which possible research-based interventions from the District Struggling Reading/Math/Behavior chart will be implemented. Reading interventions include: Wilson Fundations, Super QAR, Read Naturally, Text Talk, Destination Reading and Phonics for Reading. Math interventions include: TouchMath, Destination Math and Calendar Math. Parents are also informed of the academic or behavior concerns through a parent/teacher conference. The classroom teacher keeps data as to the effectiveness of the interventions. These students are then discussed during weekly, grade-level team meetings to determine if the interventions were successful. Students who are not responding to the interventions being implemented are

then referred to the RTI Leadership team. The students are assigned a case manager, who will monitor progress and assist the classroom teacher with interventions and documentation. Case managers are: Emily Greenberg, Kindergarten, ESE students; Mrs. Klaasen, 1st and 2nd grade; Donna Scott, 3rd grade; Mrs. Sheib, 4th grade; Mrs. Policastro, 5th grade. The classroom teacher will complete the Child Study Team Referral Form. Tier 2 interventions are implemented for at least 4 weeks. The teacher will be scheduled to meet with the MTSS/RTI team.

The teacher will bring the completed Child Study Referral form, student assessments, copy of parent/teacher conference form and any other pertinent data to the scheduled MTSS team meeting. If Tier 2 interventions are unsuccessful, the student will receive additional interventions with an increased frequency and smaller group size (Tier 3). If progress is noted, student will continue to receive Tier 3 interventions until it is appropriate to fade back to Tier 2. If progress is not noted and all appropriate interventions have been exhausted, the MTSS team will review the data and decide whether or not the student should receive a comprehensive educational evaluation by the school psychologist.

If the MTSS team decides to pursue a comprehensive evaluation then the teacher will complete the classroom observation and will notify the parents. The completed evaluation packet will be submitted to the Case Manager for review. The completed packet will be returned to the ESE specialist for review. The ESE specialist will then generate a Parent Consent form and a Parent Information Form. Upon receipt of these documents, the ESE specialist will submit the "Referral Packet" to the district's Student Services Department.

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The MTSS Team will provide data regarding successful interventions and assessments. The information will be used to when developing students activities and action plans in the development and modification of 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.

Data for individual students is organized through the Excel spreadsheet, generated by the District, with an auto-generated Trend Line. Students scores are entered into the spreadsheet weekly by the classroom teacher, every 4-6 weeks, the data is reviewed by the Grade Level Team and RTI team.

School wide data is organized using our school's FileMaker Database. Teachers meet quarterly with the Leadership Team to analyze student by student data during Data Chats. In addition to classroom performance, students are placed in small group interventions based on the following information:
Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math), Florida Comprehensive Assessment Test (FCAT),Florida Assessments for Instruction in Reading (FAIR)

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR),Running Records (RR), Oral Reading Fluency (ORF) scores, and assessments from the District adopted curriculum materials.

End of year: FAIR, FCAT

Describe the plan to train staff on MTSS.

The grade level team leaders take part in monthly MTSS meetings. In addition, professional development will be provided during teachers' common planning time and sessions will occur throughout the year. All faculty members will receive professional development in the MTSS process.

Describe the plan to support MTSS.

The MTSS team will meet weekly with grade level teams to discuss student concerns and intervention progress. We will also work with teachers to document interventions. The MTSS Team will meet weekly to analyze data and review student progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) includes Arlene Klaasen (Principal), Katie Policastro (Assistant Principal), Sabrina Sheib (Autism Coach), Donna Scott (Reading Coach), Bianca Galante (School Social Worker), and Nicole Tufo (Guidance Counselor) and speech therapist (Hila Bouman) and grade level team leaders.

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

The Literacy Leadership Team meets monthly to analyze school reading data, discuss student progress in reading and make plans for all school-wide literacy activities. The LLT also ensures that the district's K-12 Reading Plan is implemented with fidelity.

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

Increase staff understanding of the MTSS process as it relates to Reading
Implementation of the Common Core Standards/Crosswalk for grades 3-5 with NGSS
Progress Monitor Level 1,2,3 students using the FAIR
Implement Treasures Reading program grades K-5
Implement Literature Circles
Increase student participation in Accelerated Reader Program
Implement the use of non-fiction text across curriculum areas
Develop instructional strategies to increase rigor and relevance through the use of complex texts

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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:	Student progress will continue to be monitored based on data collected from assessments. The leadership team will meet on an ongoing basis to analyze data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (134/465) of students in Grades 3-5 scored a Level 3 on the 2012 FCAT Reading Assessment.	By June 2013, 32% (152/476) of students in Grades 3-5 will score a Level 3 on the 2013 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	Meeting the needs of all learners in the general education setting	All K-5 students will participate in a balanced reading program. Teachers will differentiate instruction based on students' data by means of small group instruction. Materials used will include but not limited to: Macmillan/McGraw-Hill Treasures, Wilson Reading Program, novels and supplemental reading materials	Principal, Assistant Principal, and Reading Coach	Marzano Art and Science of Teaching-Formal, Informal, walkthroughs	Macmillian/McGraw Treasures; Benchmark Assessment Test (BAT) in September and November, FAIR for all students achieving a level 1, 2, 3 FAIR-all K, struggling students in grades 1-2
3	Teacher knowledge and application of new standards and materials	All teachers in grades K-5 will implement Treasures Reading Series with fidelity. Teachers K-5 will also use Literature Circles. Utilize Common Core Standards Focus Calendar, Curriculum Framework for Treasures	Principal, Assistant Principal, Reading Coach	Marzano Art and Science of Teaching-Formal, Informal, walkthroughs	Weekly series assessment data, teacher lesson plans, PLC agendas/logs
4	1st and 2nd grade teachers will implement Common Core Standards Grades 3-5 will conduct a crosswalk with Common Core Standards and NGSS	Team will collaborate with Reading Coach to ensure standards are being implemented with fidelity. Teachers will meet as a Professional Learning Community. Teachers will attend Common Core training through the district.	Principal, Assistant Principal, Reading Coach, Team Leaders	Common Core Standards Review PLC meeting notes Peer observations/model classrooms	Student scores from weekly assessments BAT 1 and 2 data

		Scheduled peer observation			

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	33% (2/6) will score at Levels 4, 5 and 6 in reading on the 2013 Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3/8) of students scored at Levels 4, 5 and 6 in reading on the 2012 Florida Alternate Assessment.	33% (2/6) will score at Levels 4, 5 and 6 in reading on the 2013 Florida Alternative Assessment.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>The students' limited cognitive ability and difficulty applying new concepts may be a barrier for students to perform on a level 4, 5, or 6 on the FAA.</td><td>Staff will use research-based Autism strategies, such as the TEACCH method, visual supports, and several learning modalities. Staff will also use intervention techniques from The Struggling Readers Chart to help students learn new skills.</td><td>Classroom teachers, Autism Coach, ESE Specialist, Administration</td><td>Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access points.</td><td>Practice FAA test questions and curriculum assessments using the access points.</td></tr>
<tr><td>2</td><td>Students have a variety of learning styles</td><td>Present instruction using multi-sensory modalities

Use manipulatives, assistive technology and visuals to teach concepts</td><td>Classroom teachers, ESE Specialist, Administration</td><td>Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access points.</td><td>Practice FAA test questions and curriculum assessments using the access points.</td></tr>
</table>

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:	Student progress will continue to be monitored based on data collected from assessments. The leadership team will meet on an ongoing basis to analyze data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (178/465) of students in grades 3-5 scored Level 4 or Level 5 in the area of reading on the 2011-12 FCAT.	By June 2013, 41% (195/476) of students in Grades 3-5 will score at Level 4 or Level 5 on the 2012-13 FCAT.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td></td><td>Meeting the educational needs of high achieving students as we cross over to Common Core Standards</td><td>Teachers will use higher order questioning techniques.

