FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WEST HOLLYWOOD ELEMENTARY SCHOOL

District Name: Broward

Principal: Aimee Zekofsky

SAC Chair: MiMi Jensen/Laurie Seperson

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Aimee Zekofsky	BS Natural Science, Masters in Administration and Supervision	4	19.5	2011 - 2012 AYP 2010 - 2011 AYP 87% A 2009 - 2010 AYP 69% C 2008 – 2009 AYP 90% A 2007 – 2008 AYP 74% C 2006 – 2007 AYP 82% C 2005 – 2006 AYP 85% B 2004 – 2005 AYP 83% C
Assis Principal	Juan C. Alejo	BA Elementary Education K-12 Educational Leadership	1	7	Intern Principal 2010-2011 School Grade: A Reading Mastery: 76% Math Mastery: 86% Science Mastery: 43% Writing Mastery: 90% AYP Criteria Met: 97%

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	Vicki Elwell	BA, from Ohio State,BS from Georgia State M.Ed Reading k-12 from Florida International University Primary K-3/ Reading K-12/ESOL endorsed	6	4	2010-2011 AYP 87% A 2009-2010 AYP 69% C 2008-2009 -Accelerated Literacy Learning (A.L.L. teacher) - 1st grade reading intervention for at risk for literacy students (bottom 20%) After daily instruction in A.L.L., of the 29 students, 93% moved from an A reading level to an I reading level (I is the required level to articulate from 1st grade).

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	NESS	Deborah Khadaran	May 30, 2013	
2	Tribes	Laurie Seperson	May 31, 2013	
3	Mentoring and coaching	Administration and team leaders	May 31, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	10.0%(4)	12.5%(5)	45.0%(18)	40.0%(16)	50.0%(20)	100.0%(40)	7.5%(3)	17.5%(7)	92.5%(37)

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

Kathy Gallagher	Susan Cerrone	Team Leader coaching educator new to the county	Weekly meetings and professional development
Deborah Khadaran	Rachel Silver	NESS Liaison coaching new educator	Weekly meetings and professional development
Jennifer Ovalles	Kristen Rodriguez	Team Leader coaching new educator	Weekly meetings and professional development
Cynthia Borthwick	Alyssa Perez	Team Leader coaching new educator	Weekly meetings and professional development
MiMi Jensen	Angelica Spicer	Team Leader coaching new educator	Weekly meetings and professional development

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

Funds are used to supplement the salaries of teachers and paraprofessionals that work with at risk students.
Parental activities are planned as outlined in the Parental Involvement Plan that will assist parents in helping their child(ren) improve academic performance. These funds also enable staff development activities to take place.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

$3.00 not enough funding to utilize.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

The total allotment is $146,423. This money will be used for two Head-Start teacher's, two teacher assistants, and 40% of a Certified Classroom Assistant. Head Start 3 year old teacher and 4 year old teachers will collaborate with district Head Start facilitators to determine appropriate assessments and develop a time-line for their administration. The Head Start Parent

Educator will facilitate a Kindergarten Orientation for Head Start parents transitioning their children from preschool to kindergarten. To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to the preparation of students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time-line to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI Leadership Team consists of Jill Aranow-ESE specialist (meeting coordinator), Laurie Seperson-Guidance Counselor, Christina Reyes-School Psychologist,Nadette Noel-School Social Worker,Vickie Elwell-Reading Coach, Millie McPherson-ESE Teacher, Melissa Carlson- Speech Pathologist, when needed Aimee Zekofsky, and Juan Alejo (administration).

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?

Teacher observes student for target behavior and collects data to review with assigned case manager, which could result in an RTI referral to the RTI Leadership Team. Weekly data is tracked and recorded in the form of progress monitoring graphs. The case managers are Nationally Board Certified teachers and are divided by grade levels. Kindergarten case manager is Kathy Gallagher, First grade case manager is Cynthia Borthwick. Second grade case manger is Jennifer Godbey, third grade case manager is Jaclyn Sherman, Fourth grade case manager is Nanci Roda, and Fifth grade case manager is Diana Ortiz. Parents are included as they are an integral part of the collaborative process and provide the team valuable input. Appropriate interventions are generated and implemented with fidelity. The team meets to discuss and evaluate the interventions to determine if further action is needed. The MTSS/RTI team and case managers will meet twice a month. They will share charts and data concerning child(ren) in question. ESE specialist will be in charge of coordinating the meetings.

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

The school-based MTSS/RTI Leadership Team had input in the development of their role in the school improvement plan. The group will be monitoring the SIP as the year progresses. Modification to next year's plan will be made based on the findings from this year and the area student services department. MTSS/RTI team will meet twice a month. Tier 1 data are routinely inspected in the areas of reading, math, writing, science and behavior. The data will be used to improve core curriculum and school-wide behavior plan

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data sources used are FCAT scores, BAT I & II, mini BATS, Science mini BATS, Rigby, DRA, FAIR, Formative Assessments, Writing Samples, Textbook Assessments, teacher observations and discipline referrals. The management systems used to summarize data are PMRN, Virtual Counselor, Data Warehouse, BASIS, and Filemaker Pro.

Students receiving interventions with fidelity are placed in a file on Filemaker pro,a table template on word is created which shows information. The students are placed in groups and their levels and interventions are noted on a word chart. Graphs of student data are supplied for the MTSS/RtI Team. Sources for Tier 1 behavior such as referrals to administration will be viewed. The data sources for Tiers 2 & 3 are the intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Group members will be in-serviced by district personnel. In turn, the team members will train school staff. By October 2012, the RtI Coordinator will conduct a training explaining the MTSS process to teachers utilizing district based graphs, Brainsharks, PowerPoints, and flow charts as provided by the district.

Describe the plan to support MTSS.

Administrative data chats with grade level teams will facilitate and support RtI/MTSS referrals. Christian Reyes, school psychologist will meet with teachers (on an as needed basis)to assist teachers through every step of the RtI/MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based literacy leadership team will be composed of representatives from each grade level,reading coach, ESE specialist, administration, and the ESOL coordinator.

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

The function of the LLT is to help develop, implement, and monitor the SIP through monthly meetings. The LLT ensures that school stakeholders understand and support the work of the reading coach. The team will also ensure the use of the district's curriculum framework by the classroom teachers and the cooperation of teachers during PLC meetings.

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

This year's initiatives for the LLT are increasing academic vocabulary school-wide, incorporating CCSS in grades K-2, improving both small group and whole group instruction within grades K-5 by increasing text complexity with the use of Information texts, and curriculum integration. These initiatives will directly focus on all students Annual Measurable Objectives. All students will engage in differentiated activities in order to increase student achievement in literacy. Our students will engage in school wide literacy activities such as writing across content areas. The evidence of incorporating school-wide vocabulary, CCSS, and the use of Informational Text will be evident via classroom snap-shots, informal and formal observations.

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.

