FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DISCOVERY ELEMENTARY SCHOOL

District Name: Broward

Principal: Angela R. Fulton

SAC Chair: Raylene Z. Thomas

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

**Gerard Robinson,
Commissioner**
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Angela R. Fulton	Ed.S, Educational Leadership M.Ed & BS, Elementary Education; Certifications Educational	4	10	2012 Discovery Elementary - "B" 60% met high standards in Reading 56% met high standards in Math 96% met high standards in Writing 50% met high standards in Science 63% of students making learning gains in

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	Patricia Transue	M.S. Elem. Ed. Certification Elem. Ed. 1-6 National Board Certification Reading Endorsement	4	6	2012 Discovery Elementary - "B" 60% met high standards in Reading 56% met high standards in Math 96% met high standards in Writing 50% met high standards in Science 63% of students making learning gains in Reading 61% making learning gains in Math 58% of lowest 25% students making learning gains in Reading 62% of lowest 25% students making learning gains in Math Target AMO Reading: 2012 68% 2013 71% 2014 74% 2015 77% 2016 80% 2017 83% Target AMO Math: 2012 66% 2013 69% 2014 72% 2015 75% 2016 78% 2011 Discovery Elementary - "A" 81% met high standards in Reading 82% met high standards in Math 98% met high standards in Writing 56% met high standards in Science 74% of students making learning gains in Reading 68% making learning gains in Math 70% of lowest 25% students making learning gains in Reading 63% of lowest 25% students making learning gains in Math Not meeting AYP 2010 Discovery Elementary-"A" 76% met high standards in Reading; 83% met high standards in Math; 95% met high standards in Writing; 53% of students met high standards in Science; 77% of students making learning gains in Reading; 74% making learning gains in Math; 72% of lowest 25% students making learning gains in Reading; 67% of lowest 25% students making learning gains in Math; Met AYP

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New educators receive support from a highly qualified mentor, administrators, and grade level team leader, and NESS liaison	Principal, AP, NESS Liaison	Ongoing	
2	Continuous Professional Development: educators are encouraged to participate in professional development that will enhance their teaching skills or to receive strategies and techniques that will help them better perform their job.	Principal, AP,Support Staff, NESS Liaison	Ongoing	
3	Maintaining open lines of communication with Leadership Team. Grade level teams and team leaders provide support to new educators or educators that are new to the grade level. Each team meets weekly. Team leaders meet with administration monthly and serve as a liaison between administration and their team.	Principal, AP, Team Leaders	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
52	0.0%(0)	38.5%(20)	36.5%(19)	23.1%(12)	28.8%(15)	98.1%(51)	3.8%(2)	11.5%(6)	67.3%(35)

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
Anthony Favata	Ms. Brooks	Ms. Brooks is new to Discovery.	Monthly professional learning communities, shadowing and observing master teachers, attend district and in-house trainings. NGSSS training, sharing of best practices and implementation of various focus skills.

Chapperra Morrison	Ms. Lively	Ms. Lively is new to the grade level.	Monthly professional learning communities, shadowing and observing master teachers, attend district and in-house trainings. NGSSS training, sharing of best practices and implementation of various focus skills.
Christina Taylor	Ms. Givens Ms. Moore	Ms. Givens and Ms. Moore are new to the grade level.	Monthly professional learning communities, shadowing and observing master teachers, attend district and in-house trainings. NGSSS training, sharing of best practices and implementation of various focus skills.
Raylene Thomas	Ms. London Ms. Clair	Ms. London and Ms. Clair are new to Discovery.	Monthly professional learning communities, shadowing and observing master teachers, attend district and in-house trainings. NGSSS training, sharing of best practices and implementation of various focus skills.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I is the largest federal funded education program in the United States Authorized by Congress, it provides supplemental funds to school districts to assist eligible public and private schools with the highest student concentration of poverty to meet school educational goals. The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Funds for Title I Part A will be used for professional development materials, student agendas, parent workshops, refreshments for parent trainings.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Discovery Elementary Schools teachers participate, in various district trainings, summer leadership programs, and curriculum workshops across the district which are supported by Title I funds.

Title III

In the past few years, the district Multicultural Department has purchased various kits, materials and books to be used for the ELL students. The additional resources has contributed to the school meeting the needs of the ELL population.

Title X- Homeless

At the present time, we have less than 2% of students are attending Discovering Elementary via bonafide statement living with either a relative or friend.

Supplemental Academic Instruction (SAI)

A percentage of SAI funds are used to fund an instructional support staff person, who provide academic support to students during the school day.

Violence Prevention Programs

Gang Resistance and Drug Education (G.R.A.D.E.) is taught to fifth grade students by the School Resource Officer. This program is sponsored and funded by the City of Sunrise and the Sunrise Police Department.

Silence Hurts is a campaign designed to encourage students to break the code of silence. In the vast majority of serious campus violence incidents, someone knew prior to the act taking place. Many potential violent acts have been prevented because someone did the right thing. They took a stand. They did not allow themselves or their friends to be victims.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The member of the school's RtI's Leadership Team are Principal, Assistant Principal, Reading Resource Specialist, Guidance Counselor, ESE Specialist, ESE Teacher, School Psychologist, Social Worker, General Education Teacher, and Team Leaders.

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

The RtI team will function the same way as the Collaborative Problem Solving Team (CPST). Weekly meetings will be held to make instructional decisions, review progress monitoring, and discuss any concerns. This team will also support teachers in assisting students by using well-designed multi-tiered interventions. These meetings are coordinated/ facilitated by the ESE Specialist, and the Reading Resource Specialist serves as the case manager.

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

The RtI Team meets with the Leadership Team, Chairpersons, and School Advisory Council as part of the development of the School Improvement Plan.
Each RtI Team member contributes to the implementation of the SIP with specific areas of responsibility.
This information was used to create objectives, action plans, and evaluation tools to be used for monitoring of the School Improvement 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.