Teachers will use advanced materials</td><td>Principal, Assistant Principal, Reading Coach, ESE Specialist</td><td>School-based Progress Monitoring Tools

Marzano Art and Science of Teaching-Formal, Informal and Walkthrough</td><td>Data collection from Education Plan (EP) goals

BAT I and II</td></tr>
</table>

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		beyond on-level curriculum materials. Students will participate in hands-on learning experiences that allow them to research areas of interest. Teachers will utilize high complexity texts		Data Data Chats	
2	Providing increased rigor for students working above grade level	Students in grades K-5 who are exceeding grade level expectations will be enriched through a gifted/high achieving/Jr. Quantum Program.	Principal, Assistant Principal, Reading Coach	School-based Progress monitoring Tools Data Chats	Data Collection, BAT I and II data
3	Increasing reading proficiency level of students on grade level and above	Teachers will collaboratively plan units that integrate science, social studies, multicultural and character education standards to incorporate and align application of reading skills. The students reading achievement levels will be considered in making class assignments Instruction will incorporate varied genres including nonfiction text Teachers will incorporate literature circles	Principal, Assistant Principal, Reading Coach, Team leaders	Utilize reading assessments to create classes Marzano Art and Science of Teaching-Formal, Informal and Walkthrough Data; review assessment data monthly	Broward Benchmark Assessment Test; Teacher Data Chats, 2012 FCAT Reading Assessment
4	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles with written extension activities.	Classroom Teacher Reading Coach Principal and Assistant Principal	Utilize rubrics and weekly assessments	Skills specific rubrics Classroom 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	67% (4/6) of students will score at or above a level 7 in reading on 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3/6) of students scored at or above a Level 7 in reading on the 2012 Florida Alternate Assessment.	67% (4/6) of students will score at or above a level 7 in reading on 2013 Florida Alternate Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The students' limited cognitive ability and difficulty applying new concepts may be a barrier for students to	Staff will use research-based Autism strategies, such as the TEACCH method, visual supports, and several learning	ESE Teacher, Autism coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access	Practice FAA test questions and curriculum assessments using the access points.

1	perform on or above a level 7 on reading on the FAA.	modalities. Staff will also use intervention techniques from the struggling readers chart to help students learn new material.			points.
2	Limited ability to remain focused	Engage students in using picture cards to create sentences and paragraphs on a topic	ESE Teacher, Autism coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access points	Practice FAA test questions and curriculum assessments using the access points.

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:	The number of students achieving a Learning Gain increased from 2011 (68%) to 2012 (74%). Push-in and pull-out support was given to grades 3-5 by Reading Coach and additional support staff using benchmark skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (223/298) of students made Learning Gains in the area of reading on the 2012 FCAT Assessment.	78% (248/318) of students will achieve a Learning Gain in the area of reading on the 2013 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	Differentiating instruction to meet the diverse needs of all students	Reading centers will be implemented with fidelity in all classrooms	Principal, Assistant Principal, Reading Coach	Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal, Walkthrough Data	iObservation Data
2	Meeting the needs of ESE and ELL students	Teachers will incorporate ELL and ESE strategies for specified subgroups during the reading block	Principal, Assistant Principal, Reading Coach, ESE Specialist, ESOL coordinator	Review lesson plans for documented strategies Marzano Art and Science of Teaching-Formal, Informal and Walkthrough Data	Lesson plans iObservation Data
3	Accurately diagnosing reading difficulties	All struggling students not meeting proficiency targets will be adminstered a Rigby Running Record on a quarterly basis. Running Records will then drive guided reading instruction.	Reading Coach	Weekly grade level meetings Data Chats	Rigby Running Records, FAIR OPM Reports, ORF scores
4	Students struggle with on-grade level reading materials.	Small-group, skill based intervention support based on The Struggling Readers Chart	Principal, Assistant Principal, Reading Coach	Teacher/Administrator Data Chats, Marzano Art and Science of Teaching-Formal, Informal, Walkthrough Data	iObservation Data Benchmark Assessments Classroom assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	l83% (5/6) of students will make Learning Gains in reading on the 2013 Florida Alternate Assessment.

Reading Goal #3b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4/6) of students made Learning Gains in reading on the 2012 Florida Alternate Assessment in reading.	83% (5/6) of students will make Learning Gains in reading on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students' limited cognitive ability and difficulty applying new concepts may be a barrier for students to make learning gains in the reading portion of the 2013 Florida Alternate Assessment.	Staff will use research-based Autism strategies, such as the TEACCH method, visual supports, and several learning modalities. Staff will also use intervention techniques from the struggling readers chart to help students learn new material.	ESE Teacher, Autism Coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals. Progression on grade level access points.	Practice FAA test questions and curriculum assessments using the access points.
2	Limited background knowledge of subject matter	Expand background knowledge by including technology integration	ESE Teacher, Autism Coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals. Progression on grade level access points.	Practice FAA test questions and curriculum assessments using the access points.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In order to increase the number of students achieving Learning Gains in the Lowest 25%tile, prescribed interventions and programs from The Struggling Readers Chart will be implemented for pull-out/push-in programs, small group and whole group instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (50/79) of students in the Lowest Quartile made Learning Gains in reading on the 2012 FCAT Assessment.	66% (52/79) of students in the Lowest Quartile will make Learning Gains in reading as measured by the 2013 Reading 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	Providing remediation and meeting the unique needs of learners in the Lowest Quartile	Students who are below grade level in reading or math and/or are below the Level 1 or 2 on the FCAT will be documented on a progress monitoring plan and will receive additional small group interventions.	Principal, Assistant Principal, Reading Coach, MTSS Team	Weekly MTSS meetings, Data Chats, review assessment data to ensure that targeted students are receiving interventions	BAT 1 and 2 Data, MTSS Graphs
	Students not progressing to the proficiency target	Determine core instructional needs by reviewing the FCAT, BAT and DAR, Rigby Running Record Assessments for all Level 1 and 2 students	Principal, Assistant Principal; Reading Coach; ESE Specialist; VE Teacher	Monitor all data points on a daily, weekly and monthly basis to determine growth	Benchmark Assessment Test; 2012 FCAT Reading Test