We assist preschool children in transition from early childhood by offering a Head Start Program 3 year old class and 4 year old class for those who qualify. The
program allows students to start school prior to the Kindergarten year to give them an early educational start. The teacher conducts home visits that enable parents and students to adjust to the new school schedule and procedures.
• West Hollywood Elementary will host an international luncheon for preschool parents.
• Students who are scheduled to enter the school starting at the Kindergarten level are invited to the Kindergarten Round Up

at the end of the previous school year. This event is held at the end of every year, and welcomes new parents and students.
• They are able to tour the school, meet the K teachers, and ask questions to get ready for the next school year. Then parents have the summer to put into place strategies learned to ready students for the upcoming school year.
• Prior to students starting Kindergarten they attend an Open House the Friday before school starts. This event allows parents and students to see their new classroom, meet the teacher, learn K expectations and procedures.
• After the school year is in full swing, the Kindergarten Team hosts a Family night. This event
covers strategies to help students and parents succeed! Teachers also conference with parents individually to meet individual

needs they may have.
To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.
Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. `

*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:**	25% of students achieved level 3 in reading. By 2013 Reading FCAT, 28% of our students will achieve reading proficiency.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
25% (61)	28% (75)

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 maintaining or achieving grade level proficiency	Identify and target level 1, level 2, and low level 3 students to provide them the necessary assistance to achieve or maintain grade level proficiency Use of WHE's IFC which has identified and targeted areas of need.	Administration Coach Team Leaders	Snap-shots and observations focusing on Marzano's segments: Planning/Preparing and Addressing Content Administration-20x a week Feedback will be given to teams at team data chats and faculty meetings based on analysis staff development will be conducted as well as using model classrooms, and faculty meetings.	Data chats Classroom Observations BAT 1 & BAT 2 Beginning of Year assessments FCAT testmaker
2	Student's lack of knowledge applying higher order thinking skills, comprehension strategies, and vocabulary strategies.	Teachers will emphasize higher order thinking skills, comprehension strategies, and vocabulary strategies across curriculum via the use of question stems, graphic organizers, summarization, connections visualization, the school wide morning announcement "Wildcat Word" program, and vocabulary parades.	Principal, Assistant Principal, Reading Coach	Snap-Shots conducted by team leaders- 1 time a month and observations by administration - 20 times a week. Feedback, based on observation analysis, will be provided at weekly team data chats and monthly faculty meetings. Observation focus on Marzano's Addressing Content	FCAT scores Mini-Bats BAT I and BAT 2 Snap-Shots Formal and Informal observations by administration and team leaders
3	Teachers challenged with the task of implementing small group, differentiated instruction	Time and resources will be allotted to support teachers in need of assistance establishing and conducting small group differentiated instruction. Teachers in need will observe model classrooms and work with these teachers to	Team leaders, Assistant Principal, Principal	Snap-shots and observations focused on Marzano's Planning/Preparing and Addressing Content. Quarterly data chats with administration to monitor progress of small group instruction via student progress on core	FCAT, Mini BATs, BAT I & II, Snap-shots, Formal and informal observations by administration and team leaders, Selection tests, Rigby, IRI, Running

		establish small groups based on reading needs and will implement small group differentiated reading strategy groups using research based strategies.		selection tests.	Records
4	Students lack of critical reading skills and strategies.	As a preventative measure, selected students experiencing reading difficulties will attend a reading recovery program that will be available throughout the school year.	Assistant Principal,Principal, Reading Coach	Observations Test score analysis Data chats every six weeks which review student progress in reading level and comprehension via running records and core selection tests.	Rigby Running Records, Formal and informal observations by administration and team leaders, Treasures selection tests

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1					
2					
3					

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:**	25% of students achieved above proficiency. In the 2013 Reading FCAT 28% of students will score above proficiency.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
25% (61)	28% (74)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
	Students scoring levels 4 and 5 are not receiving	Teachers will incorporate differentiated learning	Principal, Assistant Principal	Snap-shots, observations,rubrics,	Observations, Project Rubrics,

1	sufficient enrichment activities.	centers and project based learning activities including technology based projects.		portfolios,and work samples will be analyzed and discussed during data chats nd monthly faculty meetings.	FCAT, Mini BATs, BAT I, BAT II, Portfolios, Work Samples, Presentaitons
2	Reading groups have not targeted the specific literacy need of the student.	Teachers in grades 1-5 will disaggregate weekly assessment scores by reading area to identify students area(s) of need. Using the results of the score analysis, teachers will use targeted small group instruction. Additionally,kindergarten teachers will use FAIR assessment to identify reading areas of need.	Principal, Assistant Principal	Test score analysis will be used in data chats with both administration and students. Analysis will be used to establish fluid reading groups.	FCAT, Mini BATs, BAT I, BAT II, FAIR, running records, weekly and unit assessments, formal and informal observations conducted by administration and team leaders.
3	Insufficient use of higher order questioning techniques and thinking skills.	Teachers will use FCAT 2.0 and CCSS question stems to provide students with higher order questions and invoke thinking skills. Teachers will discuss effective strategies during faculty meetings.	Principal, Assistant Principal, Reading Coach	Observations and test score analysis will be analyzed and discussed during data chats.	FCAT, Mini BATs, BAT I, BAT II, weekly and unit assessents, as well as administrative observations
4	Insufficient use of challenging/difficult texts and rigorous writing activities to accompany reading.	Teachers in grades K-2 will incorporate more nonfiction reading using Buzz About It books. Teachers in grades 3-5 will teach reading strategies through science and social studies texts and all activities will incorporate critical thinking writing assignment.	Principal, Assistant Principal	Snap-shots, observations, and test score analysis which will be discussed with teachers during grade level data chats	FCAT, Mini BATs, BAT I, BAT II, weekly and unit assessments, and observations by administration

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning

gains in reading. **Reading Goal #3a:**			78% of students made learning gains in reading. On the 2013 Reading FCAT 86% of students will make learning gains in reading.		
2012 Current Level of Performance:			**2013 Expected Level of Performance:**		
78% (113)			86% (148)		

	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	Assistance identifying the correct intervention for the student's area of weakness.	Teachers will use PMP, IEP Goals, ESE data, and instructional model to dictate student placement in a research based intervention reading program. Identified students will go through the Broward County Decision Tree process to determine areas of weakness. Students who are identified as struggling readers will receive double dose reading instruction.	Principal, Assistant Principal, Reading Coach, Team Leaders	Monthly test score analysis, weekly observations, weekly data chats between administration and team levels, and monthly data chats between the Collaborative Leadership Team, administration, and support personnel.	Mini BATS, Formal and informal observations conducted by administration and team leaders, Weekly assessments and unit tests
2	Inconsistent identification of students who require a PMP.	Teachers review student performance assessments that meet criteria for Progress Monitoring Placement with reading coach.	Reading Coach, Assistant Principal, Principal	Weekly data chats between administration and team levels as well as monthly data chats between the CLT and support staff to desaggregate student data. The use of monitoring forms that are reviewed weekly at Data chats.	Mini BATS, BAT I and BAT II End of unit and selection tests
3	Students are deficient in Informational Text and Text Features.	Teachers will incorporate Informational Texts and rigorous text feature analysis to accompany the reading weekly in grades K-5	Reading Coach, Assistant Principal, Principal	Test score analysis conducted at weekly data chats between administration and team levels. Observations focused on Marzano's Addressing COntent Administration will conduct 20 Snap-Shots a week and feedback will be given to teams at weekly team data chats and monthly faculty meetings based on observations.	Mini BATS, Formal and informal observations conducted by administration and team leaders, End of unit and selection tests, CWT
4	Increase of Differentiated instruction needed	Teachers will identify student strengths and design targeted highly scaffolded small group instruction. In addition, technology will be used to support reading instruction. Software programs will include iStation, Earobics, Destination Reading, FCAT simulation, FCAT Explorer, and Acellerated	Reading Coach, Assistant Principal, Principal	Observation and test score analysis conducted during weekly data chats with administration. Observations by administration focusing on the organization of students to practice and deepen knowledge. Snap-Shots by team leaders 1 time a month and by	Mini BATS, Formal and informal observations conducted by administration and team leaders, End of unit and selection tests iStation reports