We will follow the district's RtI plan created by the Core Curriculum Department.
The school identifies key data points to measure throughout the year for each grade level for Reading, Math, Writing, and Science.
August – Previous End of Year Data Points:
Reading – FAIR, Primary Reading Assessment (Grades 1-2), FCAT 2.0 (Grades 3-5)
Writing – May 2013 Writing Sample, 4th Grade FCAT Writing Assessment
Math – Primary Math Test (Grades 1-2), FCAT 2.0 (Grades 3-5)
Science – FCAT 2.0 (Grade 5)
September - Baseline Data Points:
Reading - Placement Inventories, FAIR,DRA, DAR, IRI, 2012 FCAT 2.0 /Primary Reading scores, Oral Reading Fluency Assessments, Checkpoints
Writing - Baseline writing sample Grades K-4: Expository or Narrative
Mathematics- Placement Inventories, Benchmark Assessments, Checkpoints, 2012 FCAT 2.0 scores
Science – Benchmark Assessments, Checkpoints
October - December Data Points:
Reading- Checkpoints, BAT, Unit Tests,DRA
Writing – Writing samples Grades K-4: Expository or Narrative
Mathematics – Chapter Tests, Unit Tests, Big Idea Assessments, Checkpoints
Science – Checkpoints
January - February Data Points:
Reading - FAIR, DAR, Unit Tests, Primary Mid-Year Reading, Oral
Reading Fluency Assessments,Checkpoints
Writing - Midyear writing sample Grades K-4
Mathematics - Chapter Tests, Unit Tests, Big Idea Assessments,Checkpoints
Science – Mini-Bats, Checkpoints
March - April Data Points:
Reading - Unit Tests, FAIR, Oral Reading Fluency Assessments,Checkpoints,DRA
Writing – Writing samples Grades K-3
Mathematics – Chapter Tests, Unit Tests, Big Idea Assessments, Checkpoints
Science – Checkpoints
May - June Data Points:
Reading – Leadership Resources, Primary Reading Assessment, End of Book Tests,DRA

Writing – End of school writing samples
Mathematics – End of Book Tests, Big Ideas Assessments, Primary End of Year Math Assessment
Science – School Developed Assessment aligned with Test Specifications, Science Journals (Grades K-5)
Tier 1 and Tier 2 data will be collected by teachers through data points and checklists. This information will be maintained by teachers, entered into the school's data system, and monitored by the RtI Team. Tier 3 data may be collected by classroom or ESE teachers.

Describe the plan to train staff on MTSS.

Professional development will be provided to the leadership team. Team leaders will train each grade level in implementing RtI. Teachers will have access to RtI literature in our professional library collection and will be encouraged to read a variety of material on the topic to become familiar with the implementation.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team consists of:
Angela R. Fulton, Principal
Julie DeGreeff, Assistant Principal
Patricia Transue, Primary/ Intermediate Reading Resource Specialist
Team Leaders (Specials and K-5)

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

The LLT meets periodically to address literacy concerns, monitor and interpret student data and revise instructional focus calendars as needed. Additionally, the team will facilitate professional development, mentoring new teachers, and assist in building school-wide capacity and literacy initiatives.

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

Using data for monitoring student progress to create a culture of academic excellence, collaborative planning for effective instruction and intervention, and to increase student acheivement.

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.

Kindergarten "Round-Up": invitation to upcoming Kindergarten parents to tour the school, meet the administration and teachers. Also to make parents aware of policies and protocol of the school and county.
Preliminary screening for all incoming Kindergarten students. State mandated Kindergarten screening using FAIR.
Orientation Meet and Greet assists students and parents by officially meeting child's teacher prior to the official start of school.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. **Reading Goal #1a:**	The percentage of students scoring level 3 on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June, 2012, 30% (132) of the students in grades 3-5 scored a Level 3 on the FCAT Reading 2.0.	By June 2013, 35% (190) of students in grades 3-5 will score a level 3 on the FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1 ESOL - Language Development & Vocabulary	Utilization of ESOL materials, use of current technology to enhance instruction.	Reading Resource Specialist, Classroom Teacher	FCIM	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT
2 Ensuring students are receiving quality instruction during small group instruction.	Small Group Instruction staff development	Principal, Asst. Principal, Reading Resource Specialist	CWT Data	Classroom Walkthroughs, Data Chats, Checkpoints, and other assessments
3 Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students at Level 3 and higher will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Principal, Asst. Principal, Reading Resource Specialist	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the reading teachers will create and display the rubrics to	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written response.

				guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids and National Geographic to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT

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:**	The percentage of students scoring level 4 or higher on the Florida Alternate Assessment will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June, 2012, 50% (2) of the students scored at level 4 or higher on the Florida Alternate Assessment.	As of June, 2013, 100% (2) of the students will score at level 4, or higher on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1 Motivation	1.1 100 CLUB for students that score 100% on School-Wide Checkpoints. 1.2 Prescribe curriculum / instruction strategies accordingly (group,	Reading Resource Specialist, Classroom Teacher	FCIM	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT

		project-based activities). 1.3 Provide students additional time through class scheduled media and open checkout sessions to increase the circulation of books for pleasure reading.			
2	Ensure students needs are met through differentiated instruction.	(1) Higher ordering questioning techniques (2) Integration of technology	Administration, Reading Resource Specialist, Team Leaders	CWT, Data Chats	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT Assessments
3	Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students at Level 3 and higher will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Resource Specialist, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the reading teachers will create and display the rubrics to guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written response.
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flip charts.	Administration, Reading Resource Specialist, Team Leaders	Through technology reports and data chats,student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids and National Geographic to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring level 4 or higher on the FCAT Reading 2.0 will increase by 6% through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012, 30% (136) of students achieved proficiency at a level 4 or 5 on the FCAT Reading Assessment.	By June 2013, 36% (166) of the grade 3-5 students will achieve proficiency at level 4 or 5 on the 2012 FCAT.

	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 Motivation	1.1 100 CLUB for students that score 100% on School-Wide Checkpoints. 1.2 Prescribe curriculum / instruction strategies accordingly (group, project-based activities). 1.3 Provide students additional time through class scheduled media and open checkout sessions to increase the circulation of books for pleasure reading.	Reading Resource Specialist, Classroom Teacher	FCIM	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
2 Ensure students needs are met through differentiated instruction.	(1) Higher ordering questioning techniques (2) Integration of technology	Administration, Reading Resource Specialist, Team Leaders	CWT, Data Chats	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT Assessments
3 Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students at Level 3 and higher will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Resource Specialist, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the reading teachers will create and display the rubrics to guide	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written

				students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	response.
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Resource Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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:**	The percentage of students scoring level 3 on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 0% (0) of the students scored at or above level 7 on the Florida Achievement Assessment.	As of June 2013 50% (1) of the students scored at or above level 7 on the Florida Achievement Assessment.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
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:**	The percentage of students scoring making learning gains on the FCAT Reading 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction and school wide reading strategies.