2		Plan differentiated instruction using evidence-based instruction/interventions within the 90-minute reading block. Students will be referred to the Response to Intervention Team (MTSS/RtI) as needed for intervention strategies. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of data and will include explicit instruction, modeled instruction, guided practice and independent practice in the area of deficiencies. MTSS/RtI Team Case Manager will monitor students to see if additional intervention strategies are needed Tier 3 Determine Intensive Research-based interventions which require increase in intensity and frequency.			
3	Poor phonetic awareness	Plan targeted intervention for students not responding to core plus supplemental instruction. Interventions from The Struggling Reading Chart will be matched to individual student needs, and provided in addition to the core and beyond the 90-minute reading block. Wilson Fundations will be used as a key component of the interventions.	Principal, Assistant Principal, ESE Support Teacher	Monitor student progress through assessments,FAIR	FAIR Data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2016-17, students will reduce their achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29%	27%	24%	21%	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.	By June 2013, we will decrease the number of students not making satisfactory progress in reading: 23% (46/200) of students in the White Subgroup, 39% (37/96) of students in the Black Subgroup, 27% (28/105) of students in the

Reading Goal #5B:	Hispanic Subgroup, and 20% (9/46) students in the Asian Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (63/200) of students in the White Subgroup, 46% (44/96) of students in the Black Subgroup, 29% (30/105) of students in the Hispanic Subgroup, and 22% (10/46) of students in the Asian Subgroup did not make satisfactory progress in reading according to the FCAT 2012 Assessment.	By June 2013, 77% of students in the White Subgroup, 61% of students in the Black Subgroup, 73% of students in the Hispanic Subgroup and 80% of students in the Asian subgroup will make satisfactory progress on the 2013 Reading 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	Meeting the needs of all students and bridging the achievement gap	Students who did not achieve proficiency will be placed in an intervention program. Students demonstrating significant deficiencies and failure to respond to interventions implemented in the classroom will be referred to the Collaborative Problem Solving Team/MTSS Team. Mentoring program for all level 1 and level 2 students to assist with goal identification, remediation skills and support.	Principal, Assistant Principal, Reading Coach, MTSS Team	Monthly review of data	BASIS, PSE Database, Virtual Counselor
2	Increasing achievement levels for all students	On a bi-monthly basis teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to student subgroup progress. Instructional plans and methods will be revised and developed through the Literacy Leadership Team.	Principal, Assistant Principal, Reading Coach, MTSS Team	Monthly review of data	BASIS, PSE Database, Virtual Counselor
3	Developing strategies to scaffold high complexity texts for struggling readers	Grade levels will meet bi-weekly in PLC's. During the PLC, grade levels will view District supported webinars and develop instructional strategies to strengthen reading skills utilizing complex texts.	Principal, Assistant Principal, Reading Coach, Team Leader	Review PLC logs, agenda Review reading assessment data	BASIS, PSE Database, Virtual Counselor
4	Variety of learning styles	Present instruction using multi-sensory modalities Introduce vocabulary with visuals and prints	Principal, Assistant Principal	Marzano Art and Science of Teaching classroom walkthroughs Formative/Summative Assessments	BASIS, PSE Database, Virtual Counselor

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:

Our goal is to decrease the number of English Language Learners not making satisfactory progress by by 10% (4/39).			

2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 68% (15/22) of English Language Learners did not make satisfactory progress in reading on the 2012 FCAT Assessment.	By June 2013, 58% (23/39) of English Language Learners will achieve satisfactory progress in reading on the 2013 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	English Language Learners may have a difficult time comprehending complex texts.	Teachers will scaffold high complexity texts	Classroom Teacher Reading Coach ESOL Coordinator	Classroom teacher and ESOL Coordinator will review CELLA Data. Data Chats	CELLA Data FCAT Data
2	Use ELL strategies with all lessons	Students will be instructed using research based instructional techniques for ELLs,; graphic organizers (such as character webs, beginning middle, end charts, main idea and detail charts, and problem solution charts	Principal, Assistant Principal, Reading Coach, LEP Committee, and Reading Coach	Review lesson plans for evidence of ELL Strategies Marzano Art and Science of Teaching focused classroom walkthrough's	CELLA, FAIR, Oral Reading Fluency Scores,Benchmark Assessments 1 & 2
3	Limited background knowledge of subject matter	Expand background knowledge by including technology integration,shared reading, hands on experiences	Classroom Teacher Principal, Assistant Principal Reading Coach	Marzano Art and Science of Teaching focused classroom walkthrough's	CELLA, FAIR, Oral Reading Fluency Scores, Benchmark Assessments 1 & 2

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal is to decrease the number of Students with Disabilities not making satisfactory progress by 11% (9/83).

2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (47/68) of Students with Disabilities did not make satisfactory progress on the 2012 Reading FCAT Assessment.	By June 2013, 58% (48/83) of Students with Disabilities will make satisfactory progress on the 2013 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	The students scoring at Level 1 and 2 tend to be our ESE students, who are impacted by language challenges which interfere with comprehension gains.	Teachers will analyze data to determine reasons for gap in learning gains per student and plan appropriate interventions and instruction. Students will increase their independent reading time through mastery of	Reading Coach, ESE teachers, Classroom teachers	Progress monitoring tools, Data chats	FAIR BAT 1, BAT 2 DAR/ORF

		phonics and phonemic awareness skills.			
2	Loss of time in the regular education classroom due to pull out services	Tier 1: Determine core instructional needs by reviewing the DAR and Rigby Running Record for all SWD. Plan differentiated instruction using evidence-based instruction/ interventions within the 90-minute reading block.Teachers will implement accommodations listed on IEP in collaboration between general education teacher and ESE teacher.	ESE Teachers, Reading Coach, Classroom Teachers, Principal/Assistant Principal	Progress monitoring tools, Data chats	FAIR BAT 1/BAT 2 DAR/ORF
3	Student ability levels are more than 1-2 years below grade level	Push in model for support in general education classrooms Utilize intervention programs as identified on The Struggling Readers Chart	ESE Teachers, Reading Coach, Classroom teachers, Principal/Assistant Principal	Progress monitoring tools, Data Chats	FAIR BAT 1/BAT 2 DAR/ORF

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, we will decrease the number of Economically Disadvantaged students not making satisfactory progress by 14% (25/177).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (84/172) of Economically Disadvantaged students did not make satisfactory progress on the 2012 Reading FCAT Assessment.	By June 2013, 64% (113/177) of Economically Disadvantaged students will make satisfactory progress on the 2013 Reading 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	Meeting the needs of all students and bridging the achievement gap.	Students who did not meet satisfactory progress and/or struggling students will given the FAIR Assessment. We will then accurately diagnose reading deficiencies and implement researched based interventions. Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion. Students demonstrating significant deficiencies and failure to respond to interventions implemented in the classroom will be referred to the	Principal, Assistant Principal, Reading Coach, MTSS Team	Data Chats Focused walkthroughs	BASIS, Filemaker Database

		MTSS/RTI team. Mentoring Program for all level 1 and level 2 students will be implemented to assist with goal identification, remediation skills and support.			
2	Limited background knowledge for many students	Plan supplemental instruction/intervention for students not responding to core instruction. Focus on instruction is determined by the ongoing progress monitoring data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Principal, Assistant Principal, Reading Coach, MTSS Team	Data Chats Focused walkthroughs	BASIS, Filemaker Database