				administration 20 times a week. Feedback will be given to teams at weekly team data chats and monthly faculty meetings.	
5	Students are deficient in their amount of reading leading to a deficiency in vocabulary.	School wide vocabulary activities will be implemented in grades K-5. Before school reading (7:30-7:55) and Read-Alouds and "Wildcat Words" in class and via morning announcements.	Reading Coach, Assistant Principal, Principal	Observation and test score analysis conducted during weekly data chats with administration.	Formal and informal observations conducted by administration and team leaders, Treasures reading assessments
6	Inconsistent implementation of small learning groups in intermediate	Reading coach will assist and mentor teachers who need support in providing whole and small group instruction.	Reading Coach, Assistant Principal, Principal	Observation and test score analysis conducted weekly during data chats with administration. Observations by administration focusing on organizing students to practice and deepen knowledge. Post observation conferences will take place biweekly.	Formal and informal observations conducted by administration and team leaders, Treasures reading assessments, BAT 1 & 2 Mini BATS Unit and End of Selection Tests

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	73% of students scoring in the lowest quartile achieved a year's worth of progress in reading. In the 2013 Reading FCAT 80% of our students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
73% (29)	80% (34)

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	Treasures, core reading curriculum does not adequately meet the needs of struggling readers (students entering a grade 2 or more reading levels below)	Triumphs will be implemented in grades 1-5 as an intervention and supplement to the reading curriculum. In addition Kindergarten through grade 2 will implement Wilson Fundations if further intervention is needed.	Reading coach, A.P., Principal	Observations and test score analysis will be discussed with teachers weekly during grade level data chats. Istation data will also be analyzed and discussed monthly at faculty meetings.	Formal and informal observations conducted by administration and team leaders, Treasures and Triumphs reading assessments, Mini BATS BAT I BAT II CWT- Focus on curriculum 1a-f
2	Students previously exposed to core reading curriculum did not make adequate progress.	Retained students in Grade 3 will participate in intervention reading programs based on needs assessment. Use of the decision Tree will determine what intervention program students will participate in.	Reading coach, A.P. Principal	CWT focus on instruction identifying instructional practices and strategies and on curriculum identifying targeted objectives. CWT conducted by team leaders 1 time a month and by administration 20 times a month. Feedback will be given to teams at weekly team data chats and monthly faculty meetings based on CWT analysis.	FCAT Mini BATS BAT I BAT II Treasures & Triumphs weekly test & end of Unit tests Formal and informal observations conducted by administration and team leaders, formative and monitoring assessments used with interventionalist
3	Reading and writing taught as separate subject areas.	CCSS curriculum integration will be implemented in grades K-5.	Reading Coach, Assistant Principal, Principal	Observation and test score analysis will be discussed with teachers weekly during grade level data chats. Reading log and reader response assignments will be monitored weekly.	Running Records, Reading Log, Reader Response Activities, Oral Reading Fluency, Writing Prompts
4	Some students need more time to review reading strategies after the school day is over.	Selected students will attend FCAT Reading Camp and Saturday Academies.	Reading coach, SAC chair, Principal, Assistant Principal	Data Analysis of weekly, monthly, and quarterly assessments as well as conversations about student achievement during weekly team data chats with administration and Istation reports.	FCAT Mini BATS BAT I, BAT II, Formal and informal observations conducted by administration and team leaders, Treasures reading assessments
5	Some students do not use reading strategies/skills at home.	Teachers in grades K-3 will use book pouches to send leveled readers home for practice with strategy cards or question stems included.	Classroom teachers	Data analysis of weekly, monthly, and quarterly assessment as well as weekly book discussion	Mini BATs, BAT I, BAT II, FAIR, Running Records, Discussion Rubrics

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal #			
			5A :	Increasing the rigor of instruction, ensuring teachers are using Marzano's High Probability Strategies in the classroom, and implementing the Common Core State Standards with fidelity.		
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	45	50	54	60	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In the 2012 Reading FCAT the student subgroups not making AYP are White students at 59%. Black students at 55% , Hispanic students 47%. In the 2013 Reading FCAT the student subgroups not making AYP will demonstrate a decrease of 2-6%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White: 59% (19) Black: 55% (31), Hispanic: 47% (59) Asian 21% (3)	White 39% (54) Black: 54% (43) Hispanic: 46% (36) Asian 39% (6)

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 students were not placed in the appropriate intervention program.	Students will be provided intervention reading program for struggling readers and retainees not meeting AYP criteria using Broward County's struggling readers chart to facilitate the decision making process to identify specific area in need of remediation as evidence reading screenings. Support staff will work with identified students to promote additional reading support.	Reading Coach, A.P., Principal	Observations conducted by administration, End of selection and unit tests. Observations and test score analysis conducted weekly during data chats between grade levels and administration.	FCAT, BAT I and BAT II, mini BATs, Treasures end of selection and end of unit test, Formal and informal observations by administration and team leaders,Pretest and Posttest data specific to intervention program
2	Core reading program does not meet all the needs for selected students.	Differentiated reading programs such as Phonics for Reading, Quick Reads, Soar to Success, Wilson, and Wilson Fundations will be utilized as needed. Teachers will use other differentiated programs approved by Broward County. Support staff will work with identified students to promote additional reading support.	Reading Coach, A.P.	Observations conducted by administration and test score analysis will be discussed at monthly CLT meetings as well as at weekly data chats between administration and grade levels. Istation score analysis will also be reviewed by administration and teachers at monthly faculty meeting.	FCAT, Mini BATS, BAT I, BAT II, Observations by administration and team leaders, End of selection and end of unit tests, Istation reports

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

	5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		93% of ELL students met AYP. On the 2013 Reading FCAT 100% of ELL students will make AYP.		
	2012 Current Level of Performance:		**2013 Expected Level of Performance:**		
	93% (14)		100% (36)		

	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	During instruction, there is inadequate use of a variety of ELL strategies which enhance learning.	Teachers of ELL students will incorporate ELL strategies used for each lesson	Team leader, Reading Coach, Administration	Observations focusing on Marzano's Planning and Preparing for the needs of ELL students. Feedback will be given to grade level teams during weekly data chats and best practices will be shared during faculty meetings. Model classrooms will be used as learning opportunities for teachers to observe.	FCAT, Mini BATS, BAT I, BAT II, Formal and informal observations conducted by administration and team leaders, End of selection and unit tests, and lesson plans
2	Some ELL students lack English vocabulary knowledge, which hinders their reading.	Technology will be used in the classrooms to support English vocabulary acquisition. Software programs will include Istation, Earobics, Destination Reading, FCAT simulation, Leap Frog, and FCAT Explorer. Programs like Rosetta Stone will be used for A1 to B1 students three times a week. Use of Promethean Boards in select classrooms to enhance student participation.	Team leader, Reading Coach, Administration, Micro Technician	Test score analysis and Istation reports will be disaggregated and discussed at weekly team data chat meetings and monthly faculty meetings.In addition, best practices will be discussed at faculty meetings.	FCAT, Mini BATS, BAT I, BAT II, Observations by administration and team leaders, End of selection and unit tests, Computer generated reports
3	Students need more 1:1, or small group time with teacher to help ELLs build upon past experiences/knowledge	A teacher assistant will provide support in classrooms with high numbers of ELL students to assist with content area learning.	Teacher, team leader, reading coach, administration	Observations by administration, test score analysis and Istation reports will be disaggregated and discussed at weekly team data chat meetings and monthly faculty meetings.	FCAT, mini BATS, BATs, Formal and informal observations by administration and team leaders, FCAT Testmaker, Portfolio assessments, Graphic organizers, Reflective journals, Drawings
4	ELL students have a difficult time learning English spelling patterns	Use the Bear, Helman, Templeton, Invernizzi & Hohnston, 2007 model of literacy development – Words Their Way primary spelling inventory to determine features of words, then, design lessons based on stage	Teacher, team leader, reading coach, administration	Observations, spelling test score analysis and Istation reports will be disaggregated and discussed at weekly team data chat meetings and monthly faculty meetings.	Weekly spelling assessments, Formal and informal observations by administration and team leaders