2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, 63% (192) of our students in grades 3-5 demonstrated learning gains on FCAT Reading 2.0.	By June 2013, 68% (285) of our students in grades 3-5 will demonstrate learning gains on FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Implement evidenced-based intervention(s) for specific individual needs. 1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Increase of intensity or modification of intervention(s).	RTI Team	Collaborative Problem Solving Process	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
2 Motivation	FCAT Saturday Camp	Reading Resource Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
3 Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Resource Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
4 Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Resource Specialist, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice;	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of

				additionally, the reading teachers will create and display the rubrics to guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	student conversations and written response.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids and National Geographic to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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:**	The percentage of students making learning gains on the Florida Alternate Assessment will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June, 2012, 55% (2) of the students made learning gains in reading on the Florida Alternate Assessment.	By June, 2013, 100% (2) of the students will make learning gains in reading on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1 Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Implement evidenced-based	RTI Team	Collaborative Problem Solving Process	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT

		intervention(s) for specific individual needs. 1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Increase of intensity or modification of intervention(s).			
2	Motivation	FCAT Saturday Camp	Reading Resource Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
3	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Resource Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
4	Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Resource Specialist, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the reading teachers will create and display the rubrics to guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written response.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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:**	The percentage of students in the lowest 25% making learning gains on the reading FCAT 2.0 will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012, 58% (76) of our students in the lowest 25% demonstrated learning gains on the Reading FCAT 2.0.	By June 2013, 65% (62) of our students in the lowest 25% will demonstrate learning gains on the Reading FCAT 2.0.

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Implement evidenced-based intervention(s) for specific individual needs. 1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Increase of intensity or modification of intervention(s).	RTI Team	Collaborative Problem Solving	On Going Progress Monitoring, Checkpoints, BAT
2	Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	On Going Progress Monitoring, Checkpoints, BAT
3	Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for	Administration, Reading Coaches, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of

	bulletin board displays.			reading teachers will create and display the rubrics to guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	student conversations and written response.
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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 :
	As of June 2013 Discovery Elementary will increase their reading achievement gap by 3% each year resulting in a AMO target of 83% by year 2017.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	71%	74%	77%	80%	

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:	The number of students that did not make satisfactory progress in reading will decrease in each subgroup through the use of an enriched literacy based curriculum which utilizes: chapter books, small group instruction with differentiated instruction, and technology based computer programs.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 36% (18) of subgroup White did not make satisfactory progress in reading.
As of June 2012 42% (132) of subgroup Black did not make satisfactory progress in reading.
As of June 2012 35% (19) of subgroup Hispanic did not make satisfactory progress in reading.
As of June 2012 18% (3) of subgroup Asian did not | As of June 2013 there will be a decrease from 36% to 30% of subgroup White not making satisfactory progress in reading.
As of June 2013 there will be a decrease from 42% to 35% of subgroup Black not making satisfactory progress in reading.
As of June 2013 there will be a decrease from 35% |

make satisfactory progress in reading. As of June 2012 20% (1) of subgroup Indian did not make satisfactory progress in reading.	to 30% of subgroup Hispanic not making satisfactory progress in reading. As of June 2013 there will be a decrease from 18% to 10% of subgroup Asian not making satisfactory progress in reading. As of June 2013 there will be a decrease from 20% to 15% of subgroup Indian not making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1 Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Implement evidenced-based intervention(s) for specific individual needs. 1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Increase of intensity or modification of intervention(s).	RTI Team	Collaborative Problem Solving	On Going Progress Monitoring, Checkpoints, BAT
2 Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	On Going Progress Monitoring, Checkpoints, BAT
3 Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Coaches, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the reading teachers will create and display the rubrics to guide students in producing quality	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written response.

				work samples; the administrators and reading coach will conduct walkthroughs.	
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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:**	The percentage of English Language Learners not making satisfactory progress in reading will decrease through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 100%(11)of the English Language Learners (ELL) did not make satisfactory progress in reading.	As of June 2013 90%(9)of the English Language Learners (ELL) will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Implement evidenced-based intervention(s) for specific individual needs.	RTI Team	Collaborative Problem Solving	On Going Progress Monitoring, Checkpoints, BAT

		1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Increase of intensity or modification of intervention(s).			
2	Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	On Going Progress Monitoring, Checkpoints, BAT
3	Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Coaches, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the reading teachers will create and display the rubrics to guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written response.
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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:	The percentage of students with disabilities not making satisfactory progress in reading will decrease through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, school wide reading strategies, and the push in/ pull out model intervention.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 68%(32)of the students with disabilities did not make satisfactory progress in reading.	As of June 2013 62%(29)of the students with disabilities will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1 Motivation	Implementation of RTI Process 1.1 Analyze data specifically content clusters and historical individual student data to determine problem in measurable terms. 1.2 Implement evidenced-based intervention(s) for specific individual needs. 1.3 Monitor and evaluate effectiveness of specific intervention(s) through evidence of student performance. 1.4 Increase of intensity or modification of intervention(s).	RTI Team	Collaborative Problem Solving	On Going Progress Monitoring, Checkpoints, BAT
2 Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	On Going Progress Monitoring, Checkpoints, BAT
3 Students are unable to independently apply reading strategies to comprehend a variety of texts.	Students will be instructed on a research based comprehension strategy on a monthly basis, culminating in the creation of quality work samples for bulletin board displays.	Administration, Reading Coaches, Team Leaders	The reading teachers will model selected strategies using the "I Do", "We Do", and "You Do" process and provide multiple opportunities for practice; additionally, the	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations

				reading teachers will create and display the rubrics to guide students in producing quality work samples; the administrators and reading coach will conduct walkthroughs.	and written response.
4	Continued training must occur in the area of technology for all staff members.	Utilize technological resources to reinforce reading skills taught through the use of Promethean flipcharts.	Administration, Reading Specialist, Team Leaders	Through technology reports and data chats, student growth will be continuously monitored.	Reports specific to the technology program.
5	Students being able to understand text complexity.	Students will utilize newspapers, brochures, read alouds, think alouds and news type magazines such as Time for Kids to enhance reading skills.	Principal, Asst. Principal, Reading Resource Specialist,Team Leaders	Data Chats, FCIM Process, Administrative Walk Through Check List.	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT.