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
Tying Marzano strategies to the CCSS	Language Arts, Listening, Speaking, and Writing	Principal, Assistant Principal, Reading Coach, & Team Leaders	Grades K-5, Specials, ESE, & Support	September/May	PLC logs & Reflection Activities	Principal, Assistant Principal, & Propel Administrator
ELA CCSS Webinars: 6 Key Shifts Learning Communities: Balancing Literacy & Informational Text, Knowledge in Disciplines, Text-based Answers, Staircase of Complexity, & Academic Vocabulary	English Language Arts	Principal, Assistant Principal, Reading Coach, & Team Leader	Grades K-5, Specials, ESE, & Support	August/ September	PLC logs & Reflection Activities	Principal, Assistant Principal, & Propel Administrator
FAIR Training	Reading	Reading Coach	Grades 1-5	August/ September	Teacher Data Chats with Administration	Principal, Assistant Principal, & Propel Administrator
Extension Strategies to the Daily 5 PLC Book Study The Cafe	Reading	Reading Coach	Grades 1-3	October/May	PLC logs & Reflection Activies	Principal, Assistant Principal, & Propel Administrator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Buzz About It K-2	Uses informational text to target literacy development.	District Funds	$8,700.00
Florida Social Studies K-5	Classroom social studies trade books to build literacy and content knowledge through non-fiction text.	District Funds	$19,500.00
			Subtotal: $28,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I-Pad Student Stations	Use touch pad technology in the media center to reinforce reference and research strategies and skills.	Parent Teacher Association	$10,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FAIR Training	FAIR Teacher Manual and Testing Kits	District Funding	$1,300.00
Grade Level Common Core PLC's	Professional Library, District Webinars, and District Training	Inservice Funds	$1,500.00
Gifted & Talented Symposium	District Training for Quantum/Gifted High Achiever Teachers	Inservice Funds	$90.00
Tying Marzano Strategies to the Common Core Standards.	Common Core Reflection Cookbook	Internal Funds	$100.00
			Subtotal: $2,990.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core ELA Parent Training	Materials for Parent Training	School General Budget	$100.00
			Subtotal: $100.00
			Grand Total: $41,290.00

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:	By June 2013, 51% (51/99) of students will score at the proficiency level in listening/speaking on the 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in listening/speaking:	
48% (48/99) of students scored at the proficiency level in listening/speaking on the 2012 CELLA 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	Strong influence of home environment and primary language	Build upon prior knowledge and existing language skills; incorporate familiar topics to	ESOL Contact Classroom Teacher	Collection of formal and informal student data	Teacher observation and reports, IPT-1 (Listening/Speaking),LEP Committee meetings

		introduce academic concepts	Administration		
2	Difficulty understanding and using grade-level vocabulary and limited knowledge of English grammar and conventions	Provide explicit vocabulary instruction and provide authentic opportunities for social and academic language use across the curriculum; Utilize Rosetta Stone for students who are classified as A1	ESOL Contact Classroom Teacher Administration	Collection of formal and informal data	Teacher observation and reports, IPT-1 (Listening/Speaking), LEP Committee meetings

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:	34% (42/121) of students will score at a proficient level in reading on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in reading:

31% (33/105) of students scored at a proficient level in reading on the 2012 CELLA 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	Difficulty understanding content-area/grade-level vocabulary; increased text complexity to meet CCSS	Provide explicit vocabulary instruction and provide authentic opportunities for language use; Introduce, model, and practice reading strategies; Supplement core curriculum materials with the classroom libraries for English Language Learners; utilize technological resources and data reports: Destination Riverdeep, Rosetta Stone	ESOL Contact Classroom Teacher Administration	Collection of informal and formal student assessment data	Benchmark data points (FAIR,BAT), IPT-1 & IPT-2 (Reading), LEP Committee meetings, CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	39% (48/121) of students will achieve a proficient score in writing on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in writing:

36% (38/105) of students achieved a proficient score in writing on the 2012 CELLA 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 | Difficulty understanding grade-level vocabulary and limited knowledge and application of English grammar and conventions | Provide explicit vocabulary instruction and incorporate language objectives across the content areas, provide on-going modeling of the writing process and authentic purposes for writing | ESOL Contact Administration Classroom Teachers | Collection of informal and formal student assessment data | Benchmark data points (writing prompts), IPT-1 & IPT-2 (Writing), LEP Committee meetings |

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be assessed using the IPT to determine language classification for the ESOL program.	Purchase of IPT 1 & 2	School Budget	$1,700.00
			Subtotal: $1,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,700.00

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:	Trend data indicates that the number of students who scored Level 3 increased by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (133/466) of students scored a Level 3 on the 2011-2012 FCAT Math Assessment.	32% (154/476) students) will score Level 3 on the 2012-2013 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	Meeting the unique needs of all students	Calendar Math will be used to supplement core curriculum instruction. Use of math manipulative kits	Classroom teachers Principal/Assistant Principal	The Art and Science of Teaching Marzano focused classroom walkthroughs	Go Math Assessments BAT I and BAT II Assessments
2	Students utilizing academic vocabulary and writing skills to justify mathematical practices	Building academic vocabulary through the use of math journals and manipulatives. Using math journals to justify practices.	Classroom teachers Principal/Assistant Principal	The Art and Science of Teaching Marzano focused classroom walkthroughs	Go Math Assessments First In Math Data Reports
3	All students are not meeting mastery in grade level skills.	All teachers will use concrete skill building drills for foundation and number sense, including First In Math (grades 3-5). Students will be given additional forms for skills assessment (Go Math Assessments)	Classroom teachers Principal/Assistant Principal	The Art and Science of Teaching Marzano focused classroom walkthroughs	Go Math Assessments First In Math Data Reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	67% (4/6) of students will score a level 4, 5, or, 6 in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5/6) of students scored a level 4, 5, or 6 in mathematics on the 2012 Florida Alternate Assessment.	67% (4/6) of students will score a level 4, 5, or, 6 in mathematics on the 2013 Florida Alternate Assessment.

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The students' limited cognitive ability and difficulty applying new concepts may be a barrier for students to perform on a level 4, 5, or 6 in mathematics on the 2013 Florida Alternate Assessment.	Staff will use research-based Autism strategies, such as the TEACCH method, visual supports, and several learning modalities. Staff will also use intervention techniques from the struggling math chart to help students learn new material.	ESE Teachers, Autism Coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access points.	Practice FAA test questions and curriculum assessments using the access points.