		of development Teachers will instruct students on how to use Heritage Language Dictionaries.			

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:**	70% of SWD students made AYP. On the 2013 Reading FCAT 77% of SWD students will make AYP.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
70% (32)	77% (51)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
---	---	---	---	---	---
1	SWD Students need adequate time to master reading skills being taught.	Students will receive push-in/pull-out instruction that includes intensive heavily scaffolded interventions, with time for reteaching and review to access whether skill is learned	Principal Assistant Principal Reading Coach	Observations with feedback discussed at weekly team data chats between grade levels and administration and at monthly faculty meetings. Test score analysis and Istation reports will be disaggregated at weekly data chats between grade levels and administration.	FCAT, Mini BATS, BAT I, BAT II, Formal and informal observation by administration and team leaders, End of selection and unit tests, Computer generated reports, FCAT Testmaker
2	Some teachers are unable to disaggregate diagnostic data to determine appropriate interventions for their students, thus teachers deliver instruction that is not targeting the students needs.	Data disaggregation will be discussed and demonstrated at monthly CLT meetings followed by team leaders allotting 1 meeting a month for data disaggregation to take place.	Principal Assistant Principal Reading Coach ESE Specialist	Observations by administration during weekly team meetings and weekly minutes from team meetings.During weekly team data chats, administration will review the data sheet and discuss with grade level teacher to determine if assessments are being disaggregated and leading intervention instruction.	Team minutes, Data sheets, Observations
3	Students have difficulty learning new vocabulary	Teacher will have students use graphic organizers, which includes definition, sentence from mentor text and from student's life experiences, and an icon or picture kept in an academic notebook.	Principal Assistant Principal Reading Coach, ESE specialsit	Observation feedback will be given to teams at weekly team data chats and monthly faculty meetings. Test score analysis will be conducted at weekly grade level data chats with administration.	FCAT, Mini BATS, BAT I, BAT II, Observations by administration and team leaders. End of selection and unit tests, Computer generated reports
	Students have difficulty using visualization strategy to recall details	ESE teacher and general education teacher will teach students how to highlight key details and	Principal Assistant Principal Reading Coach, ESE specialist	Observations by administration focusing on Marzano's Planning ans Preparing.	FCAT, Mini BATS, BAT I, BAT II, Formal and informal

4		make mental pictures. CRISS strategy of selective highlighting/underlining will be used as well as the WHE modified IFC		Feedback will be given to teams at weekly team data chats and monthly faculty meetings. Test score analysis and Istation reports will be conducted at weekly grade level data chats with administration.	observation by administration and team leaders, End of selection and unit tests, Computer generated reports, FACT Testmaker
5	Difficulty with reading comprehension.	Both General Education and ESE teacher will use gradual release of responsibility and align the level of scaffolding to student needs	Principal Assistant Principal Reading Coach, ESE specialsit	Administrative observations focusing on Marzano's Effective Scaffolding of Information. Comprehension test score analysis will be discussed during weekly grade level data chats with administration.	FCAT, Mini BATS, BAT I, BAT II, Formal and informal observations by administration and team leaders, End of selection and unit tests, Computer generated reports
6	Students with disabilities have deficits in the area (s) of phonemic awareness, phonics.	GE Teacher in collaboration with ESE teacher will use Intermediate REWARDS to assist students with decoding. The program takes multisyllabic words and breaks into syllables, it teach prefixes and suffixes.	Principal Assistant Principal Reading Coach, ESE specialsit	Observations by administration and assessment analysis discussed during weekly grade level data chats.	FCAT, Mini BATS, BAT I, BAT II, Formal and informal observations by administration and team leaders, End of selection and unit tests, Computer generated reports, FCAT Testmaker
7					

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:**	51% of Economically disadvantaged students met AYP. On the 2013 Reading FCAT 56% will meet AYP.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
51% (111)	56% (118)

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 amount of early literature exposure.	Provide an intervention program for struggling readers not meeting AYP criteria using Broward County's struggling readers chart to facilitate the decision making process to identify specific area in need of remediation.	Reading Coach Administration Team leaders	Observation by administration and test score analysis discussed at grade level data chats Staff development will be conducted as well as using model classrooms	FCAT Mini BATS BAT I BAT II Formal and informal Teacher observation End of Selection tests
Deficit in decoding long words and fluency.	Students in grades 4-5 will receive small group	Reading coach, administration,	Test score analysis and administrative	FCAT Mini BATS

| 2 | instruction using the REWARDS (Reading Excellence: Word Attack &Rate Development Strategies) intervention program | Team Leaders | observations. Feedback will be given to teams at team data chats and faculty meetings Staff development will be conducted as well as using model classrooms | BAT I BAT II Formal and informal Teacher observation End of Selection tests FCAT Testmaker |

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
Reading & Writing Informational Text in the the Primary Grades	K-3/Reading & Writing	Reading Coach	All K-3 teachers	Monthly	Meeting notes	Principal, Assistant Principal
Reading & Writing Genre with Purpose in the K-8 Classroom	3-5/Reading & Writing	Reading Coach	All 3-5 teachers	Monthly	Meeting notes	Principal, Assistant Principal

Reading 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**
Train teachers on the use of and importance of incorporating informational text into the classroom to enhance FCAT skills	Tackling Informational Text on the FCAT (training)	Title 1	$500.00
			Subtotal: $500.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

*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:**	On the 2012 CELLA, 18% (8) students in grades 3-5 scored proficient in listening/speaking. On the 2013 CELLA 21% of ELL students in grades 3-5 will achieve proficiency in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

18% (8)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
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<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Lack of effective utilization of language acquisition strategies in ESOL education as a result of the belief that low-level language proficiency equates to low level thinking proficiency.</td>
<td>Teachers will teach basic interpersonal communication language skills to support the acquisition of social language and cognitive academic language proficiency. Teachers will utilize the ELL instructional matrix and implement strategies with fidelity</td>
<td>ESOL Contact Principal Assistant Principal</td>
<td>Administration will examine and monitor lesson plans and classroom instruction to ensure ESOL compliance of the effectiveuse of ESOL matrix stategies.</td>
<td>Marzano Causal Teacher Growth Model Domain 1 Domain 3</td>
</tr>
<tr>
<td>2</td>
<td>Allocating classroom time for oral language instruction</td>
<td>Teachers will incorporation oral language instruction during small group reading instruction as expected under the Listening and Speaking standards of CCSS</td>
<td>Assistant Principal Principal</td>
<td>CWT Collaboration and planning during grade level meetings, CLT's and PLC's</td>
<td>Marzano Causal Teacher Growth Model Domain 1 Domain 3</td>
</tr>
<tr>
<td>3</td>
<td>Language barrier: Vocabulary and fluency</td>
<td>To facilitate language acquisition, and reduce the language barrier, ELL students will be assigned a peer buddy to provide additional support during instruction. Teacher will provide double dose of small group instruction using In-Step Readers, i-Station, CAVS, Time for Kids.</td>
<td>Teacher ESOL Contact Assistant Principal Principal</td>
<td>CWT PLC</td>
<td>Teacher Observation Computer Generated Reports i-Station Formative Assessment Scores</td>
</tr>
</table>

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:**	On the 2012 CELLA, 2% of students in grades 3-5 scored proficient in reading. On the 2013 CELLA, 5% will achieve proficiency.