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:**	The percentage of Economically disadvantage students not making satisfactory progress in reading will decrease through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, and school wide reading strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 46%(148)of the economically disadvantaged students did not make satisfactory progress in reading.	As of June 2013 40%(126)of the economically disadvantaged students did not make satisfactory progress in reading.

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Problem-Solving Process to Increase Student Achievement

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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
Literacy Centers	K-5	Reading Resource Specialist	School-wide	Ongoing	Classroom Walk-Throughs, Observations	Principal, Assistant Principal, Reading Resource Specialist
Differentiated Instruction	K-5	Reading Resource Specialist Team Leaders	Teachers K-5	Ongoing	Classroom Walk-Throughs	Principal, Assistant Principal, Reading Resource Specialist
Aligning Curriculum Maps with District Instructional Focus Calendars and Schoolwide Focus	K-5	Reading Resource Specialist	School-wide	July 30-31 & August 1-2, 2012	Classroom Walk-Throughs	Principal, Assistant Principal, Team Leaders
Test Spec & FLNGSSS	3-5	Reading Resource Specialist	Teachers Grades 3-5	Preplanning	Classroom Walk-Throughs	Principal, Assistant Principal, Reading Resource Specialist
Small Group Instruction	K-5	Reading Resource Specialist	Teachers K-5	Ongoing	Classroom Walk-Throughs	Principal, Assistant Principal, Reading Resource Specialist

Reading Budget:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Professional Library	Professional Development Books	12103-Reading Allocation	$765.00
			Subtotal: $765.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Saturday FCAT Camps	Camp Instructors	SAC Funds	$5,500.00
			Subtotal: $5,500.00
			Grand Total: $9,465.00

*End of **Reading** Goals*

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. **CELLA Goal #1:**	The percentage of students scoring proficient on the listening/ speaking portion of the CELLA will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, ESOL strategies, technology, and school wide reading strategies.

2012 Current Percent of Students Proficient in listening/speaking:

As of June 2012 27% (25) students scored proficient in listening/speaking.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	ESOL- Language Development & Vocabulary	Utilization of ESOL materials, use of current technology to enhance instruction.	Reading Resource Specialist Classroom Teacher Testing Coordinator	FCIM	Checkpoints, Classroom Assessments, On-going Progress Monitoring, BAT, CWT
2	Ensuring students are receiving quality instruction during small group instruction.	Small Group Instruction staff development	Principal, Asst. Principal, Reading Resource Specialist	CWT Data	Classroom Walkthrough, Data Chats, Checkpoints, and other assessments

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:**	The percentage of students scoring proficient on the reading portion of the CELLA will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, ESOL strategies, technology, and school wide reading strategies.

2012 Current Percent of Students Proficient in reading:
As of June 2012 15% (14) of the students scored proficient in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	ESOL- Language Development & Vocabulary	Utilization of ESOL materials, use of current technology to enhance instruction.	Reading Resource Specialist, Classroom Teacher	FCIM	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT
2	Ensuring students are receiving quality instruction during small group instruction.	Small Group Instruction staff development	Principal, Asst. Principal, Reading Resource Specialist	CWT Data	Classroom Walkthroughs, Data Chats, Checkpoints, and other Assessmets

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. **CELLA Goal #3:**	The percentage of students scoring proficient on the writing portion of the CELLA will increase through the participation of a ninety minute uninterrupted reading block utilizing differentiated instruction, ESOL strategies, technology, and school wide reading strategies.

2012 Current Percent of Students Proficient in writing:
As of June 2012 18% (17) of the student scored proficient in writing.

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

1	ESOL- Language Development & Vocabulary	Utilization of ESOL materials, use of current technology to enhance program.	Reading Resource Specialist, Classroom Teacher	FCIM	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT, CWT
2	Ensuring students are receiving quality instruction during small group instruction.	Small Group Instruction staff development	Principal, Asst. Principal, Reading Resource Specialist	CWT, Data	Classroom Walkthroughs, Data Chats, Checkpoints, and other assessments.

CELLA Budget:

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

*End of **CELLA** Goals*

Elementary School Mathematics Goals

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

<table>
<tr>
<td colspan="2">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td>
</tr>
<tr>
<td>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

Mathematics Goal #1a:</td>
<td>The percentage of students scoring at achievement level 3 in mathematics will increase through the use of the districts GO Math series, technology, hands on activities, problem solving strategies, and word walls.</td>
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<td>2012 Current Level of Performance:</td>
<td>2013 Expected Level of Performance:</td>
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<tr>
<td>As of June 2012, 25% (120) of students in grades 3-5 scored level 3 on the FCAT Math 2.0.</td>
<td>By June 2013, 35% (166) of students in grades 3-5 will score level 3 on FCAT Math.</td>
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	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	Further professional development in the new GO Math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
2	Understanding of the Next Generation Standards.	Professional Learning Communities for teachers.	Math Contact, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
3	Webb's Complexity Wheel	Include higher order questions in lesson plans, task cards, and Webbs Complexity Wheel through the integration of technology in the classroom such as document cameras, Promethean Boards, laptops, etc.	Administration, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
4	Human Resources to provide push-in/pull-out remediation groups	Use all available school personnel to provide remediation groups.	Principal	BAT/ FCAT	BAT I and BAT II

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.

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:**	The percentage of students scoring at or above achievement level 4 in mathematics will increase through the use of the districts GO Math series, technology, hands on activities, and real world problem solving.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012, 28% (127) of students in grades 3-5 scored level 4 or 5 on the FCAT Math.	By June 2013, 35% (166) of students in grades 3-5 will score level 4 or 5 on the FCAT Math.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine Effectiveness of	Evaluation Tool

			for Monitoring	Strategy	
1	Further professional development in the new math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
2	Understanding of the Next Generation Standards.	Professional Learning Communities for teachers.	Math Contact, Team Leader	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
3	Webb's Complexity Wheel	Include higher order questions in lesson plans, task cards, and Webbs Complexity Wheel through the integration of technology in the classroom such as document cameras, Promethean Boards, laptops, etc.	Math Contact, Team Leader	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
4	Human Resources to provide push-in/pull-out remediation groups	Use all available school personnel to provide remediation groups.	Principal	BAT/ FCAT	BAT I and BAT II
5	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.