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:	Data indicates that 44% (204) of students in grades 3-5 are at or above a Level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (204/466) of students scored a level 4 or above on the 2011-2012 FCAT Math Assessment.	47% (223/476) of students will score a level 4 or above on the 2012-2013 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	Meeting the educational needs of high achieving students as we cross over to Common Core Standards	Teachers will use higher order questioning techniques. Teachers will use advanced materials beyond on-level curriculum materials. Students will participate in hands-on learning experiences that allow them to research areas of interest. Teachers will utilize high complexity texts	Principal, Assistant Principal, Reading Coach, ESE Specialist	School-based Progress Monitoring Tools Marzano Art and Science of Teaching-Formal, Informal and Walkthrough Data Data Chats	Data collection from Education Plan (EP) goals BAT I and II
2	Providing increased rigor for students working above grade level	Students in grades K-5 who are exceeding grade level expectations will be enriched through a gifted/high achieving/Jr. Quantum Program.	Principal, Assistant Principal, Reading Coach	School-based Progress monitoring Tools Data Chats	Data Collection, BAT I and II data
3	Exposure to high order level thinking problems	Students will be served weekly doses of problem solving through WPSE. Students will use the Choose 3 Ways strategy when solving math problems. Utilize Common Core Mathematical Practices for problem solving strategies.	Classroom Teachers; Leadership Team Media Specialist	Classroom teachers and Leadership Team will monitor student participation; a Principal's Challenge will be implemented to motivate students to complete the problem of the week	Choose 3 Common Core Problem Solving Strategies
	Building student interest	All students will have the	Classroom	Classroom teachers and	Data Collection,

4	in math	opportunity to participate in a motivational math program coordinated by PSE PTA.	Teachers; Volunteer Coordinator; Leadership Team	the Leadership Team will monitor student participation in the program	BAT I and II data
5	Providing time for enrichment opportunities in the Go Math Series	Teachers and students will utilize the BEEP enrichment resources as the enrichment ancillary materials and "Grab and Go" kits in the Go Math Series and online resources.	Classroom teachers Principal, Assistant Principal	Teams will meet with administration to discuss student progress and adjust instructional focus when necessary.	Go Math Assessments, BAT (1 and 2), FCAT Math trend data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	33% (2/6) of students will score at or above a level 7 in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 Students scored at or above a level 7 in mathematics on the 2012 Florida Alternate Assessment.	33% (2/6) of students will score at or above a level 7 in mathematics on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students' limited cognitive ability and difficulty applying new concepts may be a barrier for students to perform at or above a level 7 on the 2013 Florida Alternate Assessment.	Staff will use research-based autism strategies, such as the TEACCH method, visual supports, and several learning modalities. Staff will also use intervention techniques from the struggling math chart to help students learn new material.	ESE Teachers, Autism Coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access points.	Practice FAA test questions and curriculum assessments using the access points.

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:	Our goal is to increase the number of students making Learning Gains in mathematics by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (224/298) of students achieved Learning Gains on the 2011-2012 FCAT Math Assessment.	78% (248/318) of students will make Learning Gains on the 2012-2013 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
Meeting the needs of all	Teachers will utilize	Grade Level Team	The Marzano Art and	Weekly classroom

1	students	differentiated instruction in small grouping. Teachers will implement the differentiated materials from the Go Math series with ongoing training. Use of math manipulative kits	Leaders Classroom teachers	Science of Teaching focused classroom walkthrough's	assessments-Go Math Data from walkthrough observations
2	Time to conduct spiral review lessons	Utilize Essential Questions from beginning of each Go Math Lesson (Show What You Know) and discuss the vocabulary.	Principal, Assistant Principal Classroom teachers	Go Math Classroom Assessments	Weekly classroom assessments-Go Math Data from walkthrough observations

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:	50% (3/6) of students will make learning gains in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1/6) of students made learning gains in mathematics on the 2012 Florida Alternate Assessment.	50% (3/6) of students will make learning gains in mathematics on the 2013 Florida Alternate 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	The students' limited cognitive ability and difficulty applying new concepts may be a barrier for students to make learning gains on the 2013 Florida Alternate Assessment.	Staff will use research-based autism strategies, such as the TEACCH method, visual supports, and several learning modalities. Staff will also use intervention techniques from the struggling math chart to help students learn new material.	ESE Teachers, Autism Coach, ESE Specialist, Administration	Teachers will keep ongoing data on student progress regarding their individual goals as well as the grade level access points.	Practice FAA test questions and curriculum assessments using the access points.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the 2012 FCAT, 56% (42/75) of students in the lowest quartile made Learning Gains in math. Our goal is to increase the number of students making Learning Gains by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (45/75) of students in the Lowest Quartile achieved Learning Gains on the 2011-12 FCAT Math Assessment.	62% (52/84) of students in the Lowest Quartile will make Learning Gains on the 2012-13 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	Providing remediation and meeting the unique needs of learners in the Lowest Quartile	Students who are below grade level in reading or math and/or are below the Level 1 or 2 on the FCAT will be documented on a progress monitoring plan and will receive additional small group interventions.	Principal, Assistant Principal, Reading Coach, MTSS Team	Weekly MTSS meetings, Data Chats, review assessment data to ensure that targeted students are receiving interventions	BAT 1 and 2 Data, MTSS Graphs
2	Students not progressing to the proficiency target	Determine core instructional needs by reviewing the FCAT Scores and Go Math Grade Level prerequisite skills test

Differentiate instruction using evidence-based instruction/interventions within the 60-minute math block. Students will be referred to the Response to Intervention Team (RtI/MTSS) as needed for intervention strategies.

Tier 2:
Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of data and will include explicit instruction, modeled instruction, guided practice and independent practice in the area of deficiencies. RtI/MTSS Team Case Manager will monitor students to see if additional intervention strategies are needed

Tier 3 Determine Intensive Research-based interventions which require increase in intensity and frequency. | Principal, Assistant Principal; Reading Coach; ESE Specialist; ESE resource teacher | Monitor all data points on a daily, weekly and monthly basis to determine growth | Benchmark Assessment Test; 2012 FCAT Math Assessment |
| 3 | Limited understanding of mathematics vocabulary | Word walls and interactive activities will be used to build math vocabulary skills in K-5. | Principal, Assistant Principal, Classroom teacher | Evidence of math word walls | Go Math work samples

BAT 1/2 Assessments |
| 4 | Gaps in prerequisite mathematics skills | Students will participate in small group Strategic or Intensive Intervention lessons from Go Math. Students will alternate participation in small group instruction and Go Math online intervention lessons based on weaknesses identified during team data chats. | Principal, Assistant Principal Classroom teacher | Evidence of implementation of intervention lessons and online resources in lesson plans | Go Math Chapter Assessments (Strategic/Intervention)

BAT 1/2 Assessments |

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In the school year 2016-2117 school year, students will reduce their achievement gap in math by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	22%	20%	18%	16%	14%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, we will decrease the number of students not making satisfactory progress in mathematics: 26% (52/200) of students in the White Subgroup, 44% (42/96) of students in the Black Subgroup, 21% (22/105) of students in the Hispanic Subgroup, and 12% (5/46) students in the Asian Subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (46) of students in the White Subgroup, 43% (41) of students in the Black Subgroup, 28% (29) of students in the Hispanic Subgroup, and 17% (8) of students in the Asian Subgroup did not make satisfactory progress in mathematics according to the FCAT 2012 Assessment.	By June 2013, 84% of students in the White Subgroup, 66% of students in the Black Subgroup, 79% of students in the Hispanic Subgroup and 88% of students in the Asian subgroup will make satisfactory progress on the 2013 Math FCAT Assessment.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the unique needs of all students and bridging the achievement gap	Students who did not meet satisfactory progress will be placed on MTSS/RtI Tier 2 interventions. Administration, support staff and classroom teacher will meet with students in grades 3-5 for goal setting and progress discussion. Students demonstrating significant deficiencies and failure to respond to interventions implemented in the classroom will be referred to the Collaborative Problem Solving Team.	Principal, Assistant Principal, Reading Coach, MTSS/RtI Team, Classroom teacher	Review of data during data chats with administration	PSE Database, Virtual Counselor, BASIS
2	Decrease the number of students not making satisfactory progress by 9%	Administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.	Principal, Assistant Principal, Reading Coach, MTSS/RtI Team	Review of data during data chats with administration Focused classroom walkthrough data	PSE Database, Virtual Counselor, BASIS
3	Difficulty in multi-step algebra problems	Students in grades 3-5 will practice this skill using	Classroom teacher Principal/Assistant	Review First In Math Reports	First In Math Data Reports