2012 Current Percent of Students Proficient in reading:

2%(1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	ESOL Learning strategies should be actively taught in all content areas. Additionally, teachers need to use alternative methods of assessment when grading ELLs.	Teachers will implement Marzano's High-Probability strategies to increase reading proficiency for ELLs. Identifying similarities and differences by using Mind-Maps, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers and Word Sorts.	Reading Coach ESOL Contact Principal Assistant Principal	CWT Lesson Plan Reviews Student Work Samples and Portfolios	Marzano Causal Teacher Growth Model Domain 1
2	Funding for ESOL support paraprofessional. Students need more 1:1 ESOL support and small group instruction	A teacher assistant will provide support in double and triple doses in classrooms to assist with content area learning.	Teacher, team leader, reading coach, administration, Para-professional (pending funding).	CWT focus on instruction identifying instructional strategies and practices as well as classroom environment. CWT conducted by team leaders 1 time a month and by administration 20 times a week. Feedback will be given to teams at bi-monthly team data chats with administration and monthly faculty meetings based. Test score analysis and Istation reports will be disaggregated and discussed at weekly team meetings and monthly faculty meetings.	Marzano Causal Teacher Growth Model Domain 1 Domain 3

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. **CELLA Goal #3:**	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

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

Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Training staff on unpacking the salient aspects of Informational Tetx	Tackling Informational Text on the FCAT	Title 1	$500.00
			Subtotal: $500.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

*End of **CELLA** Goals*

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. **Mathematics Goal #1a:**	On the 2012 FCAT Mathematics Assessment 27% (66) scored at achievement level 3. 30%(80) of students will score Achievement Level 3 on the 2013 FCAT 2 Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
27%(66)	30%(80)

	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 maintaining or achieving grade level proficiency	Identify and target level 1, level 2, and low level 3 students to provide them the necessary assistance to achieve or maintain grade level proficiency Use of WHE's IFC which has identified and targeted areas of need.	Administration Coach Team leaders	Snap-shots and observations focusing on Marzano's segments: Planning/Preparing and Addressing Content Administration-20x a week Feedback will be given to teams at team data chats and faculty meetings based on analysis staff development will be conducted as well as using model classrooms, and faculty meetings.	Data chats Classroom Observations BAT 1 & BAT 2 Beginning of Year assessments FCAT testmaker
2	Increasing level of rigor to align with FCAT 2.0 demands.	Higher order thinking questions gleaned from Item Specifications manual for mathematics and/or other high rigor question bank on Math Wiki. Teach students how to persevere during problem solving.	Assistant Principal Principal Teachers	CWT Administration will examine lesson plans for strategies.	iObservation
3	Increase amount of time devoted to small group instruction	Teachers will utilize research-based strategies to differentiate for small group instruction. Teachers will use Marzano's High Probability strategies.	Assistant Principal Principal Teachers	CWT	iObservation
4	Transitioning from NGSS to CCSS	District based professional development Common planning time for collaboration.	Teachers Curriculum Coach Assistant Principal Principal	Vertical team collaboration and conversation. PLCs Bi-Monthly data chats	Data Chats iObservation

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

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

Mathematics Goal #1b:	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	25%(67) of students in grades 3-5 will score at or above Achievement Level 4 in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (52)	25% (67)

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	Increasing mathematical rigor.	Teachers will use pre-tests to determine student mastery of subject matter skills. Students who have achieved mastery will accelerate in the curriculum.	Classroom teacher Administration	Formative Assessments Teacher observation	Pre-Tests Post-Tests BAT 1 and BAT 2
2	Professional development needed for project based learning.	Teachers will be trained on project based learning to include inquiry methods and promote conceptual change and a deeper understanding of the content	Administration	Student work samples Student Portfolios and presentations CWT Lesson plan monitoring	iObservation CWT Rubrics for project based learning opportunities
3	Lack of innovative technological resources	Teachers will utilize available technology such as FCAT Explorer, Riverdeep, United Streaming, Renzulli Learning	Teachers Administration Micro-Tech	CWT	CWT Lesson Plans

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

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

Mathematics Goal #2b:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	70%(186) of our students in grades 3-5 will make learning gains in mathematics on the 2013 FCAT 2 assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
64% (93)	70% (186)

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	Increased rigor and demands of grade level expectations necessitate the need for cultivating a community of independent problem solvers.	Teachers will engage students in dialogue and mathematical investigations that promote the development of student- generated problem solving strategies and reflective thinking. Students will be provided daily opportunities for math journaling, think-alouds, modeling pictorially, the use of graphic organizers.	Administration Curriculum Leadership Team	CWT Lesson Plans Bi-Monthly Data Chats Collaborative Team Planning	Go-Math assessments Project-based learning rubrics Teacher observation iObservation
2	Differentiated instruction at all grade levels.	Use "Go Math" assessments to determine level and achievement in order to form math groups. Once groups are formed teachers will provide differentiated instruction to meet the needs of all students. Teachers will use Singapore Math lessons and strategies. Technology, project based, hands-on activities will be used to support & reinforce math	Administration	CWT 5x weekly Lesson plans Bi-Monthly Data Chats	"Go Math" assessments BAT 1 & BAT 2 iObservation

		instruction. Software programs will include Destination Math, Mega-Math, Soar to Success, FCAT Simulation, and FCAT Explorer. Teachers will analyze data to identify and meet the diverse needs of the students, then adjust curriculum delivery and modality as necessary.			
3	Student background knowledge	Teachers analyze data from baseline, monthly, mini, and mid-year assessments. Go Math online interventions (daily) to determine student levels, needs and proficiency.	Assistant Principal Principal	Weekly data chats with classroom teachers	Go Math Benchmark Mii-Assessments Chapter and Unit tests Bat 1 & 2 data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. **Mathematics Goal #4:**	78% of students scoring in the lowest 25% made learning gains in mathematics as evidenced by the 2011 Math FCAT assessment. 81% of students scoring in the lowest 25% will make learning gains in 2012 Math FCAT Assessment
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
78% (32)	81% (34)

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**
	Differentiated math	The analysis of formative	Administration	Observation of	Go Math pre and

1	groups need to be fluid and responsive to student needs.	assessment data will drive instruction and guide the teacher in the placement and scheduling of students into appropriate math groupings. Additionally, teachers will collaboratively share best practices at team meetings.	Teachers	collaborative team planning. CWT Lesson Plans Data chats	post assessments BAT 1 and BAT 2 Formative assessments iObservation
2	Struggling students require additional support and follow-up that goes beyond the nature of remedial instruction.	Targeted, precise, lessons that address student deficiencies by accessing student's strengths will be provided in small groups in double or triple doses.	Classroom Teacher Administration	Administration will observe targeted, small, differentiated math groups during CWT.	Go Math Intervention Assessments Formative Assessments
3	Implementation of differentiated small group math instruction	Profession development for teachers in the use of approved supplemental programs that lead to changed teacher practice such as Singapore Math, Go Math Big Idea Training, and High-Yield Cooperative Learning strategies. Teachers will observe exemplar peers in the implementation of lesson delivery during differentiated small group instruction.	Administration Teachers Curriculum Leadership Team	Administration will schedule time-slots for teachers to observe exemplary instruction by our resident, mathematical experts on each grade level. Observation of collaborative team planning CWT Data Chats	iObservation
4	Implementation of differentiated small group math instruction	Profession development for teachers in the use of approved supplemental programs that lead to changed teacher practice such as Singapore Math, Go Math Big Idea Training, and High-Yield Cooperative Learning strategies. Teachers will observe exemplar peers in the implementation of lesson delivery during differentiated small group instruction.	Administration Teachers Curriculum Leadership Team	Administration will schedule time-slots for teachers to observe exemplary instruction by our resident, mathematical experts on each grade level. Observation of collaborative team planning CWT Data Chats	iObservation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : Increasing the rigor of instruction, ensuring teachers are using Marzano's High Probability Strategies in the classroom, and implementing the Common Core State Standards with fidelity.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	63	67	70	

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

| **5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.**

Mathematics Goal #5B: | On the 2012 Mathematics FCAT the following subgroups did not make satisfactory progress: Black students 36%(64) , Hispanic students 47%(59), and White students 38%(12). On the 2013 FCAT Mathematics Assessment, all student subgroups will attain the 2012 expected level of performance: White 77%(107), Black 53%(42),Hispanic 62% |

((89), Asian 73%(13).

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black:64%(36) White:38% (12) Hispanic:52%(66) Asian:43%(6) American Indian: N/A	White: 33%(46) Black: 47%(37) Hispanic: 62%(89) Asian:73%(13) American Indian: N/A

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<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Identifying specific subgroups for additional assistance.</td>
<td>Monthly grade level meetings to address student needs and accomplishments. Teachers will also conduct data chats with students to discuss progress and areas in need of improvement.</td>
<td>Team leader, Administration</td>
<td>The assessments will be analyzed and used to guide instruction as well as monitoring through observation Frequency-team leaders once a month Administration-5x a week Feed.back will be given to teams at team data chats and faculty meetings based on CWT analysis staff development will be conducted as well as using model classrooms, and faculty meetings.This feedback will be used to address areas of need in classrooms.</td>
<td>Publisher check point assessments CWT observations BAT 1 & BAT 2 Big idea assessments</td>
</tr>
<tr>
<td>2</td>
<td>Students are lacking skills to complete multi-step math word problems.</td>
<td>Classrooms Teachers will utilize the following: Highlighting weekly Word Journal review implementation and monitoring "Go Math" problem solving activities weekly. Also the use of Singapore Math problem solving strategies will be used. Teachers will be provided staff development for the aforementioned.</td>
<td>Math Contact Administration

ESE Specialist</td>
<td>Math teachers participate in data chat meetings twice a month Teachers will implement and monitor "Go Math" problem solving activities weekly. Go Math assessments will analyzed and used to guide instruction. If modification is needed it will be discussed with administration.</td>
<td>Benchmark Assessment Tests Instructional software reports Big Idea assessments</td>
</tr>
<tr>
<td>3</td>
<td>Student progress not monitored frequently using assessment and data.</td>
<td>-Monthly grade level meetings to address student needs and accomplishments. -Teachers will also conduct data chats with students to discuss progress and areas in need of improvement.</td>
<td>Team leader, Administration</td>
<td>The assessments will be analyzed and used to guide instruction as well as monitoring via classroom observations. Team leaders CWT 1x a month and Administration 5x a week a week focus on instruction #2a-e. Feedback, based on CWT analysis, will be provided at team data chats and faculty meetings.</td>
<td>Publisher check point Big Idea assessments Formal and Infomal observations</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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. **Mathematics Goal #5C:**	In the 2011 math FCAT 63% of ELL students scored at or above grade level proficiency. On the 2012 Math FCAT, 67% of students will score at or above a 3.0.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	63% (29)	67% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students need to correlate current cognative academic language in native language to English	Use of bilingual math dictionaries from Content Academic Vocabulary System (CAVS) to reinforce understanding of math vocabulary and concepts. These dictionaries will be used as of often as the child requires it.	Administration Classroom Teacher ESE Teacher	CWT focus is on instruction#2a-e*Frequency-team leaders once a month Administration-2x a week Feedback will be given to teams at team data chats and faculty meetings based on CWT analysis staff development will be conducted as well as using model classrooms, and faculty meetings teacher observation	Publisher check point assessments CWT Classroom Walk Throughs observation Rubrics Graphic representation Oral explanations checklists diagrams of work
2	Teachers need to tap into ELL prior knowledge in order to scaffold new material and vocabulary being learned.	Teachers will use Content Academic Vocabulary System (CAVS) materials to increase comprehension by adjusting vocabulary based on English proficiency levels. Students will make connections through realia and pictures	Administration GE Teacher ESE teacher	CWT focus is on instruction#2a-e*Frequency-team leaders once a month Administration-2x a week Feedback will be given to teams at team data chats and faculty meetings based on CWT analysis staff development will be conducted as well as using model classrooms, and faculty meetings. teacher observation	GO Math assessments BAT 1 & 2 CWT observation Rubrics Graphic representation Oral explanations checklists diagrams of work
3	Integrating ELL strategies into instruction	Teachers will confer with ESOL contact and use ESOL matrix of strategies to effectively meet student needs	Administration ESOL Contact Teacher	Administration will utilize Classroom Walkthroughs and lesson plan reviews to ensure all teachers are integrating ELL strategies into all content areas	CWT data Lesson Plans
4	Whole group instruction.	Teachers will integrate ESOL strategies in small group instruction.	Administration ESOL Contact	CWT Administration will look for evidence of small group instructional practices in lesson plans.	Alternative Assessment for ELLs iObservation

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:**	In the 2011 math FCAT 40% of SWD students scored at or above 3.0. In the 2012 Math FCAT 46% of our students will score a 3.0 or above.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
40% (18)	46% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Selecting the appropriate instructional strategy based on each student's disability and learning needs.	ESE specialist and ESE teachers will provide ongoing support for classroom teachers in the development of differentiated lessons as per the IEP	ESE Specialist Speech and Language Pathologist ESE Teacher Classroom Teacher Administration	Data chats Collaborate Planning meetings with ESE support staff Administration will monitor lesson plans for compliance. CWT	Alternative Assessments iObservation CWT Data Analysis
2	Students will disabilities are often concrete learners.	Teachers will scaffold instruction using the Concrete-Representational-Abstract model to facilitate the acquisition of higher order thinking skills. Teachers will use visuals, pictorial representations, brain-based and multiple intelligence based strategies to support and develop mathematical processing skills.	Classroom Teachers ESE Specialist ESE teacher Speech and Language Pathologist	Data chats Collaborate Planning meetings with ESE support staff Administration will monitor lesson plans for compliance. CWT	Formative Assessments Alternative Assessments Rubrics
3	Time Constraints	5D.3. Varying Exceptionalities students will be provided instruction in the mainstream. VE teacher will pull-out to provide additional instruction in small group setting in areas of deficit, according to the IEP. Collaborating and Consulting will be provided for students that require less intensity of intervention.	Administration, ESE Specialist, and classroom teachers.	Lesson plans will be reviewed during CWTs to make sure lessons are effective and aligned to NGSS and Common Core	Informal assessments and student portfolios will be used to assess progress and measure achievement.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. **Mathematics Goal #5E:**	On the 2012 math FCAT 52% of Economically Disadvantaged students scored at or above a 3.0. In the 2013 FCAT 55% will score at or above a 3.0.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
52%(115)	55%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent attendance in Extended Learning Opportunities.	Students not mastering essential benchmarks/standards will be targeted for after school tutorials (pending funding), and double dose instruction. Supplemental tutoring will	Teachers Administration	Analysis of pre-assessment data, Formative assessments, teacher observation of student performance on hands-on activities, and Computer generated reports.	CWT data and review of assessment data

		be offered through NSU America Reads/ Counts program.			
2	Inconsistent attendance in Extended Learning Opportunities.	Students not mastering essential benchmarks/standards will be targeted for after school tutorials (pending funding), and double dose instruction. Supplemental tutoring will be offered through NSU America Reads/ Counts program.	Teachers Administration	Analysis of pre-assessment data, Formative assessments, teacher observation of student performance on hands-on activities, and Computer generated reports.	CWT data and review of assessment data
3	IFC s may not align to student's knowledge base. Time constraints	Teachers will utilize the instructional focus calendar to target specific FCAT benchmarks correlated to the New Generation Sunshine State Standards.	Team Leaders Administration Reading Coach	Administration will conduct ongoing progress monitoring to ensure fidelity of academic instruction.	CWT data and review of assessment data to determine effectiveness of instruction Student-Administrator conferences to review academic progress

*End of **Elementary School Mathematics** Goals*

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Provide students with strategies in solving word problems	Singapore Math Step by Step Model Drawing by Char Forsten	Title 1	$213.00
Providing teachers with the new state standards so they may integrate said standards in classroom instruction	Common Core State Standards (Math)	Title 1	$292.00
			Subtotal: $505.00
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**
Enhance teacher's Singapore Math skills	Singapore Math Step It Up Training	Title 1	$10,600.00
			Subtotal: $10,600.00

Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $11,105.00

*End of **Mathematics** Goals*

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. **Science Goal #1a:**	39% of 5th grade students scored a level 3 on the 2012 FCAT Science assessment. On the 2013 FCAT Science assessment, 43% of 5th grade students will score a level 3.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
39% (30)	43% (31)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Professional development for implementation of our new Innovative Aeronautical Program	A cadre of instructional leaders across grade levels will meet to create and codify a plan to implement West Hollywood Elementary School's new Aero-nautical Innovative Program.	Aeronautical Curriculum Team Assistant Principal Principal	Staff Development PLCs Administration will monitor instruction and planning during daily Classroom Walkthoughs. Monthly data chats for progress monitoring	Data Chats PLC notes, plans, and minutes
2	Students need a comprehensive understanding of the Scientific Method and require hands-on science lessons and experiments to facilitate mastery of all strands: Physical & Chemical, Earth & Space, Life & Environmental, Scientific Thinking	K-5 teachers will conduct science experiments weekly using the Broward County Hands-On Science Kits, show United Streaming and BECON videos, create and use word banks. The use of graphic organizers and science journals to develop concepts and increase critical thinking skills. In addition, teachers will integrate science concepts into reading block center activities.	Assistant Principal Principal Classroom Teachers	CWT Weekly Science Labs and Experiments Data chats with students	Science notebooks, Science fair project rubric, Fusion Science activities and mini-assessments.
3	The transition from NGSSS to CCSS	District professional development Common planning time Professional Learning Community	Principal Assistant Principal Team Leaders	Classroom Walkthroughs and PLC minutes	iObservation Data Chats

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	8%(9)of fifth graders will score at or above Achievement Levels 4 and 5 in science on the 2012 Science FCAT
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
5% (4 students)	8% (9 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Lack of integration between instruction and technology.	Teachers will utilize technology when delivering science instruction (Promethean Board and/or laptop computer and television)	Administration	CWT focus on instruction identifying instructional practices and strategies and on curriculum identifying targeted objectives. CWT conducted by team leaders 1 time a month and by administration 5 times a week. Feedback will be given to teams at weekly team data chats with administration and monthly faculty meetings based on CWT analysis. During the CWT administration will review teachers' lesson plans looking for technology integration.	Broward County Mini Science Assessments, Science notebook review, Lesson Plan review
	Increase use of project based learning.	Teachers will utilize inquiry based methods	Assistant Principal	Administration will review lesson plans,	iObservation Project based

2		to promote conceptual change, and deeper understanding of the content.	Principal	student work samples and observe lesson delivery during Classroom Walkthroughs.	learning rubrics
3	Scheduling enrichment activities.	Infuse science concepts and literacy into the reading block using Informational text.	Teacher Assistant Principal Principal Reading Coach	Lesson plan monitoring Student work samples CWT	Data Chats iObservation
4	Parental support for student research projects and enrichment activities.	Science Family Nights to educate parents/caregivers on strategies necessary to support their children and extend learning opportunities at home.	Teachers	Student work samples Project rubrics	Formative, summative and project-based 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 science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Informational Text Across Subject Areas	K-5	Representatives from each grade level take turns facilitating the PLC.	Grade level participants.	Every two weeks.	Classroom embedded activities.	Administration will look for evidence of classroom embedded activities during walk-throughs and observations.

Science Budget:

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

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:**	95% of Fourth grade students achieved level 3.0 and 4.0 proficiency on 2012 FCAT WRITES. 100% of Fourth grade students will achieve proficiency on the 2013 FCAT WRITES.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
95% (56)	100% (99)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Students lack of knowledge in six traits of writing.	Grades K-5 will implement the district's writing model - 6 Traits and critical content writing in conjunction with BEEP plans. BEEP plans will assist teachers in lesson delivery. -Students will collaborate with each other in using the 6 traits in their writing	Administration Reading Coach	Academic Performance Conferences conducted every month after monthly writing prompt administered. These conferences will give details to students of their areas of need and strengths. Teachers will review/grade their students writing samples to assess	Teacher grading of writing prompts. Writing Rubric which contains the 6 traits Writing BAT test

		using peer conferencing. Teachers will also use CRISS strategies, guided interaction, vocabulary, and language development, as well as small group or one-one instruction.		student growth.	
2	Additional instructional time needed for Tier 2 & Tier 3 students.	Conduct writing camp for Grade 4 students one hour per week with intense intervention for students scoring less than a 4.0 on the BAT 1 and BAT 2 Writing prompt. Saturday school will also be provided for those students unable to attend during the week (Waiting for Title 1 funding). Teachers in class will use the Item Specs for examples as well as provide small group instruction for students in Tiers 2 & 3. Fourth grade has been departmentalized in order to have a specific teacher specialize in Writing.	Administration Team Leaders Reading Coach	Academic Performance Conferences conducted every month after monthly writing prompt administered. Teachers will review/grade their students writing samples to assess student growth. During team meetings teachers will discuss concerns and talk about effective practices in classrooms. Administration Team Leaders, Reading Coach, will observe and monitor progress.	Teacher analysis of writing prompts. Writing BAT I and BAT 2
3	Students lack of knowledge writing across genres (CCSS).	Grades K-5 will implement writing activities in all subjects to include a variety of genres. Students will present their pieces during Author's Chair.	Administration, Team Leaders, Reading Coach	Academic performance Conferences conducted every month after monthly writing prompt and after presentation.	Rubrics, teacher analysis of writing samples, Writing BAT assessments

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading & Writing Informational Text in the Primary Grades	K-3/Writing & Reading	Reading Coach	All K-3 teachers	Monthly	Meeting notes	Principal, Assistant Principal
Reading & Writing Genre with Purpose in the K-8 Classroom	3-5/Writing & Reading	Reading Coach	All 3-5 teachers	Monthly	Meeting notes	Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Book study for Professional Learning Community	Writing Through the Genres with Purpose by Nell Duke	Title 1	$945.00
			Subtotal: $945.00
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: $945.00

*End of **Writing** Goals*

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance **Attendance Goal #1:**	95% of our students have been in attendance for the 2011-2012 school year. School rate attendance will increase 96% for the 2012-2013 school year.
2012 Current Attendance Rate:	**2013 Expected Attendance Rate:**

95% (556)	96% (588)
2012 Current Number of Students with Excessive Absences (10 or more)	**2013 Expected Number of Students with Excessive Absences (10 or more)**
8% (44)	5% (31)
2012 Current Number of Students with Excessive Tardies (10 or more)	**2013 Expected Number of Students with Excessive Tardies (10 or more)**
34% (200)	22% (135)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Chronic accumulation of excused absences.	Administration will meet with parents regarding the absences. Social worker will make home visits and documentation such as a doctors note will be requested	Administration	Percent of students in attendance	Attendance records
2	Excessive tardies	Teacher's keep track of late students and email administration the concern form as needed. Also after 5 tardies parents will be receiving a letter stating that child has excessive tardies. After 8 tardies a conference will be requested by administration.	Administration	Percent of students in attendance	Attendance records

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

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

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

Attendance Budget:

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:**	3% of students were suspended during the 2011-2012 school year. Suspensions will decrease to 1-2% of the students for the 2012-2013 school year.Alternative to External Suspension (AES)is an option made available to students instead of external suspensions.
2012 Total Number of In–School Suspensions	**2013 Expected Number of In-School Suspensions**
3% (7)	2% (12)
2012 Total Number of Students Suspended In-School	**2013 Expected Number of Students Suspended In-School**
2% (6)	1% (6)
2012 Number of Out-of-School Suspensions	**2013 Expected Number of Out-of-School Suspensions**
1% (3)	0% (0)
2012 Total Number of Students Suspended Out-of-School	**2013 Expected Number of Students Suspended Out-of-School**
.1% (2)	0% (0)
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	Lack of personnel to inservice entire staff on the Discipline Plan.	During the beginning of the 2012-2013 school year teachers will be informed of the school-wide discipline plan by school leaders.	Administration	Suspension Reports Teacher referrals	DMS
2	Out of school suspensions	Administration will offer AES as a form of out of school suspension	Administration	Teacher Referrals Suspension Reports	DMS

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

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

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

Suspension Budget:

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

*End of **Suspension** Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement **Parent Involvement Goal #1:** *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2012 76% of parents participated in decisions regarding his/her child/ren's educational documentation as evidenced by attendance at parent meetings, parent trainings, and/or conferences. Parental involvement will increase 3% by June 2013.
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
76% (208)	79% (483)

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 parents may not know how to use available online sources	Train parents in accessing online programs such as Destination Success and logging onto BEEP, to support school efforts at home to increase student achievement.	Principal teachers PTA president	Report print out Sign in sheets	Observations
2	Some parents may not have access to a computer to complete the survey	Provide open lab nights for parents to use the computer lab	Principal Teachers PTA President	Sign-in sheets Number of completed surveys	Observations
3	Some parents might not become involved due to a language barrier	FCAT/Title I family night presentation will be delivered in English and Spanish. If needed, translators will be used during conferences.	Administrators, Teachers	Sign-in sheets	Observations

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Parents will be provided with grade specific instructional resources they can use at home	Family Nights	Title 1	$1,970.00
			Subtotal: $1,970.00
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: $1,970.00

*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:**	Introduce students to additional STEM activities through incorporating grade specific Aerospace themed STEM initiative lessons in grades K-5.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Teachers do not have time to prepare additional lesson plans and purchase materials.	Lesson plans provided for teachers and common classroom materials are to be used.	Principal Assistant Principal	Lesson evaluation forms provided in the curriculum packet.	Pre-test Post-test Snap Shot (Walk-throughs) Student Journals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overview of						

Aerospace Connections in Education program curriculum and materials aligned to National Standards.	K-5 Science, Language Arts, and Math	Deborah Khadaran Guest Speakers from Broward College	All K-5 and specials teachers	Faculty Meetings	On-line survey and discussions during weekly team meetings	Principal Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
To enhance the core curriculum by implementing an aerospace program.	Instructional materials and Aerospace Connections in Education curriculum.	Innovative Programs	$4,100.00
			Subtotal: $4,100.00
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: $4,100.00

*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
Mathematics	Provide students with strategies in solving word problems	Singapore Math Step by Step Model Drawing by Char Forsten	Title 1	$213.00
Mathematics	Providing teachers with the new state standards so they may integrate said standards in classroom instruction	Common Core State Standards (Math)	Title 1	$292.00
Writing	Book study for Professional Learning Community	Writing Through the Genres with Purpose by Nell Duke	Title 1	$945.00
Parent Involvement	Parents will be provided with grade specific instructional resources they can use at home	Family Nights	Title 1	$1,970.00
STEM	To enhance the core curriculum by implementing an aerospace program.	Instructional materials and Aerospace Connections in Education curriculum.	Innovative Programs	$4,100.00
				Subtotal: $7,520.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Train teachers on the use of and importance of incorporating informational text into the classroom to enhance FCAT skills	Tackling Informational Text on the FCAT (training)	Title 1	$500.00
CELLA	Training staff on unpacking the salient aspects of Informational Tetx	Tackling Informational Text on the FCAT	Title 1	$500.00
Mathematics	Enhance teacher's Singapore Math skills	Singapore Math Step It Up Training	Title 1	$10,600.00
				Subtotal: $11,600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $19,120.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

- ○ Priority
- ○ Focus
- ○ Prevent
- ● NA

Are you a reward school: ○ Yes ○ No

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

No Attachment

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
Purchase of technology	$525.00

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

Meet monthly to discuss school action steps and brainstorm school improvement initiatives.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
WEST HOLLYWOOD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	80%	96%	41%	285	**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	74%	84%			158	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	78% (YES)			151	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					594	
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
WEST HOLLYWOOD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	74%	94%	43%	284	**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	63%	56%			119	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?	52% (YES)	37% (NO)			89	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					492	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					**C**	Grade based on total points, adequate progress, and % of students tested