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:	The percentage of students scoring at or above achievement level 7 in mathematics will increase through small group instruction, differentiated instruction, math push in/ pull out support, and FCAT Saturday camp.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 50%(1)scored at or above achievement level 7 in mathematics.	As of June 2013 50%(1)will score at or above achievement level 7 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Further professional development in the new GO Math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
2	Understanding of the Next Generation Standards.	Professional Learning Communities for teachers.	Math Contact, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
3	Webb's Complexity Wheel	Include higher order questions in lesson plans, task cards, and Webbs Complexity Wheel through the integration of technology in the classroom such as document cameras, Promethean Boards, laptops, etc.	Administration, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
4	Human Resources to provide push-in/pull-out remediation groups	Use all available school personnel to provide remediation groups.	Principal	BAT/ FCAT	BAT I and BAT II

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:**	The percentage of students making learning gains will increase through small group instruction, differentiated instruction, math push in/ pull out support, and FCAT Saturday camp.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012, 61% (187) of students in grades 3-5 made learning gains on the Math FCAT	By June 2013, 66% (200) of students in grades 3-5 will make learning gains on the Math FCAT.

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	Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
2	Further professional development in the new math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT	Data Review, Walk-Through Form
3	Understanding of the Next Generation Standards.	Professional Learning Communities for teachers.	Math Contact, Team Leader	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
4	Human Resources to provide push-in/pull-out remediation groups	Use all available school personnel to provide remediation groups.	Principal	BAT/ FCAT	BAT I and BAT II
5	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.

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:**	The percentage of students in the lowest 25% making learning gains will increase through small group instruction, differentiated instruction, math push in/ pull out support, and FCAT Saturday camp.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 100%(2) of the students made learning gains in mathematics.	As of June 2013 100%(2) of the students made learning gains in mathematics.

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

1	Further professional development in the new GO Math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
2	Understanding of the Next Generation Standards.	Understanding of the Next Generation Standards.	Math Contact, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
3	Webb's Complexity Wheel	Include higher order questions in lesson plans, task cards, and Webbs Complexity Wheel through the integration of technology in the classroom such as document cameras, Promethean Boards, laptops, etc.	Administration, Team Leader	FCIM, Data Chats, Classroom Walk-Throughs	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
4	Human Resources to provide push-in/pull-out remediation groups	Use all available school personnel to provide remediation groups.	Principal	BAT/ FCAT	BAT I and BAT II
5	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.

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:**	The percentage of students in the lowest 25% making learning gains will increase through small group instruction, differentiated instruction, math push in/ pull out suppory, and FCAT Saturday camp.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012, 61% (48) of our students in the lowest 25% demonstrated learning gains on the Math FCAT.	By June 2013, 65% (50) of our students in the lowest 25% will demonstrate learning gains on the Math FCAT.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Problem-Solving Process to Increase Student Achievement				
1	Further professional development in the new math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
2	Understanding of the Next Generation Standards.	Professional Learning Communities for teachers.	Math Contact, Team Leader	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
3	Webbs Complexity Wheel	Include higher order questions in lesson plans, task cards, and Webbs Complexity Wheel through the integration of technology in the classroom such as document cameras, Promethean Boards, laptops, etc.	Administration, Team Leaders	FCIM	Classroom Walk-Throughs, Checkpoints, Chapter Tests, Unit Tests, BAT
4	Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
5	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.
6	Human Resources to provide push-in/pull-out remediation groups	Use all available school personnel to provide remediation groups.	Principal	BAT/ FCAT	BAT I and BAT II

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 :

| | | As of June 2013 Discovery Elementary will increase their mathematics achievement gap by 3% each year resulting in a AMO target of 82% by year 2017. | | | |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	69%	72%	75%	78%	

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:**	The number of students that did not make satisfactory progress in mathematics will decrease in each subgroup through the use of the Go Math curriculum and other sources, small group with differentiated instruction, and technology based computer programs, and hands on projects.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 40% (20) of subgroup White did not make satisfactory progress in math. As of June 2012 47% (146) of subgroup Black did not make satisfactory progress in math. As of June 2012 39% (21) of subgroup Hispanic did not make satisfactory progress in math. As of June 2012 6% (1) of subgroup Asian did not make satisfactory progress in math.	As of June 2013 there will be a decrease from 40% to 35% of subgroup White not making satisfactory progress in mathematics. As of June 2013 there will be a decrease from 47% to 42% of subgroup Black not making satisfactory progress in math. As of June 2013 there will be a decrease from 39% to 32% of subgroup Hispanic not making satisfactory progress in math. As of June 2013 there will be a decrease from 6% to 3% of subgroup Asian not making satisfactory progress in math.

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 Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
2 Students may need more opportunities to practice previously taught skills.	Students will be provided with center activities as outlined in the GO Math Intervention/ Problem Solving workbooks to accelerate achievement toward proficiency.	Principal, Asst. Principal, Teachers	Grade level team will review results of assessment data each month to determine progress and drive for future instruction.	Checkpoints, Chapter Tests, Unit Tests, BAT I and BAT II

3	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.
4	Human Resources to provide push-in/pull-out remediation groups.	Use all available school personnel to provide remediation groups.	Principal	BAT/FCAT, Classroom Walk-Throughs,	BAT I and BAT II, Checkpoints, Chapter Tests, Unit Tests
5	Further professional development in the new math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM Classroom Walk-Throughs,	Checkpoints, Chapter Tests, Unit Tests, BAT

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:**	Students will participate in small group and be exposed to differentiated instruction based on their levels.
2012 Current Level of Performance: As of June 2012 82% (9) of the English language Learners did not make satisfactory progress in mathematics.	**2013 Expected Level of Performance:** As of June 2013 there will be a decrease from 82% to 75% of English Language Learners not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
2	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Principal, Asst. Principal, Math Contact, Team Leaders	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to	Go Math Assessments, BAT I and BAT II, Checkpoints.