Problem-Solving Process to Increase Student Achievement

		the online program "First in Math" program.	Principal	Review Go Math Assessments	Go Math Chapter Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal is to decrease the number of students not making satisfactory progress in mathematics by 7% (27/39.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (15/22) of students did not make satisfactory progress in mathematics on the 2012 FCAT Math Assessment.	61% (24/39) of ELL students will make satisfactory progress in mathematics on the 2013 FCAT Math 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	Limited vocabulary development impacts their knowledge of mathematical vocabulary.	Students will utilize the technology components of Go Math to build math vocabulary. Students will utilize additional technology programs to provide additional math vocabulary experience.	Principal Assistant Principal ESOL Contact Classroom teacher	The Marzano Art and Science of Teaching formal, informal and classroom walkthrough's Data Chats	Weekly Math Assessments BAT I and BAT II Data
2	Insufficient prerequiste skills necessary for the specific grade level	Students will participate in small group Strategic or Intensive Intervention lessons of the Go Math. Students in K-5 will utilize Destination Math.	Principal Assistant Principal ESOL Contact Classroom teacher	The Marzano Art and Science of Teaching formal, informal and walkthrough data that supports the evidence of implementation of intervention lessons GO Math.	Weekly Math Assessments BAT 1 and BAT II Data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal is to decrease the number of Students with Disabilities not making satisfactory progress in mathematics by 5% (4/83).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (42/68) of Students with Disabilities did not make satisfactory progress as measured by the 2011-12 Math FCAT Assessment.	By June 2013, 56% (46/83) of Students with Disabilities will make satisfactory progress as measured by the 2012-13 FCAT Math 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
	Decrease the number of students not making satisfactory progress by 5%.	On a bi-monthly basis teachers, administration and support staff will meet to review benchmark data and goal	Principal, Assistant Principal, ESE Specialist, ESE Teachers	Monthly review of instructional data and progress towards IEP goals.	BAT 1 and 2 Go Math Classroom Assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		attainment with particular attention to the subgroup progress.\n\nStudent schedules will be developed to allow for larger instructional blocks.			
2	Students struggle with grade level math materials	Include supplemental materials additional to the core\n\nUse manipulatives/visuals to introduce concepts	Principal, Assistant Principal, ESE Specialist, Classroom teacher, ESE teacher	Compare progress of BAT 1 and BAT 2\n\nReview Go Math classroom assessments	BAT 1 and BAT 2\n\nGo Math Assessments
3	Student ability levels are more than 1-2 years below grade level	Tier 3 intervention programs as identified on the Struggling Math Chart will be utilized during daily instruction.	Principal, Assistant Principal, ESE Specialist, Classroom teacher, ESE teacher	Compare progress of Bat 1 and BAT 2\n\nReview Go Math classroom assessments	BAT 1 and BAT 2\n\nGo Math Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.\n\nMathematics Goal #5E:	Our goal is to decrease the number of Economically Disadvantaged students not making satisfactory progress by 12% (21/177).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (71/173) of Economically Disadvantaged students did not make satisfactory progress in mathematics as measured by the 2011-12 FCAT Assessment.	By June 2013, 72% (127/177) of Economically Disadvantaged students will make satisfactory progress in mathematics as measured by the 2012-13 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	Meeting the needs of all students and bridging the achievement gap.	Students who did not meet satisfactory progress will be placed on RtI Tier 2 interventions.\n\nStudents demonstrating significant deficiencies and failure to respond to interventions implemented in the classroom will be referred to the Collaborative Problem Solving Team. Mentoring Program for all level 1 and level 2 students to assist with goal identification, remediation skills and support.	Principal, Assistant Principal, Reading Coach, RtI Team	Monthly review of data\n\nMTSS/RtI	BASIS, Virtual Counselor, PSE Database
2	Decrease the number of students not making satisfactory progress by 12%	On a bi-monthly basis teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress.	Principal, Assistant Principal, Reading Coach, MTSS/RtI Team	Monthly review of data\n\nMTSS/RtI	BASIS, Virtual Counselor, PSE Database
	Increase use of	Teachers will utilize	Principal	The Marzano Art and	Core curriculum

| | 3 | manipulatives during math instruction | manipulatives on a regular basis to ensure that students understand math concepts on a concrete level. | Assistant Principal | Science of Teaching formal, informal and classroom walkthrough data that supports the use of manipulatives | and math assessments aligned with the Go Math Series.

First in Math Report |

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
Mathematical Practice Stemcasts & Webinars: Problem Solving, Abstract & Quantitatively, Arguments & Critique, Modeling Math, Strategic tools, Precision, Use of Structure, & Repeated Reasoning	Mathematics	Team Leaders, Principal,& Assistant Principal	Gr. K-5	September/ June	PLC logs & Reflection Activities	Team Leaders,Principal, Assistant Principal, & Propel Administrator
Common Core Mathematics in a PLC at Work K-2 Book Study	Mathematics	Team Leaders,Principal, Assistant Principal, & Propel Administrator	Gr. 1 & 2	October/May	PLC logs & Reflection Activities	Principal, Assistant Principal, & Propel Administrator

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
Students Gr. 3-5 will participate in a web-based online math program to reinforce and or accelerate mathematical practices.	First in Math Program is designed to motivate and engage students through the use of technology at school or home.	Budget	$3,500.00
			Subtotal: $3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

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:	Based on results of 2011-12 FCAT, 37% (49/131) of students scored a Level 3 the FCAT Science Assessment. Our goal is to increase the number of students achieving a Level 3 in Science by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (49/131) of students scored a Level 3 on the 2011-12 FCAT Science Assessment.	By June 2013, 40% (63/157) of students will achieve a Level 3 on the 2013 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 need hands-on experiences to better comprehend science concepts.	Use of Broward County Hands-on Science Kits and Florida Science Fusion activities to reinforce concepts.	Administrative Team and Support Staff	Science Fusion Assessments Data Chats Focused classroom walkthrough observations	Program Assessments (Science Fusion), Benchmark Assessments, Student Work Products (Science Journals)
2	Students need repeated exposure to new science vocabulary to promote retention and understanding.	Classrooms will be print-rich with science vocabulary. Word walls will include science terms. Daily instruction will repeatedly expose students to conversational use of science vocabulary.	Administrative Team and Support Staff	Science Fusion Assessments Data Chats Focused classroom walkthrough observations	Program Assessments (Science Fusion), Benchmark Assessments, Student Work Products (Science Journals)
3	Students have a difficult time understanding the process of the Scientific Method.	Students will be instructed using the Scientific Method through Science Fusion and ScienceSaurus.	Administrative Team and Support Staff	Science Fusion Assessments Data Chats Focused classroom walkthrough observations	Program Assessments (Science Fusion), Benchmark Assessments, Student Work Products (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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	67% (2/3) of students will score a 4, 5, or 6 in science on the 2013 Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3/3) of students achieved a 4, 5, or 6 in science on the 2012 Florida Alternate Assessment.	67% (2/3) of students will score a 4, 5, or 6 in science on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students cognitive ability may inhibit their performance on the science portion of the Florida Alternate Assessment.	Use access points to teach science standards in small group using manipulatives and real-world activities when appropriate.	ESE Teacher, Autism Coach, ESE Specialist, Administration.	Ongoing classroom assessments and teacher observation	Practice Florida Alternate Assessment, curriculum assessments
2	Limited collaboration between general education and ESE teacher	Engage in ongoing systematic communication and collaboration among ESE providers and general education teachers	ESE Teacher, Classroom Teacher, ESE Specialist	Ongoing classroom assessments and teacher observation	Practice Florida Alternate Assessment, curriculum assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on results of 2011-12 FCAT, 22% (29/131) of students scored a Level 4 or a Level 5 the FCAT Science Assessment. Our focus for 2012-13 will be to improve the number of students achieving a Level 4 or a Level 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (29/131) of students scored a Level 4 or Level 5 on the 2011-12 FCAT Science Assessment.	By June 2013, 25% (39/157) of students will achieve a Level 4 or Level 5 on the 2012-13 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	Meeting the educational needs of high achieving students as we cross over to Common Core Standards	Teachers will use higher order questioning techniques. Teachers will use advanced materials beyond on-level curriculum materials. Students will participate in hands-on learning experiences that allow them to research areas of interest. Teachers will utilize high complexity texts	Principal, Assistant Principal, Reading Coach, ESE Specialist	School-based Progress Monitoring Tools Marzano Art and Science of Teaching-Formal, Informal and Walkthrough Data Data Chats	Data collection from Education Plan (EP) goals BAT I and II
	Reduction in resources forces loss of science special to support curriculum	Teachers will emphasize science vocabulary.	Classroom Teacher, Principal/Assistant Principal	Marzano Art and Science of Teaching-Formal, Informal and Walkthrough Data	BAT I and II Assessment Science Fusion

					Assessments
2		Teachers will include nonfiction/ science reading instruction during reading instruction.

Teachers will utilize science kits and lab rooms for hands-on exploration. | | Data Chats

Progress Monitoring | |
| 3 | Lack of scientific thinking skills | Incorporate science journals | Classroom teachers | Team meetings to collaborate and discuss science investigations | Science Journal Rubric |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.

Science Goal #2b: | We did not have any students score at or above Level 7 on the Science Florida Alternate Assessment. Our goal is to increase the number of students achieving a Level 7 on the 2012-13 Science Florida Alternate Assessment to 1 student. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0 out of 3 students scored at or above Achievement Level 7 on the 2011-12 Science Florida Alternate Assessment. | By June 2013, 1 out of 3 students will achieve a Level 7 on the 2012-13 Science Florida Alternate Assessment. |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge of subject matter	Expand background knowledge by including technology integration and shared read alouds	Classroom teacher

ESE Specialist

ESE Teacher | Ongoing classroom assessment | Practice Alternate Assessment, Florida Alternate Assessment |

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
Writing in Science and Action Book Study PLC	Science	Team Leaders,Principal, Assistant Principal, & Propel Administrator	Gr.5	September/ May	PLC logs & Reflection Activities	Team Leaders,Principal, Assistant Principal, & Propel Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on Science Kits	Hands on resources for student experiments in the classroom.	Textbook Funds	$250.00
			Subtotal: $250.00
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
Writing in Science	Professional Reading for Gr. 5 Professional Learning Communities.	Budget	$100.00
			Subtotal: $100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $350.00

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:	The 2012 Florida FCAT Writes changed grading scales from a Level 3.5 to a Level 3.0 as meeting proficiency. Based on FCAT results for 2012, 83% of students at Park Springs achieved a Level 3 or above on the 2011-12 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (138/166) students scored Level 3 or above on the 2011-2012 FCAT Writing Assessment.	86% (137/160) will score Level 4 or above on the 2012-2013 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	Some ESE and ESOL students have limited language capabilities.	Teachers will instruct in the various genres of writing in alignment with IFC. Teachers will incorporate the Six Traits of Writing and the FCAT Rubric in instruction. Teachers will encourage High Yield Strategies of Cooperative Learning to peer edit and revise	Classroom Teacher Leadership Team	Monthly writing prompts, scores on writing rubrics	BAT 1/2 Writing Prompts Classroom prompts

		writing. Review the ESE/ ESOL student writing monthly to plan for instruction			
2	Conventions will be equally assessed with other traits.	Teachers in grades K - 5 will instruct students on the use of conventions in daily lessons. Model the use of conventions through read alouds and author studies.	Classroom Teacher Leadership Team	BAT I and BAT II Writing Monthly writing prompts	BAT 1/2 Writing Prompts Classroom prompts
3	Student writing must demonstrate evidence of elaboration.	Teachers will model good writing through the use of authentic literature. Teachers model writing lessons that provide instruction on argumentative and realistic writing. Students participate in writing lessons on argumentative and realistic writing.	Classroom Teacher Leadership Team	Classroom Teacher Leadership Team	FCAT Writes

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:	70% (3/4) of students will score a level 4 or higher in writing on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2/4) of students achieved a level 4 or higher in reading on the 2012 Florida Alternate Assessment.	70% (3/4) of students will score a level 4 or higher in writing on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty expressing thoughts in writing due to their language deficits.	School staff will use structured writing programs, such as Writing About Pictures to teach written expression skills.	ESE Teacher, Autism Coach, ESE Specialist, and Administration	Ongoing student assessment, writing portfolios	Practice Alternate Assessment, Florida Alternate Assessment
2	Limited ability to remain focused	Introduce vocabulary with visuals and prints	ESE Teacher, Autism Coach, ESE Specialist, and Administration	Ongoing student assessment, writing portfolios	Practice Alternate Assessment, Florida Alternate Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Writing from Sources Webinar	Language Arts	Team Leaders,Principal, Assistant Principal, & Propel Administrator	Gr. K-5	March/April	PLC logs & Reflection Activities	Principal, Assistant Principal, & Propel Administrator
Reading & Writing in the Primary Grades Book Study (Buzz About It)	Language Arts	Team Leaders,Principal, Assistant Principal, & Propel Administrator	Gr. K-2	October/May	PLC logs & Reflection Activities	Principal, Assistant Principal, & Propel Administrator
Non-Fiction Mentor Texts: Teaching Informational Writing Through Children's Literature Gr. 3-5 Book Study	Language Arts	Team Leaders,Principal, Assistant Principal, & Propel Administrator	Gr. 3-5	October/May	PLC logs & Reflection	Principal, Assistant Principal, & Propel Administrator

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
Gr. 4 Teachers will attend FCAT 2.0 Writing training/Gr. 3-5 Writing	Provide teacher release time to attend district training.	General Budget	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of 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

Please note, due to an incline in enrollment, the number

Attendance Goal #1:	of total students has decreased.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 current attendance rate is 96% (931/970).	Our goal is to increase the attendance rate by 1% (911/940). The expected attendance rate is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
4% of (45/970) students had excessive absences for the 2012 school year.	Our goal is to decrease the number of students with excessive absences by 1%. Our expected number of students with excessive absences is 3% (30/940) for the 2012-13 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15% (150/970) students had excessive absences for the 2012 school year.	Our goal is to decrease the number of students with excessive tardies by 1%. Our expected number of students with excessive tardies is 14% (132/940) for the 2012-13 school year.