					increase proficiency.	
3	Further professional development in the new math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM Classroom Walk-Throughs,	Checkpoints, Chapter Tests, Unit Tests, BAT
4	Students may need more opportunities to practice previously taught skills.	Students will be provided with center activities as outlined in the GO Math Intervention/ Problem Solving workbooks to accelerate achievement toward proficiency.	Principal, Asst. Principal, Teachers	Grade level team will review results of assessment data each month to determine progress and drive for future instruction.	Checkpoints, Chapter Tests, Unit Tests, BAT I and BAT II
5	Human Resources to provide push-in/pull-out remediation groups.	Use all available school personnel to provide remediation groups.	Principal	BAT/FCAT, Classroom Walk-Throughs,	BAT I and BAT II, Checkpoints, Chapter Tests, Unit 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. **Mathematics Goal #5D:**	Students will participate in small group and be exposed to differentiated instruction based on their levels.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 70% (33) of the students with disabilities did not make satisfactory progress in mathematics.	As of June 2013 there will be a decrease from 70% to 65% of Students with Disabilities not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1 Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
2 Students may need more opportunities to practice previously taught skills.	Students will be provided with center activities as outlined in the GO Math Intervention/ Problem Solving workbooks to	Principal, Asst. Principal, Teachers	Grade level team will review results of assessment data each month to determine progress and drive for future instruction.	Checkpoints, Chapter Tests, Unit Tests, BAT I and BAT II

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		accelerate achievement toward proficiency.			
3	Further professional development in the new math series.	Students will be exposed to the Go Math series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM Classroom Walk-Throughs,	Checkpoints, Chapter Tests, Unit Tests, BAT
4	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.
5	Human Resources to provide push-in/pull-out remediation groups.	Use all available school personnel to provide remediation groups.	Principal	BAT/FCAT, Classroom Walk-Throughs,	BAT I and BAT II, Checkpoints, Chapter Tests, Unit 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. **Mathematics Goal #5E:**	Students will participate in small group and be exposed to differentiated instruction based on their levels.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 50% (161) of the students economically disadvantage did not make satisfactory progress in mathematics.	As of 2013 there will be a decrease from 50% to 45% of the Economically Disadvantage students not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Further professional development in the new math series.	Students will be exposed to the GoMath series and will receive small group differentiated instruction in areas needing remediation.	Administration, Team Leader	FCIM Classroom Walk-Throughs,	Checkpoints, Chapter Tests, Unit Tests, BAT

2	Students may need more opportunities to practice previously taught skills.	Students will be provided with center activities as outlined in the GO Math Intervention/ Problem Solving workbooks to accelerate achievement toward proficiency.	Principal, Asst. Principal, Teachers	Grade level team will review results of assessment data each month to determine progress and drive for future instruction.	Checkpoints, Chapter Tests, Unit Tests, BAT I and BAT II
3	Students are unable to read word problems with the comprehension needed to maintain or increase high achievement levels on the FCAT.	Students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations to increase proficiency.	Principal, Asst. Principal, Math Contact, Team Leaders	During data chats teachers will review and compare text and BAT I and BAT II assessments to gauge student progress.	Go Math Assessments, BAT I and BAT II, Checkpoints.
4	Motivation	FCAT Saturday Camp	Reading Specialist	FCAT	Checkpoints, Classroom Assessments, Ongoing Progress Monitoring, BAT
5	Human Resources to provide push-in/pull-out remediation groups.	Use all available school personnel to provide remediation groups.	Principal	BAT/FCAT, Classroom Walk-Throughs,	BAT I and BAT II, Checkpoints, Chapter Tests, Unit Tests

*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
Manipulatives Training	K-5	Reading Coaches Team Leaders	School- Wide	Ongoing	Classroom walkthroughs, Observationsn	Principal, Assistant Principal, Team Leaders
GO Math	K-5	District Trainers Team Leaders	School-wide	Various Summer Training and August 11, 2010	Classroom Walk-Throughs, Observations	Principal, Assistant Principal, Team Leaders
Test Spec, FLNGSS	3-5	Reading Coaches	School-wide	Preplanning	Classroom Walk-Throughs, Observations	Principal, Assistant Principal, Team Leaders

Differentiated Instruction	K-5	Reading Coaches	School-wide	Ongoing	Classroom Walk-Throughs, Observations	Principal, Assistant Principal, Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Training on Math Big Ideas	Go Math Grades K-5/Assessment		$1,740.00
			Subtotal: $1,740.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,740.00

*End of **Mathematics** Goals*

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. **Science Goal #1a:**	The percentage of students scoring level 3 on science FCAT 2.0 will increase through daily science instruction,technology, and hands on science experiments.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June, 2012, 38% (58) of our 5th grade students scored Level 3 on the Science FCAT 2.0.	By June of 2013, 45% (68) of our 5th grade will score a level 3 on the Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Change to Next Generation Sunshine State Standards	5th grade teachers teaching science will become familiar with the Next generation Science Standards and the new test Specifications	Asst. Principal Team Leader	Review of Lesson Plans, Classroom Walk-Throughs	Checkpoints, BAT, Classroom Walk-Throughs, Journals
2	Students do not understand the scientific process	All teachers will conduct a complete class scientific method experiment (science fair project) with their classes.	Principal, Asst. Principal, Team Leader	Science Checkpoints, Mini BATS	Science Benchmarks
3	Lack of familiarity with science terminology and content	Coach and mentor science teachers will meet regularly to assist in lesson planning and presentation	Principal, Asst. Principal, Science Contact	Review of Lesson Plans, Classroom Walk-Throughs	Science Checkpoints, BAT
4	All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students.	Principal, Asst. Principal, Team Leader, Science Committee	Review of Lesson Plans, CWT	Classroom Walk-throughs, Checkpoints, BAT, Journals

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

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:

The percentage of students scoring level 4 on science FCAT 2.0 will increase through daily science instruction, technology, and hands on science experiments.

2012 Current Level of Performance:

As of June 2012 11% (17) of our 5th grade students scored a level 4 or 5 on the FCAT Science.

2013 Expected Level of Performance:

By June 2013, 20% (30) of our 5th grade students will score a level 4 or 5 on FCAT Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Next Generation Standards proficiency.	Each teacher will review the Next Generation Science Standards and Test Item Specifications	Asst. Principal Team Leader	Review of Lesson Plans	Checkpoints, BAT, ClassroomWalk-Throughs, Journals
2	Students do not understand and utilize the scientific method.	All teachers will conduct class and individual scientific experiments.	Principal, Asst. Principal	Science Checkpoints, Reveiw of studnt Journals	Science Checkpoints, Informal and formal assessments
3	All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for all students.	Principal, Asst. Principal, Team Leader, Science Committee	Review of Lesson Plans, Classroom Walk-throughs	Classroom Walk-throughs, Checkpoints, BAT, Journals

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

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

Science Goal #2b:

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
Review of the NGSSS and Test Specs.	K-5	Team Leaders	Classroom Teachers	Pre-Planning Workday	Classroom Walk-Throughs, Observations	Principal Assistant Principal Team Leaders
Scientific Method	K-5	Team Leaders	Classroom Teachers	Planning Days	Classroom Walk-Throughs, Observations	Principal Assistant Principal Team Leaders
Effective use of Hands on Kits	K-5	Asst. Principal	Classroom Teachers	October 2012	Classroom Walk-Throughs	Principal, Asst. Principal
Science Fusion	K-5	Asst. Principal	Classroom Teachers	Fall 2012	Classroom Walk-Through	Principal, Asst. Principal

Science Budget:

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
Effective Science Teaching Strategies	District Science Workshops	General	$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 **Science** Goals*

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. **Writing Goal #1a:**	The percentage of students scoring 3.0 or higher on the FCAT Writing 2.0 will increase through the use of a structured daily writing block and program that incorporates, modeled, shared, guided, and independent writing through the use of the Six Traits strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 96% (156) of the students scored level 3.0 or higher on FCAT Writing 2.0.	By June 2013, 96% (156)of the students will score level 3.0 or higher on the FCAT Writing 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Economically Disadvantaged, and ESE.	Provide teacher trainings to teachers in understanding poverty, providing programs and incentives to motivate writing improvements, and working closely with ESE teacher as well	Principal, Classroom Teachers, ESE/VE Teacher, Curriculum Support Personnel.	Weekly/Monthly Writing Prompts.	Classroom Assessments and School-wide Assessments.

		as students to provide daily support with student dictations.			
2	Students have difficulty utilizing the writing process effectively.	Teachers will use a balance writing program that incorporates, modeled, shared, guided, and independent writing through the use of Six Traits strategies.	Principal, Asst. Principal, 4th Grade Team Leader	Monthly demand writing prompts	Monthly demand writing prompts
3	Writing Strategies	Parents will be trained at "Family Night" focusing on rubrics for FL Writes, the Six Traits in conjunction with the 4 elements of effective writing and writing with your child. The workshops will assist parents to help develop students' writing skills at home.	Principal, Asst. Principal, 4th Grade Team Leader	FCIM Process	Attendance
4	Motivation	Golden Pencil Awards. Awards given to students that display excellent writing skills.	4th Grade Teachers	Classroom Teachers	

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:**	The percentage of students scoring at 4 or higher on the Florida Alternate Assessment will increase through the use of a structured daily writing block and program that incorporates, modeled, shared, guided, and independent writing through the use of the Six Traits strategies.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
As of June 2012 50%(1) of the students scored at 4 or higher on the Florida Alternate Assessment.	As of June 2013 100%(2) of the students will score a 4 or higher on the Florida Alternate Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged, and ESE.	Provide teacher trainings to teachers in understanding	Principal, Classroom Teachers, ESE/VE	Weekly/Monthly Writing Prompts.	Classroom Assessments and School-wide

		poverty, providing programs and incentives to motivate writing improvements, and working closely with ESE teacher as well as students to provide daily support with student dictations.	Teacher, Curriculum Support Personnel.		Assessments.
2	Students have difficulty utilizing the writing process effectively.	Teachers will use a balance writing program that incorporates, modeled, shared, guided, and independent writing through the use of Six Traits strategies.	Principal, Asst. Principal, 4th Grade Team Leader	Monthly demand writing prompts	Monthly demand writing prompts
3	Writing Strategies	Parents will be trained at "Family Night" focusing on rubrics for FL Writes, the Six Traits in conjunction with the 4 elements of effective writing and writing with your child. The workshops will assist parents to help develop students' writing skills at home.	Principal, Asst. Principal, 4th Grade Team Leader	FCIM Process	Attendance
4	Motivation	Golden Pencil Awards. Awards given to students that display excellent writing skills.	4th Grade Teachers	Classroom Teachers	Rubric

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	Target Dates (e.g., early release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for

			level, or school-wide)	Schedules (e.g., frequency of meetings)		Monitoring
Writing Strategies, Creating a Main Idea, Maintaining focus, Using the Writing Process	Writing	School Support Personnel, 4th Grade Team Leader and/or District Trainers.	K-5 Teachers	Weekly updates during team meetings, workshops on Early Release days and Teacher Planning Days	Teacher activities involving student writing responses and Teacher Grouped Writing Activities	Curriculum Support Personnel and Team Leaders
Writing Across The Curriculum	K-5	Team Leaders	Classroom Teachers	Early Release and Teacher Planning Days	Writing samples from various subject areas	Curriculum Support Personnel and Team Leaders
School-wide Writing Focus	K-5	Team Leaders	Classroom Teachers	Early Release and Teacher Planning Days	Classroom observation, writing samples	Curriculum Support Personnel and Team Leaders

Writing Budget:

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

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

Technology

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

Professional Development

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

Other

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

*End of **Writing** Goals*

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance **Attendance Goal #1:**	By June, 2013 the attendance rate will increase to 98%(882).
2012 Current Attendance Rate:	**2013 Expected Attendance Rate:**
Attendance Rate: 97.3%	By June 2013, the expected attendance rate will increase 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	**2013 Expected Number of Students with Excessive Absences (10 or more)**
Number of Students with Excessive Absences: 16	By June 2013, the expected number of students with excessive absences will decrease by 50%.
2012 Current Number of Students with Excessive Tardies (10 or more)	**2013 Expected Number of Students with Excessive Tardies (10 or more)**
Number of Students with Excessive Tardies: 108	By June 2013, the number of students with excessive tardies will decrease to 100.

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	Tardy students miss valuable morning instructions	Pair tardy students with a study buddy to help fill in any gaps with instructions.	Classroom teacher	Classroom Walk-Throughs	Classroom Walk-Throughs
2	Students' tardiness	Before/afterschool detention	Assistant Principal	Attendance record	Compare attendance data
3	Students' Tardiness	Implement a recognition program to encourage and/or reward students that are on time. Students are awarded at quarterly recognition assemblies.	Assistant Principal	Attendance record (Pinnacle)	Compare attendance data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	K-5	Principal Assistant Principal	Staff	Planning Day	Monitor attendance data	Assistant Principal IMT Classroom Teacher
Broward Truancy Intervention Program (BTIP) Training	K-5	Asst. Principal	BTIP Liaison, IMT	September 2012	Ongoing review of BTIP processes to ensure appropriate implementation of model	Assistant Principal

Attendance Budget:

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

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

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
		Safe Schools- BTIP	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $2,500.00

*End of **Attendance** Goal(s)*

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension **Suspension Goal #1:**	By June 2013, the number of suspensions will decrease with the proper use of the schools behavior plan.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Total Number of In School Suspensions: 8	By June 2013, the number of in school suspensions will decrease by 50%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Total Number of Students Suspended In School: 6	By June 2013, the number of students suspended will decrease by 50%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Total Number of Out of School Suspensions: 14	By June 2013, the number of out of school suspensions will decrease by 50%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Total Number of Students Suspended Out of School: 9	By June 2013, the number of students suspended out of school will decrease by 50%.

	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	Behavior Concerns	Continue to implement CHAMPS school wide	Assistant Principal Guidance Classroom Teacher	Classroom Walkthroughs Discipline Data	Classroom Walkthroughs Referral Data
2	Fidelity of schoolwide discipline plan implementation	Inservice to review school wide discipline plan	Assistant Principal	Classroom Walk-Through	Discipline Matrix

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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				of meetings)		
CHAMPS Refresher	K-5	Team Leaders	Teachers	Early Release Day	Classroom Walkthroughs	Team Leaders
Rules/Expectations Review	K-5	Assistant Principal	School-wide	August 2012	Classroom Walkthroughs	Assistant Principal

Suspension Budget:

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

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement **Parent Involvement Goal #1:** *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The goal of Discovery Elementary is to increase parent involvement in school events by 5% for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**

The 2011-2012 school year 65% (582) of our parents participated in school events.	By June 2013, at least 70% (630) of parents of Discovery Elementary School students will participate in activities supporting their children's education as documented by attendance at parent trainings, meetings, or conferences.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**
1	Parents are generally unfamiliar with school expectations, Sunshine State Standards/FCAT Expectations, Test rigor and preparation resources.	School will host Parent University	Support Staff, Team Leaders, Teachers	Customized Title I School Parent Survey	Pre/Post workshop evaluation
2	Parents are uncomfortable coming to school or unfamiliar with what goes on at school.	Parents will be invited to attend conferences and a variety of family night activities.	Assistant Principal, Curriculum Coaches, Team Leaders, Teachers	Record and follow the number of parents who attended.	Number of parents involved
3	We need to strengthen the home-school connection and assist parents with understanding their child's progress.	Parents, students, teachers, and the Principal will sign the Parent/Student/Teacher Compact to demonstrate a commitment to each child's education. A monthly newsletter is sent home informing parents of events at school and provides helpful tips for parents. Parent Link will also be used to notify parents about upcoming events.	Title I Coordinator	Collect participation data and survey families.	Parent Attendance Sign - In sheets, Parent Survey Results
4	Parents are unaware or forget about school activities.	Post "Calendar of Events" in monthly newsletter Post newsletter on school's website Use ParentLink for parent reminders Send home flyers	Support Staff, Administration, Team Leaders, Teachers	Collect participation data.	Parent Sign-in Sheets

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
Effective Parent Communication	K-5	Team Leaders	School-wide	Faculty Meetings	Parent Comments	Principal, Asst. Principal

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Increase home-school communication	Student Planners for homeschool Communication.	Title 1 funds	$4,140.00
			Subtotal: $4,140.00

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
Annual Parent Seminar (3 Parents)	Office	Title 1 Funds	$120.00
Parent University	A variety of topics to assist parents in understanding curriculum, testing, resources, and technology. Materials and refreshments will be provided.	Title 1 Funds	$300.00
			Subtotal: $420.00
			Grand Total: $4,560.00

*End of **Parent Involvement** Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM **STEM Goal #1:**	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

Professional Development

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

Other

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

*End of **STEM** Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To improve reading comprehension	Soar to Success	12103-Reading Allocation	$3,200.00
Parent Involvement	Increase home-school communication	Student Planners for homeschool Communication.	Title 1 funds	$4,140.00
			Subtotal: $7,340.00	

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	Professional Library	Professional Development Books	12103-Reading Allocation	$765.00
Mathematics	Training on Math Big Ideas	Go Math Grades K-5/Assessment		$1,740.00
Science	Effective Science Teaching Strategies	District Science Workshops	General	$500.00
			Subtotal: $3,005.00	

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Saturday FCAT Camps	Camp Instructors	SAC Funds	$5,500.00
Attendance			Safe Schools- BTIP	$2,500.00
Parent Involvement	Annual Parent Seminar (3 Parents)	Office	Title 1 Funds	$120.00
Parent Involvement	Parent University	A variety of topics to assist parents in understanding curriculum, testing, resources, and technology. Materials and refreshments will be provided.	Title 1 Funds	$300.00
			Subtotal: $8,420.00	
			Grand Total: $18,765.00	

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority　　　○ Focus　　　○ Prevent　　　● NA

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

Describe projected use of SAC funds	Amount
No data submitted	

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

This year we will provide ongoing training for SAC members in working as a team. The budget will be discussed. A review of the FCAT/BAT results will take place to help establish new goals and monitor the School Improvement Plan. School needs will be discussed as they arise and information will be shared with the group to keep all steak holders informed about the schools progress.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District
DISCOVERY ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	98%	56%	317	**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%	68%			142	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?	70% (YES)	63% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					592	
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
DISCOVERY ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	83%	95%	53%	307	**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	77%	74%			151	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?	72% (YES)	67% (YES)			139	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					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					**A**	Grade based on total points, adequate progress, and % of students tested