	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 not understanding the importance of adhering to the attendance policy	Communication of district's attendance policy in Student Handbook, Open House Meetings, Parent/Teacher Conferences, PSE Newsletter, use of communication folders and agendas, and website. Utilization of the District's Parent Link System to inform parents of student absences Individual meetings with parents of a pattern of non-attendance to review root causes and to develop strategies for improvement Social worker involvement in students with excessive absences and tardies in group counseling opportunities Review BTIP referral process with instructional staff at staff meeting	Administration, RtI team, Social Worker, BTIP team	Review of daily, weekly and monthly attendance reports to determine effectiveness by leadership team.	Attendance Reports
2	The number of students arriving by car has increased, therefore our car line is longer upon arrival	Encourage students who are eligible for transportation to take a bus Notify parents of school start times and car line arrival procedures.	Administration	Review of monthly tardy reports	Tardy Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy and Broward Truancy Intervention Program	Pre-K-Gr. 5	Principal & Assistant Principal	Pre-K-Gr. 5	August/May	BASIS Reports, Student Attendance Reports,& Classroom Monitoring	Guidance Counselor & Social Worker

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:	Overall, there were a minimal amount of students who were internally and externally suspended during the 2011-2012 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 10 in-school suspensions during the 2012	Our goal is to decrease the number of in-school

school year.	suspensions to 7 for the 2013 school year.	

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 7 students suspended in-school during the 2012 school year.	Our goal is to decrease the number of students suspended in-school to 4 for the 2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 7 out-of-school suspensions during the 2012 school year.	Our goal is to decrease the number of out-of-school suspensions to 4 for the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 6 students suspended out-of-school during the 2012 school year.	Our goal is to decrease the number of students suspended out-of school to 3 for the 2013 school year.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not familiar with school-wide expectations	All students will be oriented to the school-wide expectations Each month, one student per class will be recognized as "Student of the Month" based on the Character Traits All teachers will incorporate the Character Traits into classroom lessons. Students experiencing behavioral concerns will be referred to the CPST/MTSS Team for identification of the problem, generation of interventions, and monitoring of the interventions. Based on the level of concern, Tier Interventions will be generated to allow for success for the student	Administration CORE Behavior Team	Review of discipline referrals and bullying concern forms will take place by the leadership team.	Our goal is to decrease the number of suspensions.
2	Not all students are able to consistently follow a school-wide discipline plan	All students will be oriented to school-wide expectations. All classroom teachers will implement CHAMPS. CHAMPS will be implemented school-wide (cafeteria, arrival, dismissal)	Administration CORE Behavior Team Classroom Teachers MTSS/RtI Team	Review discipline referrals Review classroom management plans	Our goal is to decrease the number of suspensions.

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
School Wide CHAMPS School & Classroom Strategies	Behavior Strategies	Principal & Assistant Principal	Pre-K-5	August/May	Classroom Walk	Principal, Assistant Principal, & Autism Coach

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.*	Efforts will be made to promote increased parent involvement in curriculum oriented training.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

	At least 50% (400) of Park Springs families participated in at least one activity during the 2011-2012 school year.	By June 2013, Park Springs would like 50% (400) or more of Park Springs families to participate in at least two or more activities.

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 lack understanding of the Common Core Standards.	Outreach communication from staff members inviting parents to attend Common Core Parent Trainings that will assist them in understanding the standards and helping their children make academic gains.	Reading Coach Principal, Assistant Principal Team Leaders	"Ticket Out the Door" reflection activities	Data collected from reflection activities
2	Lack of understanding of strategies that can be used at home to support student learning.	Meet and Greet Event Open House Family Math Night with business partners Academic Fair Parent Conferences	Principal Assistant Principal	Monitor parent involvement through sign-in sheets, and improvements on report card grades including academic, study and social skills	Sign in sheets to events; conference and interim forms

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
School Advisory CCSS Parent Training	ELA & Mathematics	SAF Chair, Principal, Assistant Principal, & Propel Administrator	Gr. K-5	October	Parent Survey	Principal, Assistant Principal, & Propel Administrator
School Advisory Writing through CCSS Parent Training	ELA	SAF Chair, Principal, Assistant Principal, & Propel Administrator	Gr. K-5	February	Parent Survey	Principal, Assistant, & Propel Adminstrator

Parent Involvement Budget:

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

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

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	Buzz About It K-2	Uses informational text to target literacy development.	District Funds	$8,700.00
Reading	Florida Social Studies K-5	Classroom social studies trade books to build literacy and content knowledge through non-fiction text.	District Funds	$19,500.00
CELLA	Students will be assessed using the IPT to determine language classification for the ESOL program.	Purchase of IPT 1 & 2	School Budget	$1,700.00
Science	Hands on Science Kits	Hands on resources for student experiments in the classroom.	Textbook Funds	$250.00
				Subtotal: $30,150.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	I-Pad Student Stations	Use touch pad technology in the media center to reinforce reference and research strategies and skills.	Parent Teacher Association	$10,000.00
Mathematics	Students Gr. 3-5 will participate in a web-based online math program to reinforce and or accelerate mathematical practices.	First in Math Program is designed to motivate and engage students through the use of technology at school or home.	Budget	$3,500.00
				Subtotal: $13,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FAIR Training	FAIR Teacher Manual and Testing Kits	District Funding	$1,300.00
Reading	Grade Level Common Core PLC's	Professional Library, District Webinars, and District Training	Inservice Funds	$1,500.00
Reading	Gifted & Talented Symposium	District Training for Quantum/Gifted High Achiever Teachers	Inservice Funds	$90.00
Reading	Tying Marzano Strategies to the Common Core Standards.	Common Core Reflection Cookbook	Internal Funds	$100.00
Science	Writing in Science	Professional Reading for Gr. 5 Professional Learning Communities.	Budget	$100.00
Writing	Gr. 4 Teachers will attend FCAT 2.0 Writing training/Gr. 3-5 Writing	Provide teacher release time to attend district training.	General Budget	$1,000.00
				Subtotal: $4,090.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core ELA Parent Training	Materials for Parent Training	School General Budget	$100.00
				Subtotal: $100.00
				Grand Total: $47,840.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Extended Learning Academic Camps	$3,500.00

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

The SAC will participate in the following activities:

Monitoring and providing feedback on SIP
Combining SAC & SAF meetings 2x per year
Organizing family nights to support SIP
Creating opportunities to utilize and identify business partners
Utilizing interest surveys to plan events for all stakeholders
Disseminate information to PSE stakeholders from the state and District
Reviewing school wide data in conjunction with analyzing the SIP

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PARK SPRINGS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	90%	89%	76%	339	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	68%	66%			134	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	61% (YES)			120	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					593	
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
PARK SPRINGS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	92%	90%	76%	345	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	75%	70%			145	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?	63% (YES)	67% (YES)			130	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					620	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested