

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: TROPICAL ELEMENTARY SCHOOL

District Name: Broward

Principal: Erik Anderson

SAC Chair: Nelson Rose

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Erik Anderson	BS Elementary Ed/Elementary Education Certification. MS Elementary Ed. Certification Ed. Leadership	10	14	<p>10 consecutive years school grade A. 2012: Grade A FCAT Mastery: Reading: 72% Math: 70% Writing: 89% Science: 65%</p> <p>2011: Grade A AYP - No (Black, Students with Disabilities, Hispanic, Economically Disadvantaged) FCAT Mastery: Reading: 86% Math: 84% Writing: 90% Science: 66%</p> <p>2010: Grade A AYP - No (Students with Disabilities, Black, Economically Disadvantaged) FCAT Mastery: Reading: 85%, Math: 87%, Writing: 91%, Science: 71%</p> <p>2009: Grade A AYP - all subgroups except students with disabilities. FCAT Mastery: Reading: 82%, Math: 79%, Writing: 98%, Science: 65%</p> <p>2008: Grade A AYP - all subgroups except students with disabilities</p>

					FCAT Mastery: Reading 85%, Math: 85%, Writing: 92%, Science: 65%
					2007: Grade A 100% AYP FCAT Mastery: Reading: 88%, Math: 84%, Writing: 95%
Assis Principal	Joyce Krzemienski	BS Elementary Education/Early Childhood Ed./MS Educational Leadership/Ed. Specialist Educational Leadership / Ph.D. Educational Leadership	4	4	2012: Grade A FCAT Mastery: Reading: 72% Math: 70% Writing: 89% Science: 65%
					2011: Grade: A AYP - No (Black, Students with Disabilities, Hispanic, Economically Disadvantaged) FCAT Mastery: Reading: 86% Math: 84% Writing: 90% Science: 66%
					2010: Grade A AYP - No (Students with Disabilities, Black, Economically Disadvantaged) FCAT Mastery: Reading: 85%, Math: 87%, Writing: 91%, Science: 71%

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	Janet Chrystie-Wargula	Elementary Education - ESOL, Reading Endorsed	13	11	10 consecutive years School Grade A 2012: Grade A FCAT Mastery: Reading: 72% Math: 70% Writing: 89% Science: 65%
					2011: Grade: A AYP - No (Black, Students with Disabilities, Hispanic, Economically Disadvantaged) FCAT Mastery: Reading: 86% Math: 84% Writing: 90% Science: 66% 77% made learning gains and 67% made adequate progress.
					2010: Grade A AYP -No (Students with Disabilities, Black, Economically Disadvantaged) Reading: 85%, Math: 87%, Writing: 91%, Science: 71%
					2009 Grade A FCAT Reading 89% at/above Level 3 All subgroups except Students With Disabilities met AYP. 77% made a years progress, 55% lowest quartile made learning gains
					2008: Grade A FCAT Reading 87% at/above Level 3 All subgroups except Students With Disabilities met AYP 68% made a years progress, 50% lowest quartile made learning gains

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	Partner new teachers with veteran staff	NESS Liaison	Ongoing when in place	There are no first year teachers at Tropical for the 2011-2012 school year.
2	Orientation prior to start of school/pre-planning	Administration	Week of 8/13/12	
3	Maintain a safe and orderly environment	Administration	Ongoing	

4	Professional development opportunities specific to teacher needs/grade level	Administration, Reading Coach, Guidance Counselor, NESS Liaison, ESE Specialist, NBC Teachers, PLC Facilitators	Ongoing	
5	Administrative Open Door Policy	Administration	Ongoing	
6	Maintain a climate of congeniality and acceptance. Principal's 'Good News' recognition at staff meetings. Social/Sunshine Committee: after-school gatherings	Administration, Social/Sunshine Committee	Ongoing	
7				

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
68	0.0%(0)	13.2%(9)	30.9%(21)	55.9%(38)	23.5%(16)	100.0%(68)	1.5%(1)	17.6%(12)	100.0%(68)

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
Virginia Fetscher	Jaime Ross	New to the school; mentor has extensive experience as a first grade teacher and at mentoring educators new to the school and grade level.	Orient her to the procedures and policies at Tropical, other activities to be determined based on Mentee's needs.
Joan Zucker	Marilyn Green	New to school; mentor has extensive experience at mentoring educators new to school.	Orient her to the procedures and policies at Tropical and other activities and procedures determined based on the Mentee's needs.
		New to school;	

Maryellen Korman	Michelle Scheele	mentor has extensive experience as E.S.E. specialist and can provide assistance to new employee.	Orient her to the procedures and policies at Tropical, other activities to be determined based on Mentee's needs.
Garrett Love	Genevieve Leydig	New to school; mentor has experience at mentoring educators new to school.	Orient her to the procedures and policies at Tropical and other activities and procedures determined based on the Mentee's needs.
Amy Tupper	Jackie Borombozin	Ms. Borombozin is a new teacher and Mrs. Tupper, the mentor, has extensive mentoring experience for new educators.	Orient her to the procedures and policies at Tropical and other activities and procedures determined based on the Mentee's needs.
Virginia Fetscher	Jennifer Crosta	Mentor has experience mentoring educators.	Orient her to the procedures and policies at Tropical and other activities and procedures determined based on the Mentee's needs.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

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

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI Leadership Team, is led by Ann Vordenberg, Guidance Counselor and is comprised of Erik Anderson, Principal, Joyce Krzemienski, Assistant Principal, Dr. Devon Carpenter, Psychologist, Carol Sassoon, Social Worker, Janet Chrystie-Wargula, Reading Coach Specialist, Maryellen Korman, ESE Specialist/ESOL contact, Christine Akar/Alison Goldberg, Speech Language Pathologist, General Education teacher(s), and parents.

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 team meets twice at monthly regularly scheduled meetings. One member of administration and/or support staff will attend these meetings. A schedule has been created and distributed to all teams so they know who will be attending the initial meetings. Administration and support staff will meet bi-weekly to discuss student progress. The team leaders will provide input about individual students from their grade level at leadership meetings. Students are referred by the classroom teacher or parent due to lack of progress or evidenced difficulty within the school setting. The team analyzes data and current interventions and if appropriate, develops a plan for additional interventions and progress monitoring. All information is entered into the RtI filemaker database. Reviews will take place to address the students' academic progress and if applicable, behavioral progress.

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 guidance counselor is the coordinator of the MTSS/RtI team. Various MTSS/RtI members comprise the School Leadership Team and School Advisory Council and are directly involved with the development, implementation, and monitoring of the School Improvement Plan. The RtI Leadership Team provides insight and current student monitoring data at meetings. Tier 1 data are routinely inspected in the areas of reading, math, writing, science, and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

MTSS Implementation

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

Data sources such as discipline referrals, individual behavior plans, and anecdotal records are routinely inspected to determine if modifications are necessary and/or if additional management strategies need to be implemented. These data

sources are the Intervention Records for Tier 2 and Tier 3 students and progress monitoring graphs are generated for individual students. MTSS/RtI data is shared with district personnel regarding academic concerns and/or recommendations for possible retention. These students have been administered intense Tier 3 interventions but have not shown the academic growth required for promotion. Some of these students have also been recommended to receive a psychological evaluation to determine if they need additional services provided.

Baseline data:

FAIR (K-2)

Fluency assessment three times a year, weekly assessments, end of selection/chapter assessments, work samples, STAR Data, writing samples, current classroom grades, school-site specific assessments

Benchmark Assessment Test (BAT) for reading, math, and science

Primary Reading and Primary Math Assessment

Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini Benchmark Assessments, FCAT simulation, anecdotal records, parent contact logs, counseling referrals

Attendance, and referrals to the support team

School Wide Florida Continuous Improvement Model (FCIM)

Running Record

Florida Assessment for Instruction in Reading (FAIR) is for kindergarten readiness assessment and progress monitoring three times a year. The first open window is August through October for the initial baseline data.

Midyear:

FAIR (K-2)

Mid-Year Fluency Assessment

Diagnostic Assessment for Reading (DAR)

Benchmark Assessment Test (BAT) for reading, math and science

IRI and/or STAR

Running Record

FCAT simulation

End of the Year:

FAIR (K-2)

FCAT

Alternative Assessments

End of the Year Reading and Math Assessments

Frequency of Data Chats twice a month for data analysis

Guidance Counselor maintains an ongoing MTSS/RtI file of student folders containing: The Evaluation Student Rating form along with all other appropriate documentation (i.e.intervention history, parent school contact, student performance, attendance concerns). This file is regularly monitored at specific intervals.Should the MTSS/RtI determine at subsequent follow

up that evaluation is appropriate, that process is then initiated.

Beginning, July 1, 2012, Tiered data will be analyzed to determine if additional educational services are required.

Describe the plan to train staff on MTSS.

On-going professional development will be provided during grade level collaborative planning and Professional Learning Community meetings. The leadership team will provide input on staff Professional Development needs specific to subgroups and targeted benchmarks.

The school Guidance Counselor (Ann Vordenberg), Reading Coach (Janet Chrystie-Wargula), and ESE Specialist(Maryellen Korman) will update the faculty regarding current procedures and changes in the process and will conduct staff in-service throughout the school year as needed.

The MTSS/RtI team will also evaluate additional staff professional development needs during the twice-monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Erik Anderson, Principal, Joyce Krzemienski, Assistant Principal, Nancy Wolfe & Janet Rego, Kindergarten Team Leaders, Amy Tupper, First Grade Team Leader, Joan Zucker, Second Grade Team Leader, Virginia Fetscher, Third Grade Team Leader, Garrett Love, Fourth Grade Team Leader, Deborah Hysell, Fifth Grade Team Leader, Mary Seage, ESE Team Leader, Maryellen Korman, ESE Specialist, Ann Vordenberg, Guidance Counselor, and Janet Chrystie-Wargula, Reading Resource Specialist.

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

The Literacy Leadership Team does the following:

- Develops and evaluates curriculum expectations
- Provides information on effective teaching methods
- Establishes collegial learning through peer coaching, networking and mentoring, and encourages staff development to assist in the implementation of new programs and practices
- Identifies problems, needs, solutions, and resources and provides continuous evaluation and analysis of practice to meet grade level expectations
- The team is proactive in seeking and providing resources for assistance
- Encourages the practice and implementation of new teaching strategies
- Facilitates communication among team members as they implement new instructional strategies and address any systemic change

These activities ensure that all stakeholders work together to meet the reading goals as stated in the plan.

The LLT will meet monthly however, interim meetings will be held as needed.

The agenda(s) will be created based on data including progress monitoring as well as diagnostic and formative assessments.

Information from the LLT will be shared with the faculty/staff of the school via faculty meetings, team leader meetings, team meetings, Professional Learning Communities (PLC), and SAC meetings. (Weekly, bi-weekly, and/or monthly)

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

- Continuation of the above listed functions as it pertains to new instructional strategies and to monitor growth in grade level standards and expectations
- Continuation of the above listed functions as it pertains to new instructional strategies and to monitor growth in grade level standards and expectations
- Implementation of "Walk to Read" program in grades 2 and 3 (Homogeneous grouping for specific interventions in reading)
- Implementation of Foundations in grades K and 1
- Expansion of departmentalization to grades 3 and 4
- Monitor academic growth in subgroups
- Monitor grade level transitions via vertical conversations
- Monitor growth of students falling in the lowest 30%

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.

NA

*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.

NA

*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?

NA

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?

NA

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](#)

NA

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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</p> <p>Reading Goal #1a:</p>	<p>The goal is to improve from 26% and increase the percentage of students showing proficiency at Level 3 on FCAT and moving a greater percentage of students from FCAT Level 3 to FCAT Levels 4 or 5 (above proficiency) on the 2013 FCAT by using research-based instructional strategies. Teachers will implement differentiated instruction and provide multiple opportunities for students achieving proficiency to practice and improve their reading skills.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>26% (102)</p>	<p>29% (136)</p>

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	<p>The consistent utilization of differentiated instruction.</p>	<p>Teachers will align their instruction to meet the individual needs of the students through the use of effective lesson planning including BEEP lessons, team meetings, and professional development.</p> <p>The use of web-based programs (FCAT Explorer, Compass Odyssey) will be utilized to provide students with opportunities to practice on their own level.</p> <p>Teachers will incorporate lessons that target specific learning styles and levels. Teachers in grades K-1 will supplement the core reading program with Foundations, (Phonemic Awareness/Phonics-based program), Teachers in grades 2-3 will identify students' reading deficits/strengths and provide specific research-based intervention/enrichment programs to meet the needs of these students.</p>	<p>Team Leaders, Reading Specialist, Administration</p>	<p>Progress monitoring, Classroom Observations, Data Chats, Team Meetings, Professional Learning Communities</p>	<p>Research-based assessments, BAT 1 & BAT 2, Core reading program assessments, DAR (Diagnostic Assessment in Reading), 2013 FCAT</p>
	<p>Students showing weaknesses in reading</p>	<p>All teachers of third, fourth, and fifth grade</p>	<p>Team Leaders, Reading Specialist,</p>	<p>Progress monitoring using research-based</p>	<p>Core reading program</p>

2	comprehension.	students will utilize QAR-type comprehension strategies to improve reading comprehension. Students will participate in the Accelerated Reading Program to improve reading comprehension. Teachers will utilize web-based programs (FCAT Explorer, Compass Odyssey) to provide students with opportunities to practice at their own instructional level. Teachers will also effectively use the MacMillan Treasures Reading program by incorporating lessons that focus on reading comprehension. Teachers will utilize teacher directed and student directed literacy learning centers. Differentiated instruction will be used in small groups to identify individual student needs.	Administration	assessments, Classroom Observatons, Data Chats, Team Meetings, daily/weekly review to determine if strategies used are effective, Professional Learning Communities	assessments, DAR (Diagnostic Assessment in Reading), Mini-Bats, BAT 1 & BAT 2, FCAT 2013 Reading Assessment
3	Limited enrichment activities for Level 3 students	Teachers will implement lessons that challenge students through the use of BEEP lessons/activities, web-based programs, and research projects. Inclusion of incentive-based programs such as Reading Across Broward, Accelerated Reader Program, Book-It, and Reading Journals and Poetry Theatre.	Team Leaders, Reading Specialist, Administration	Progress monitoring using research-based assessments, Classroom Observations, Team Meeting discussions, Student meetings, Data Chats, and Professional Learning Communities	Core reading program assessments, Mini-Bats, BAT 1 & BAT 2, and Observaton reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	The goal is to increase the number of students showing proficiency on the Florida Alternate Assessment by using research-based instructional strategies that align with the students IEP objectives. Teachers will implement differentiated instruction and provide multiple opportunities for students achieving proficiency to practice and improve their reading skills.
Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	100% (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
	The utilization of differentiated instruction to increase learning gains.	In accordance with the student's IEP, teachers will provide students with	Reading Specialist, Administration, Team Leaders	Progress monitoring, Classroom Observations, Team Meetings, Professional	Research-based assessments, core program assessments, Mini-

1		enrichment activities through the use of core program lessons, BEEP lessons/activities, web-based instruction (FCAT Explorer, Compass Odyssey, Accelerated Reader), and research projects that are aligned with the instructional focus calendar.		Learning Communities	Bats, BAT 1 & BAT 2, Florida Alternate Assessment 2013 Reading Assessment
2	The majority of these students tend to rush through their assigned tasks without self-checking.	Teachers will give students checklists/checkpoints to verify if they have checked and completed their work correctly.	Classroom teacher, Reading Specialist	Review of checklist and progress monitoring	Research-based assessments, core program assessments, Mini-Bats, BAT 1 & BAT 2, 2013 Florida Alternate Assessment Reading Assessment.

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:	Our goal is to have students maintain their level 4 or 5 status without dropping a level or decreasing points within that level. We also want our FCAT Level 3 students to increase to FCAT Levels 4 or 5. The goal is to increase the percentage of students achieving a Level 4 and 5 from 46% to 48% by 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (181)	48% (225)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The utilization of differentiated instruction to increase learning gains.	Teachers will provide students with enrichment activities through the use of core program lessons, BEEP lessons/activities, web-based instruction (FCAT Explorer, Compass Odyssey, Accelerated Reader), and research projects that are aligned with the instructional focus calendar.	Reading Specialist, Administration, Team Leaders	Progress monitoring, Classroom Observations, Team Meetings, Professional Learning Communities	Research-based assessments, core program assessments, Mini-Bats, BAT 1 & BAT 2, FCAT 2013 Reading Assessment
2	The majority of these students tend to rush through their assigned tasks without self-checking.	Teachers will give students checklists/checkpoints to verify if they have checked and completed their work correctly.	Classroom teacher, Reading Specialist	Review of checklist and progress monitoring	Research-based assessments, core program assessments, Mini-Bats, BAT 1 & BAT 2, 2013 FCAT Reading Assessment.

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:	Our goal is to increase the number of students scoring at or above Level 7 in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The utilization of differentiated instruction to increase learning gains.	In accordance with the student's IEP, teachers will provide students with enrichment activities through the use of core program lessons, BEEP lessons/activities, web-based instruction (FCAT Explorer, Compass Odyssey, Accelerated Reader), and research projects that are aligned with the instructional focus calendar.	Reading Specialist, Administration, Team Leaders	Progress monitoring, Classroom Observations, Team Meetings, Professional Learning Communities	Research-based assessments, core program assessments, Mini-Bats, BAT 1 & BAT 2, Florida Alternate Assessment 2013 Reading Assessment
2	The majority of these students tend to rush through their assigned tasks without self-checking.	Teachers will give students checklists/checkpoints to verify if they have checked and completed their work correctly.	Classroom teacher, Reading Specialist	Review of checklist and progress monitoring	Research-based assessments, core program assessments, Mini-Bats, BAT 1 & BAT 2, 2013 Florida Alternate Assessment Reading Assessment.

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:	Last year 79% (210) students made learning gains in reading. We want to continue focusing on increasing the number of students making learning gains; particularly those students who remain within a level. The goal is for students to remain at a level of proficiency (3 and up) or move from Level 1 to Level 2 or from Level 2 to Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (210)	81% (243)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are entering the grade with a deficiency in reading and	Students will be instructed in the grade-level core curriculum,	Reading Specialist, Administration, teachers, team	Progress monitoring using research-based assessments that include	Core program reading assessments,

1	not making a year's progress on a consistent basis.	which will be differentiated based upon their individual instructional levels. Teachers will use QAR-type comprehension strategies to improve reading comprehension. Students will participate in the Accelerated Reading program. Teachers will utilize core program lessons and BEEP lessons and incorporate strategies to improve reading comprehension. Students will use web-based programs with fidelity to improve reading comprehension. Remediation will be provided based upon the student's unique needs (i.e. fluency, vocabulary, decoding, comprehension).	leaders	weekly/monthly comprehension checks. Data chats, Team meeting discussions, and Classroom Observations	research-based assessments to determine reading growth, DAR (Diagnostic Assessment in Reading), Mini-Bats, BAT 1 & BAT 2, Successful completion of the student's individual learning path, 2013 FCAT Reading Assessment, Progress monitoring tools (i.e. Phonics for Reading, Rigby Benchmark)
2	Retained students must increase one level on the FCAT to show a learning gain or show an increase within Level 1.	Intense reading instruction using QAR-type comprehension strategies to improve reading comprehension. Students will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness. Students will receive a double-dose of reading intervention to meet individual needs.	Reading Specialist, Administration, teachers, and team leaders.	Progress monitoring will include fluency assessments, goals, and weekly/monthly comprehension checks. Conduct data chats with students on a quarterly basis, research-based assessments to ensure progress, AR reports to track student growth, Compass Odyssey reports.	Progress monitoring reports, BAT assessments, DAR (Diagnostic Assessment in Reading) results, Mini-Bats, Core reading program assessments, 2013 FCAT Reading Assessment

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:	We want to continue with 100% of our students making learning gains on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	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
	Students are entering the grade with a deficiency in reading and not making a year's progress on a consistent basis.	Students will be instructed in the grade-level core curriculum, which will be differentiated based upon their IEP and individual instructional levels. Teachers will use QAR-type comprehension	Reading Specialist, Administration, teachers, team leaders	Progress monitoring using research-based assessments that include weekly/monthly comprehension checks. Data chats, Team meeting discussions, and Classroom Observations	Core program reading assessments, research-based assessments to determine reading growth, DAR (Diagnostic Assessment in

1		strategies to improve reading comprehension. Students will participate in the Accelerated Reading program. Teachers will utilize core program lessons and BEEP lessons and incorporate strategies to improve reading comprehension. Students will use web-based programs with fidelity to improve reading comprehension. Remediation will be provided based upon the student's unique needs (i.e. fluency, vocabulary, decoding, comprehension).			Reading), Mini-Bats, BAT 1 & BAT 2, Successful completion of the student's individual learning path, 2013 FCAT Reading Assessment, Progress monitoring tools (i.e. Phonics for Reading, Rigby Benchmark)
2	Retained students must show a learning gain on the FAA.	In accordance with the student's IEP, intense reading instruction using QAR-type comprehension strategies to improve reading comprehension. Students will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness. Students will receive a double-dose of reading intervention to meet individual needs.	Reading Specialist, Administration, teachers, and team leaders.	Progress monitoring will include fluency assessments, goals, and weekly/monthly comprehension checks.	Conduct data chats with students on a quarterly basis, research-based assessments to ensure progress, AR reports to track student growth, Compass Odyssey reports. Progress monitoring reports, BAT assessments, DAR (Diagnostic Assessment in Reading) results, Mini-Bats, Core reading program assessments, 2013 FCAT Reading Assessment

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:	Tropical improved from 77% (2011) to 79% (2012) of students in the lowest 25% making learning gains in reading. The goal is for the lowest 25% to continue to show learning gains on the 2013 FCAT. The goal is also to decrease the percentage of students in the lowest 25% by continuing to implement effective strategies in reading through differentiated instruction that targets the individual needs of the student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (54)	81% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in the lowest 25% are showing deficiencies in reading (fluency, comprehension, vocabulary, decoding)	The lowest quartile students including Level 1 & Level 2 students will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness.	Reading Specialist, Administration, teachers, team leaders, guidance counselor, MTSS/RtI	Progress monitoring using research-based assessments, Classroom Observations, Data Chats, Team meetings, Team leader meetings	Core reading program assessments, mini-Bats, DAR (Diagnostic Assessment in Reading), BAT 1 &

1		Based on results, students will receive a double/triple dose of reading intervention to meet individual needs. Tier II and Tier III students (where applicable) and the lowest 25% will be referred to the MTSS/RtI team. Intervention will be provided based on the needs of the individual student as outlined by Broward County.			BAT 2, Accelerated Reader reports, 2013 FCAT Reading Assessment
2	Retained students struggling with reading skills.	Intense reading instruction using QAR-type comprehension strategies to improve reading comprehension. Students will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness. Students will receive a double-dose of reading intervention to meet individual needs. Teachers will utilize web-based programs to enhance practice of reading skills. Students will participate in the Accelerated Reader program. Teachers will effectively implement lessons from core reading program and BEEP to improve student reading skills.	Reading Specialist, Administration, classroom teachers, team leaders, guidance counselor, and MTSS/RtI.	Progress monitoring using research-based assessments, Core reading program instruction, Classroom Observations, Data chats, team meetings, team leader meetings.	Research-based assessments, core reading program assessments, mini-Bats, BAT 1 & BAT 2, DAR (Diagnostic Assessment in Reading), 2013 FCAT Reading Assessment
3	The consistent utilization of high order questioning and high level thinking activities	Teachers will follow the core reading program and effectively utilize lessons that target individual student needs. Teachers will use technology in the classroom (white boards, document cameras, LCD projectors) to instruct and challenge students. Students will use web-based programs (FCAT Explorer, Compass Odyssey) as a means of individualizing instruction to address individual reading levels. Students will utilize graphic organizers, such as Thinking Maps. Students will use the core curriculum to build upon vocabulary using Isabelle Beck's vocabulary routine. Reading instruction using QAR-type comprehension strategies to enhance reading comprehension.	Reading Specialist, Administration, Team Leaders, classroom teachers, specialist teachers.	Progress monitoring, Classroom Observations, Data chats, Core reading program instruction, team meetings, team leader meetings, and Professional Learning Communities	Core reading program assessments, research-based assessments, DAR (Diagnostic Assessment in Reading), Mini-Bats, BAT 1 & BAT 2, 2013 FCAT Reading Assessment

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 # Through intensive reading instruction, the percentage of students in grades 3-5 will increase in reading proficiency from 72% in 2013 to 80% in 2016. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	76%	78%	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:	Approximately 57% of the Black population and 68% of the Hispanic population showed proficiency on the 2012 FCAT in reading. The goal is to increase the number of Black and Hispanic students performing at proficiency levels by showing learning gains within the levels and to increase the number of Black and Hispanic students moving from Level 1 to Level 2 and from Level 2 to Level 3. The target goal is increasing every year and we do not want to decline in performance from these two groups of students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (35) Hispanic: 32% (44), White: 18% (27), Asian 8% (1), American Indian 50% (1)	*Student enrollment for 2012-2013 is different than the student enrollment for 2011-2012. Therefore, the number of students the percentage represents has been adjusted accordingly. B = 40% (35) H = 30% (50) W = 16% (24) A = 6% (9) AI= 48% (7)

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	Black and Hispanic students are entering the grade level with deficiencies in reading including: vocabulary, fluency, and comprehension.	Black and Hispanic students (as part of the subgroups) showing deficiencies in reading will be invited to attend academic camp to receive interventions targeting individual needs. Intense reading instruction using QAR-type comprehension strategies will be utilized to improve reading comprehension. Students will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness. Students will receive a double-dose of reading intervention to meet individual needs.	Reading Specialist, Administration, Team Leaders, classroom teachers, pullout teachers, camp teachers, specialist teachers.	Progress monitoring using research-based assessments, Classroom Observations, Data Chats, Team meetings, Team leader meetings, Professional Learning Community - Reading	Core reading program assessments, research-based assessments, mini-Bats, DAR (Diagnostic Assessment in Reading), BAT 1 & BAT 2, Accelerated Reader reports, 2013 FCAT Reading Assessment
	Limited language skills may be a barrier for Hispanic students with regard to reading comprehension, vocabulary, and fluency.	Hispanic students will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness. These students will receive a double-dose of reading intervention to	Reading Specialist, Administration, Team Leaders, classroom teachers, pullout teachers, camp teachers, specialist teachers.	Progress monitoring using research-based assessments, Classroom Observations, Data Chats, Team meetings, Team leader meetings, Professional Learning Community - Reading	Core reading program assessments, research-based assessments, mini-Bats, DAR (Diagnostic Assessment in

2	meet individual needs. Hispanic students showing deficiencies in reading will also be invited to attend academic camp to receive interventions targeting individual needs. Intense reading instruction using QAR-type comprehension strategies will be utilized to improve reading comprehension.		Reading), BAT 1 & BAT 2, Accelerated Reader reports, 2013 FCAT Reading Assessment
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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:	We want to continue focusing on increasing the number of ELL students making learning gains; particularly those students who remain within a level. The goal is for our ELL students to remain at a level of proficiency (3 and up) or move from Level 1 to Level 2 or from Level 2 to Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (11)	80% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with limited vocabulary and receptive and expressive language.	Teachers will provide students with appropriate technology and supplemental and instructional materials.	Administration	Progress monitoring using research-based assessments that include weekly/monthly comprehension checks. Data chats, Team meeting discussions, and Classroom Observations.	The following evaluation tools will be used for our ELL students: Core program reading assessments, research-based assessments to determine reading growth, DAR (Diagnostic Assessment in Reading), Mini-Bats, BAT 1 & BAT 2, Successful completion of the student's individual learning path, 2013 FCAT Reading Assessment, Progress monitoring tools (i.e. Phonics for Reading, Rigby Benchmark)

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:	Tropical's Students with Disabilities is one of the subgroups not meeting accountability criteria in reading. 64% of the SWD students did not make satisfactory progress in reading on the 2012 FCAT. The goal is a difficult one, since the percentage scoring at or above grade level increases each year. Therefore, Tropical is striving to increase the learning gains for Students with Disabilities through the utilization of differentiated instruction. We are working toward these
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	students maintaining their proficiency levels from year to year or increasing from Level 1 to Level 2 or from Level 2 to Level 3 in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (37)	60% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Disabilities are being pulled during the school day to receive ESE services, which is reducing their general classroom instructional time.	The general education classroom teachers and ESE teachers will meet weekly to discuss instructional practices and curriculum content in order to better meet the needs of the SWD subgroup. ESE teachers and the general education classroom teachers will align lesson content and incorporate similar instructional practices in order to meet the needs of the individual student.	Reading Specialist, Administration, Team Leaders, classroom teachers, pullout teachers, camp teachers, specialist teachers	Progress monitoring using research-based assessments, providing accommodations for students, Classroom Observations, Data Chats, Team meetings, Team leader meetings, Professional Learning Community - Reading	Progress monitoring using research-based assessments, Classroom Observations, Data Chats, Team meetings, Team leader meetings, Professional Learning Community - Reading
2	Students with Disabilities are showing deficiencies in reading skills including vocabulary, phonemic awareness, fluency, and phonics, resulting in below-level reading comprehension.	Differentiated instruction will be provided in the classroom to meet the needs of the students. The classroom teachers and the ESE teachers will conduct weekly meetings to discuss strategies, planning, and coordinate lesson implementation to increase student learning. Double-dose interventions will be utilized to address the student's individual needs. Students will be invited to academic camp to improve reading comprehension.	Classroom teacher, Reading Resource Specialist, ESE teacher	Research based assessments to ensure proper instructional placement, continued progress monitoring.	Core reading program assessments, fluency assessments, BAT 1 & BAT 2, 2013 FCAT.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Tropical's student demographics are changing and the percentage of economically disadvantaged students is increasing each year. The percentage showing proficiency in reading in this subgroup on the 2012 FCAT was 60%(113). We are strongly focusing on this subgroup and targeting our instructional practices to meet the academic needs of these students. The goal is to increase the number of Economically Disadvantaged students showing proficiency in reading on the 2012 FCAT. Through individualized instruction and small group interventions, an increase of students will show learning gains on the 2013 FCAT by maintaining a level 3 or above or by moving from Level 1 to Level 2 or from Level 2 to Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (75)

37% (86)

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 students are performing below grade level and are entering the grade level with deficiencies in reading including: vocabulary, fluency, and comprehension.	Economically Disadvantaged students performing below grade level and showing deficiencies in reading will be given the DAR (Diagnostic Assessment in Reading) to determine areas of weakness. Based on results, students will receive a double/triple dose of reading intervention to meet individual needs. Students will be invited to participate in academic camp and pull out program to receive interventions targeting reading deficiencies. Tier II and Tier III students (where applicable) will be referred to the RtI team. Intervention will be provided based on the needs of the individual student as outlined by Broward County.	Reading Specialist, Administration, teachers, team leaders, guidance counselor, MTSS/RtI (team)	Progress monitoring using research-based assessments, Classroom Observations, Data Chats, Team meetings, Team leader meetings, Professional Learning Communities meetings.	Core reading program assessments, mini-Bats, DAR (Diagnostic Assessment in Reading), BAT 1 & BAT 2, Accelerated Reader reports, 2013 FCAT Reading Assessment

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

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

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Progress Monitoring	K-5	Reading Specialist, Administration	Teachers K-5 and specialists	Second and Fourth Tuesday of the month	Coaching and observations	Reading Specialist and Administration, PLC facilitators, specialists
Literacy Centers	K-5	Reading Specialist and Administration	Teachers K-5 and specialists, Reading PLC staff members	Second and Fourth Tuesday of the month	Coaching and observations	Reading Specialist, PLC facilitators, Administration
Thinking Maps and Graphic Organizers	K-5	Reading Specialist and Administration	Teachers K-5 and specialists, Reading PLC staff members	September 2012	Classroom Observations	Reading Specialist, Administration, ESE Specialists
FAIR analysis	K-2	Reading Specialist, Kindergarten teachers, Administration	Kindergarten teachers	After each administration (October, February, May)	Analyzing the student reports generated from the FAIR assessment	Reading Specialist, Kindergarten teachers, and Administration
Title, Picture,						

Question (TPQ) Strategies	K-5	Reading Specialist, Reading PLC Facilitator, Administration	Teachers K-5 and specialists	Twice monthly	Classroom Observations, Observations, Coaching	Reading Specialist, Administration, Reading PLC Facilitator
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
McGraw Hill Grades 1-2	Reading Mastery Materia	Internal Funds	\$1,017.00
Reading Mastery	Independent Readers	Internal Funds	\$283.00
Reading - General	Basic Skills	Internal Funds	\$26.00
Macmillan/McGraw Hill Treasures reading program 1-5	Practice Workbooks	School budget	\$5,133.00
Macmillan/McGraw Hill Treasures Grades 1 & 2	Practice Workbooks	School budget	\$1,853.00
			Subtotal: \$8,312.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader (A.R.) tests	Testing - A.R.	PTA	\$1,493.00
			Subtotal: \$1,493.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Materials and Supplies	Reading materials and supplies	Internal Funds	\$173.00
			Subtotal: \$173.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Sunshine State Readers/A.R. Books	Individual student readers	Internal media funds	\$2,775.00
Magazine subscriptions, reference materials	Professional materials	Internal media funds	\$255.00
FCAT Reading Camp	Reading camp materials/personnel	Budget	\$10,000.00
Weekly Readers - Grades 1 & 2	Individual student readers	PTA	\$1,800.00
Time For Kids - Grades 3 & 4	Individual student readers	PTA	\$970.00
Let's Find Out - Grade K	Individual student readers	PTA	\$684.00
Reading Interventions	Personnel/Instructors	A+ Funds	\$6,418.00
Scholastic News - Grade 5	Individual student readers	PTA	\$760.00
Clifford - PK	Individual student readers	PTA	\$80.00
Big Book - Really Good Stuff	Supplies	Internal Funds	\$812.00
Lakeshore	Resource materials	Internal Funds	\$273.00
Quick Reads	E.S.E. resources	Internal Funds	\$405.00
			Subtotal: \$25,232.00
			Grand Total: \$35,210.00

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 goal is to increase the percentage of ELL students in grades K-5 scoring proficient in listening/speaking on the CELLA.
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2012 Current Percent of Students Proficient in listening/speaking:

There are a total of 89 ELL students in grades K-5. 39% (35) of the ELL students in grades K-5 scored proficient in listening/speaking on the CELLA.

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	Many ELL students are entering the grade level with a deficiency in listening/speaking and not making a year's academic progress on a consistent basis.	Students will be instructed in the grade-level core curriculum, which will be differentiated based upon their individual instructional levels. Teachers will use a variety of ESOL strategies to address comprehension and improve listening/speaking skills in order to improve academic achievement. Teachers will utilize core program lessons and BEEP ESOL lessons and incorporate strategies to improve listening/speaking skills. Students will use web-based programs with fidelity to improve understanding and comprehension of the English language. Remediation will be provided based upon the student's unique needs (i.e.level of competency in listening and speaking).	Classroom teachers, Reading Specialist, Administration,team leaders	Progress monitoring using research-based assessments that include weekly/monthly language comprehension checks.	ESOL meetings, Data chats, Team meeting discussions, and Classroom Observations, Mini-Bats, BAT 1 & BAT 2, Successful completion of the student's individual learning path, 2013 CELLA

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 goal is to increase the percentage of ELL students in grades K-5 scoring proficient in reading on the CELLA.
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2012 Current Percent of Students Proficient in reading:

31% (28) of the ELL students in grades K-5 scored proficient in reading on the CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>Many ELL students are entering the grade level with a deficiency in reading comprehension due to limited language skills and are not making a year's academic progress on a consistent basis.</p>	<p>Students will be instructed in the grade-level core curriculum, which will be differentiated based upon their individual instructional levels. Teachers will use a variety of ESOL strategies to address reading comprehension deficiencies in order to improve academic performance. Teachers will also utilize QAR-type comprehension strategies to improve reading comprehension.</p> <p>Students will participate in the Accelerated Reading program. Teachers will utilize core program lessons and BEEP/ESOL lessons and incorporate strategies to improve reading comprehension.</p> <p>Students will use web-based programs with fidelity to improve their understanding of the English language in order to improve their reading comprehension. Remediation will be provided based upon the student's unique needs (i.e. level of speaking/reading fluency, vocabulary, decoding, comprehension).</p>	<p>Reading Specialist, Administration, teachers, team leaders</p>	<p>Progress monitoring using research-based assessments that include weekly/monthly comprehension checks.</p>	<p>Data chats, Team meeting discussions, and Classroom Observations Core program reading assessments, research-based assessments to determine reading growth, DAR (Diagnostic Assessment in Reading), Mini-Bats, BAT 1 & BAT 2, Successful completion of the student's individual learning path, 2013 CELLA and 2013 FCAT Reading Assessment, Progress monitoring tools (i.e. Phonics for Reading, Rigby Benchmark)</p>
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Students write in English at grade level in a manner similar to non-ELL students.

<p>3. Students scoring proficient in writing.</p> <p>CELLA Goal #3:</p>	<p>The goal is to increase the percentage of ELL students in grades K-5 scoring proficient in writing on the CELLA.</p>
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2012 Current Percent of Students Proficient in writing:

35% (31) of the ELL students in grades K-5 scored proficient in writing on the CELLA.

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
	<p>Many ELL students are entering the grade level with a deficiency in writing due to limited language skills and are not making a year's academic progress on</p>	<p>Students will use the writing process daily and be provided ESOL strategies to address area Teachers will work collaboratively to</p>	<p>Classroom teachers, team leaders, Administration</p>	<p>Progress monitoring using writing assessments that include weekly/monthly checks for increased levels of proficiency</p>	<p>Practice prompts, Informal assessments, Progress between the baseline prompt, Mid-year prompt, 2013 CELLA, and for 4th grade</p>

1	a consistent basis.	provide consistent writing instruction. The revision and editing process will be explicitly taught and seen in student writing drafts.		students - the 2013 FCAT Writing Assessment
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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
ESOL materials	ESOL	Internal Funds	\$173.00
			Subtotal: \$173.00
			Grand Total: \$173.00

End of **CELLA** Goals

Elementary School Mathematics Goals

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

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

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal #1a:</p>	<p>The goal is to increase the number of students scoring at or above level 3 on the 2013 FCAT Mathematics assessment. The number of students scoring a Level 3 increased from 28% (95 students) in 2011 to 29% (115) students) in 2012 on the FCAT in mathematics. We need for these students to maintain a level 3 or move up to a level 4 or 5 to show learning gains on the FCAT. The teachers are providing differentiated instruction to these students and are targeting key areas of weakness. The goal therefore, is that students scoring Level 3 will show learning gains by remaining a Level 3 and maintain a level of proficiency on the 2013 FCAT.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>29% (115)</p>	<p>31% (146)</p>

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	Effective implementation of the strategies in the GO Math! series.	Selected teachers will provide continued professional development on the proper utilization of the new math series - focusing on the Bodies of Knowledge to enhance instruction. Teachers will infuse the use of technology to align with instruction including FCAT Explorer, Odyssey, Riverdeep, and online Go Math instructional programs and tools. Teachers will use BEEP lessons and activities to align with daily math instruction. Teachers will use differentiated instruction and intervention strategies to target individual academic levels.	Administration, Team Leaders, Go Math Coach	Classroom Observations and Data Chats. iObservation reports will be generated and analyzed during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	BAT 1 & BAT 2, GO Math! assessments, Odyssey, Riverdeep, FCAT Explorer, 2013 FCAT Math Assessment
2	Daily integration of technology focusing on key math skills	Teachers will utilize technology on a daily basis through the use of student response devices, interactive white boards, LCD projectors, and document cameras. Students will use technology on a daily basis including FCAT Explorer, Odyssey, Riverdeep, and GO Math/BEEP online activities.	Team Leaders, Administration, Go Math Coach	Classroom Observations, Data Chats. iObservation reports will be generated and analyzed during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments, Odyssey, Riverdeep, BAT 1 & BAT 2, FCAT Explorer reports, Odyssey, FCAT 2013 Math Assessment

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal #1b:</p>	<p>Our goal is for the students to maintain a high level of performance on the FAA from year to year. In accordance with the student's IEP, through challenging activities, high-order thinking tasks, and differentiated instruction, the goal is to have the students increase to a higher level or maintain a level 4 or 5 while showing learning gains within that level.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>25% (1)</p>	<p>100% (1)</p>

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	<p>Challenging students to make greater gains on the FAA in order to maintain a high level of proficiency.</p>	<p>In accordance with the student's IEP objectives, teachers will use the GO Math! series to provide intense instruction to students - by focusing on the Bodies of Knowledge. Teachers will infuse the use of technology to align with instruction including FCAT Explorer, Odyssey, Riverdeep, and online Go Math instructional programs and tools. Students will access web-based programs to challenge their skills and maximize their learning. BEEP online activities will be utilized to provide high level instruction to the students. Small group instruction will be provided to enable high level students to excel.</p>	<p>Teachers, Administration, Go Math Coach.</p>	<p>Progress monitoring, data chats, team meetings. Assessment data will be analyzed and used during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.</p>	<p>GO Math! assessments/BEEP activities, Odyssey, Riverdeep, BAT 1 & BAT 2, FCAT Explorer reports, 2013 FCAT Mathematics Assessment</p>

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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal #2a:</p>	<p>A difficult obstacle that we face at Tropical is getting the students to maintain a high level of performance on the FCAT from year to year (Level 4 & 5). For example, 56% (194 students) scored a Level 4 or 5 on the 2011 FCAT in mathematics and 41% (165) scored a Level 4 or 5 on the 2012 FCAT in mathematics. Through challenging activities, high-order thinking tasks, and differentiated instruction, the goal is to have the students increase to a higher level or maintain a level 4 or 5 while showing learning gains within that level.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>41% (165)</p>	<p>43% (202)</p>

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	Challenging students to make greater gains on the FCAT Math Assessment	Teachers will use the GO Math! series to provide intense instruction to students - by focusing on the Bodies of Knowledge. Teachers will infuse the use of technology to align with instruction including FCAT Explorer, Odyssey, Riverdeep, and online Go Math instructional programs and tools. Students will access web-based programs to challenge their skills and maximize their learning. BEEP online activities will be utilized to provide high level instruction to the students. Small group instruction will be provided to enable high level students to excel.	Teachers, Administration, Go Math Coach	Progress monitoring, data chats, team meetings. Assessment data will be analyzed and used during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments/BEEP activities, Odyssey, Riverdeep, BAT 1 & BAT 2, FCAT Explorer reports, 2013 FCAT Mathematics Assessment

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.	In accordance with the student's IEP, through challenging activities, high-order thinking tasks, and differentiated instruction, the goal is for the students to maintain a high level of performance (Level 7 or above) on the FAA from year to year.
Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenging students to maintain high levels of proficiency on the FAA.	In accordance with the student's IEP, teachers will use the GO Math! series to provide intense instruction to students - by focusing on the Bodies of Knowledge. Teachers will infuse the use of technology to align with instruction including FCAT Explorer, Odyssey, Riverdeep, and online Go Math instructional programs and tools. Students will access web-based programs to challenge their skills and maximize their learning. BEEP online activities will be utilized to provide high	Teachers, Administration, E.S.e. Specialist, Go Math Coach.	Progress monitoring, data chats, team meetings. Assessment data will be analyzed and used during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments/BEEP activities, Odyssey, Riverdeep, BAT 1 & BAT 2, FCAT Explorer reports, 2013 FCAT Mathematics Assessment

	level instruction to the students. Small group instruction will be provided to enable high level students to excel.		
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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:	Tropical increased from 71% (188) on the 2011/FCAT to 84% (224) on the 2012 FCAT of students making learning gains in mathematics. The goal is to continue to increase the number of students making learning gains at all levels. Students at Level 1 will improve to Level 2 and students at Level 2 will increase to Level 3. Students achieving Levels 4 & 5 will maintain their levels by showing learning gains on the 2013 FCAT. This will be accomplished through intensive, individualized, mathematics instruction and intervention. Double-dose interventions will also be implemented to ensure that students continue to show learning gains throughout the year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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84% (224)	86% (258)
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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	The consistent utilization of differentiated instruction	Through the use of differentiated instruction, teachers will utilize the GO Math! lessons and BEEP activities as well as the following intervention strategies to improve student learning: Mountain Math, Calendar Math, FCAT Explorer, Odyssey, Riverdeep, and math manipulatives as indicated on the Struggling Math Chart.	Team Leaders, Administration, Go Math Coach	Classroom Observations, Data chats, team meetings. iObservation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments/BEEP assessments,Odyssey, Riverdeep, BAT 1 & BAT 2,FCAT Explorer reports, 2013 FCAT Mathematics Assessment
2	The proper implementation of the math series, GO Math!	Teachers will work as a team on grade level to assist with effectively delivering the math curriculum, which includes focusing on the Bodies of Knowledge. Group and center activities may be shared among teams to alleviate duplicity of materials/center items. Teachers will follow the GO Math! lessons and BEEP lessons and online activities to target student learning needs.	Team Leaders, Administration, Go Math Coach	Classroom Observations, data chats, team meetings, team leader meetings. iObservation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments/BEEP activities, BAT 1 & BAT 2,FCAT Explorer reports, 2013 FCAT Mathematics Assessment

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 goal is to continue to increase the number of students making learning gains on the FAA. As aligned with the student's IEP, this will be accomplished through intensive, individualized, mathematics instruction and intervention. Double-dose interventions will also be implemented to ensure that students continue to show learning gains throughout the year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students able to work at a higher academic level each year in order to make learning gains in mathematics.	In accordance with the student's IEP, through the use of differentiated instruction, teachers will utilize the GO Math! lessons and BEEP activities as well as the following intervention strategies to improve student learning: Mountain Math, Calendar Math, FCAT Explorer, Odyssey, Riverdeep, and math manipulatives as indicated on the Struggling Math Chart.	E.S.E. Specialist, Team Leaders, Administration, Go Math Coach	Classroom Observations, Data chats, team meetings, IEP meetings. iObservation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.GO	GO Math! assessments/BEEP assessments,Odyssey, Riverdeep, BAT 1 & BAT 2,FCAT Explorer reports, 2013 FCAT Mathematics Assessment

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:	Tropical increased from 70%(2011) to 75% (2012) on the FCAT for students in the Lowest 25% making learning gains in mathematics. The goal is to continue to target the lowest 25% making learning gains and provide these students with intensive instruction and interventions in order for them to continue making academic progress. The objective is to ensure that research-based programs are effectively being implemented to address the individual academic needs of the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (54)	78% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers consistently implementing the math series and effectively targeting the lowest 25% of students in order to continue to show learning gains.	Effectively utilizing differentiated instruction to target the lowest population. Teachers will use BEEP activities that align with the GO Math! series to target student needs. Integrating technology and math using web-	Team Leaders, Administration, Go Math Coach	Classroom Observations, data chats, team meetings, team leader meetings, student conferences, Professional Learning Communities. iObservatoin reports will be generated and analyzed during data chats and team meetings	GO Math! assessments, Odyssey, Riverdeep, BAT 1 & BAT 2,FCAT Explorer reports, 2013 FCAT Mathematics Assessment

1		based services to individual instruction and provide support for struggling students. Intervention strategies (from the Struggling Math Chart will be used for the lowest 25% to address areas of need including: Mountain Math, FCAT Explorer, Odyssey, and Riverdeep. Students will receive a double-dose of math daily.		to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	
2	Teachers effectively utilizing differentiated instruction to address the lowest 25%.	Teachers follow the lessons in the GO Math! series and provide double-dose, small group instruction to the lowest 25% of students. Students will use web-based programs (FCAT Explorer, Odyssey, Riverdeep) for individualized instruction to meet their academic needs.	Team Leaders, Administration, Go Math Coach	Classroom Observations, data chats, team meetings, team leader meetings, Professional Learning Communities. observation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	Go Math! assessments, Odyssey, Riverdeep, FCAT Explorer reports, BAT 1 & BAT 2, 2013 FCAT Mathematics Assessment

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 # Students will increase their level of proficiency in math over the next six years through differentiated instruction along with specific interventions to target areas of need. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	74%	76%	78%	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 mathematics.	51% of black students and 71% of Hispanic students made progress in mathematics. Because the target score is increasing every year, we need to increase the percentage of Black and Hispanic students showing proficiency in math. The goal is to have these two student subgroups show learning gains on the 2013 FCAT in mathematics and to increase from Level 1 to Level 2 and from Level 2 to Level 3 through intensive mathematics instruction and intervention.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black - 49% (40), Hispanic - 26% (36) White - 20% (31), Asian - 17% (2), American Indian - 100% (2)	*Student enrollment for 2012-2013 is different than the student enrollment for 2011-2012. Therefore, the number of students the percentage represents has been adjusted accordingly. Black- 45% (39), Hispanic- 23% (38), White- 17% (26), Asian - 15%(2), American Indian - 50%(7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Black and Hispanic students are showing deficiencies in basic math skills including: number sense, geometry, and measurement.	Through the use of differentiated instruction, intervention strategies will be used for Level 1 and 2 struggling subgroup students that did not meet accountability requirements such as Mountain Math, Calendar Math, FCAT Explorer, Odyssey, Riverdeep, Measure Works, and math manipulatives as indicated on the Struggling Math chart. Teachers will use BEEP activities, GO Math! lesson plans, and instructional focus calendars. Grade 5 will departmentalize and all grades will provide individual/small group instruction for subgroup student. Integrating technology and math using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print digital resources, FCAT Explorer,	Team Leaders, Math PLC Facilitators, Administration, Go Math Coach	Classroom Observations, Data Chats. observation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments, BEEP activities, Odyssey, Riverdeep, BAT ! & BAT 2, FCAT 2013 Math Assessment
2	Effective and consistent implementation of the new GO Math series.	Selected teachers will provide professional development on the proper utilization of the new math series by focusing on the Bodies of Knowledge. Teachers will use BEEP lessons and online activities to align with daily math instruction. Teachers will use differentiated instruction and intervention strategies to target individual academic levels of the subgroup students.	Math PLC Facilitators, Administration, Team Leaders, Go Math Coach	Classroom Observations, Data Chats, Team Leader meetings, and Team Meetings. Observation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	BAT 1 & BAT 2, BEEP activities, FCAT Explorer, Odyssey, GO Math! assessments, 2013 FCAT.

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>The goal is to continue to increase the number of ELL students making learning gains at all levels. ELL students at Level 1 will improve to Level 2 and students at Level 2 will increase to Level 3. ELL students achieving Levels 4 & 5 will maintain their levels by showing learning gains on the 2012 FCAT. This will be accomplished through supplemental and instructional ELL programs as well as intensive, individualized, mathematics instruction and intervention. Double-dose interventions will also be implemented to ensure that students continue to show learning gains throughout the year.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(9)	65% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are struggling with limited vocabulary, which is affecting their ability to comprehend the reading portions of the math curriculum.	Teachers will provide our ELL students with appropriate technology and supplemental and instructional materials to improve their vocabulary and comprehension skills.	Administration	Classroom Observations and Data Chats. Classroom Observation reports will be generated and analyzed during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	BAT 1 & BAT 2, GO Math! assessments, Odyssey, Riverdeep, FCAT Explorer, 2013 FCAT Math Assessment

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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>Students with Disabilities scored 62% (36) on the 2012 FCAT in mathematics. This population continues to struggle to meet the accountability criteria in math and since the percentage scoring at or above grade level increases each year, the goal is a very difficult one to attain. Therefore, we are strongly committed to continuing to provide these students with intense mathematics instruction and small group interventions in order for them to show learning gains on the 2013 FCAT. A goal is to target specific math skills and improve computation and proficiency in the areas of number sense, geometry, and measurement.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (36)	59% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with Disabilities have limited comprehension skills.	Teachers will read the problems to the students in the Go Math curriculum whenever possible. Teachers will infuse the use of technology to align with instruction including FCAT Explorer, Odyssey, Riverdeep, and online Go Math instructional programs and tools. Teachers will work with the SWD subgroup using TouchMath and Moving With Math in the Go Math Series focusing on computation and learning processes.	Team Leaders, Math PLC facilitators, Administration, Go Math Coach	Progress monitoring using research-based assessments, providing accommodations for students, Data chats, team leader meetings, and team meetings. iObservation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments, Odyssey, Riverdeep, BEEP activities, BAT ! & BAT 2, FCAT Explorer reports, FCAT 2013 Math Assessment

1		Teachers will utilize collaborative lesson planning to target areas of need for students with disabilities. Grade 5 will departmentalize and all grades, including ESE teachers, will provide individual/small group instruction for students with disabilities. Intervention strategies will be used for Level 1 and 2 struggling students, and students will receive a double-dose of math in addition to their ESE pullout intervention.			
2	Students lack of math content vocabulary	Teachers will assist students in creating, displaying, and utilizing a math vocabulary word wall. Students will compose a math content vocabulary and use it throughout the year.	Team Leader, Administration, Math PLC Facilitator	Progress monitoring using research-based assessments, providing accommodations for students, Data chats, team leader meetings, Classroom Observations, team meetings. iObservation reports will be generated and analyzed during data chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math! assessments, FCAT Explorer reports, Odyssey, BEEP assessments, BAT 1 & BAT 2, 2013 Math FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	Tropical's student demographics are changing and the percentage of economically disadvantaged students is increasing each year. Students in this subgroup need intensive (small group) instruction in order to show gains in this area. The goal is that our Economically Disadvantaged students will show an increase in proficiency on the 2013 FCAT by moving up from a Level 1 to a Level 2 or increasing from a Level 2 to a Level 3. The overarching goal is to have all economically disadvantaged students increase in proficiency on the 2013 FCAT in mathematics through the use of differentiated instruction and intensive interventions.
Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (80)	40% (93)

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
	Our economically disadvantaged children are deficient in background knowledge, which is affecting their proficiency levels in math.	Teachers will use BEEP activities and GO Math lesson plans to target the individual needs of economically disadvantaged students. Teachers will integrate	Team leaders, Math PLC Facilitator, Administration, Go Math Coach	Classroom Observations, data chats, team leader meetings, team meetings, PLC meetings. iObservation reports will be generated and analyzed during data	GO Math assessments, FCAT Explorer reports, Riverdeep, Odyssey, BEEP activities/assessments, BAT 1 & BAT 2, 2013 FCAT.

1	technology and math using web-based services to enhance individual instruction and provide support for struggling students. Intervention strategies (from the Struggling Math Chart) will be used for economically disadvantaged students to address areas of need including: Mountain Math, FCAT Explorer, Riverdeep, Odyssey. Students will receive a double-dose of math daily.	chats and team meetings to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.
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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
FCAT Math Specifications	K-5 Math	Administration, Math PLC Facilitator	K-5 teachers and specialists	Early Release, Monthly -Faculty meetings/PLC Meetings	Teachers will incorporate FCAT strands into daily lesson plans. Classroom Observations, Data chats, team meetings, team leader meetings	Administration, Math PLC Facilitator
New Math Strands	K-5 - Math	Administration, Math PLC Facilitator	K-5 teachers, and specialists	Monthly - Faculty meetings/PLC Meetings	Classroom Observations, Math PLC meetings, data chats, team meetings, team leader meetings	Administration, Math PLC Facilitator
Tropical Parent University	K-5	Administration, Math PLC Facilitator	K-5 teachers	Scheduled Mathematics Night - TBD (October/November 2012)	Teachers will meet weekly to share best practices and model for proficiency	Administration, Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math - K	Go Math! Big Books	Internal Funds	\$3,425.00
Math Assessment Guides - Grades K-5	Student assessments/Resource Benchmarks	Budget	\$4,275.00
Math text - Grades 1-5	Student textbooks	Budget	\$1,800.00
Math - Grade K	Go Math! Big Books	PTA	\$1,716.00

Subtotal: \$11,216.00

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
Materials and supplies	Training materials for workshops	School budget	\$50.00
			Subtotal: \$50.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Toucan Math Market materials	Rewards/prizes for math market	PTA	\$1,500.00
FCAT Math Camp	Math camp materials/personnel	School budget	\$6,000.00
Math Superstars	Math materials	PTA	\$300.00
			Subtotal: \$7,800.00
			Grand Total: \$19,066.00

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.	Our data indicates that 41.4% (58) scored at a level 3 on the 2012 FCAT Science Assessment, an increase from 40% (44 students) scoring at a level 3 on the 2011 FCAT Science Assessment. Through the use of intensive individualized instruction and interventions, the ongoing goal is to decrease the number of students scoring at levels 1 & 2 and moving them to Level 3 and above as well as moving Level 3 students up to Levels 4 or 5 on the 2013 Science FCAT.
Science Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.4% (58)	*5th grade student enrollment for 2012-2013 is different than the student enrollment for 2011-2012. Therefore, the number of students the percentage represents has been adjusted accordingly. 43% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students entering the fifth grade struggle to understand the science vocabulary and comprehend complex scientific concepts.	All teachers will use word walls to increase comprehension and vocabulary understanding. Teachers will use the SE Model as an instructional model for students. Students will use the scientific method to do demonstrations. Students will utilize technology, such as Atomic Learning, BEEP,	Teachers, Team leaders, Science Teacher, Administration	Daily common planning, Bi-weekly Data Chats with students and teachers, which will provide feedback regarding instruction, curriculum, and assessment results as well as Classroom Observations focusing on effective teaching strategies, the effective use and implementation of	Mini-assessments, student product demonstration, lab reports, and Science journals, 2013 FCAT Science.

1		United streaming to support science concepts taught in the classroom. Students will use district approved text and science kits. Tropical will utilize the Science teacher during specials to provide additional instruction and hands-on practice using the scientific method for all PK-5 students.		Reading First through Science, and the implementation of differentiated instruction.	
2	Effective implementation of the strategies for the Fusion science program.	Selected teachers and the science teacher will provide continued professional development on the proper utilization of the science series focusing on New World Class Standards to enhance instruction. Utilization of the Instructional Focus Calendar will be ongoing to address the Next Generation Sunshine Science Standards. Also, teachers will be offered Florida Science Fusion professional development courses (provided by the Science department).	Teachers, Team leaders, Administration	Daily common planning, Bi-weekly Data Chats with students and teachers, and Classroom Observations will focus on the effective implementation of the New Fusion science program and the Next Generation Sunshine Science Standards. Additionally, these processes will focus on teaching strategies, the effective use and implementation of Reading First through Science, and the implementation of differentiated instruction.	Mini-assessments, student product demonstration, lab reports, and Science journals, 2013 FCAT Science.
3	Successful utilization of the Broward County Hands-On activities correlating with the Fusion series.	Teachers and science teacher will utilize the Science Big Ideas to plan for daily science instruction.	Teachers, Science Teacher, Team leaders, Administration	Daily common planning, Bi-weekly Data Chats with students and teachers, and Classroom Observations, providing feedback and focusing on effective teaching strategies, the effective use of the Broward County Hands-On activities and the consistent implementation of differentiated instruction.	Mini-assessments, student product demonstration, lab reports, and Science journals, 2013 FCAT Science.

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:	No students will be taking the Science FAA at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	NA at this time.

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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>The data indicates that 24% (33) of students scored at or above a level 4 on the 2012 FCAT. We want to increase this percentage so that at least 28% or more are scoring at this level. The goal therefore, is to increase the number of level 4 and 5 students by decreasing the number of level 3 students. This will be done through the use of differentiated instruction and small group activities as well as utilizing the departmentalization of the 5th grade team.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>24% (33)</p>	<p>28% (39)</p>

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	<p>Some of these students, despite their high scores, are entering the grade level not as proficient as they could be in the areas of science vocabulary, scientific knowledge and terminology, which is causing the students to initially have difficulty comprehending complex science concepts.</p>	<p>Classroom teachers and science teacher will continue to integrate reading with science utilizing Reading First through Science. Teachers will use word walls to increase comprehension and vocabulary understanding. Teachers will use the SE Model as an instructional model. Students will use the scientific method to do demonstrations. Students will utilize technology, such as Atomic Learning, BEEP, United streaming to support science concepts taught in the classroom. Students will use district approved text and science kits. Teachers will provide differentiated instruction to students to allow them to progress at an individual/developmentally appropriate level. The science teacher will use the scientific method to instruct PK-5 students on science concepts.</p>	<p>Teachers, Science teacher, Team leaders, Administration</p>	<p>Common planning, Data Chats with students and teachers, Classroom Observations</p>	<p>Mini-assessments, student product demonstration, lab reports, Science journals, and 2013 FCAT Science Assessment</p>

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.		No students will be taking the FAA at this time.	
Science Goal #2b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
100% (1)		NA at this time.	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
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
Tropical Parent University	K-5	Classroom teachers, science teacher	Classroom teachers, science teacher	Scheduled Science Night - TBD (October/November 2012)	Teachers will meet weekly to share best practices and model for proficiency	Administration, Leadership Team, science teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Materials and supplies	Science materials used for trainings	School budget	\$50.00
Materials and supplies	Science equipment	School budget	\$50.00
Subtotal: \$100.00			
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Science	Storage kits	Internal Funds	\$934.00
			Subtotal: \$934.00
			Grand Total: \$1,034.00

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:

<p>1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.</p> <p>Writing Goal #1a:</p>	<p>The goal is to target students who are proficient in writing and continue to provide high level instruction in order to ensure 4.0 and above mastery. The goal is to maintain a high quality program of instruction for writing and to identify and target those students who are struggling with the writing process by implementing an individualized writing instruction.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>89% (115)</p>	<p>92% (132)</p>

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	Consistency of instruction among teachers on the team and the consistent implementation of effective strategies being taught during the writing block.	Continue to provide professional development for teachers on teaching writing. Students will be taught throughout the year by at least one other teacher on the team by way of co-teaching during the writing block. Whole team writing instruction. Vertical teaming to ensure consistent implementation of writing strategies.	Team Leader, Administration	Classroom instruction, Classroom Observations (instructional practices), Progress monitoring, Team Meetings, Team Leader meetings, Professional Learning Communities	Practice prompts, Informal assessments, Progress between the baseline prompt, Mid-year prompt and the 2013 FCAT Writing Assessment
2	Students showing deficiencies in the writing process.	Students will use the writing process daily. Teachers will work collaboratively to provide consistent writing instruction. The revision and editing process will be explicitly taught and seen in student writing drafts.	Classroom teacher, Writing PLC Facilitator, Administration, Team Leader	Classroom instruction, Classroom Walkthroughs (instructional practices), team meetings, team leader meetings, Writing PLC meetings, data chats	Practice prompts, informal assessments, mid-year prompt, and the 2013 FCAT Writing Assessment

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:	NA at this time.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
100% (!)	NA at this time.			
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
Tropical Parent University Writing Night	Grade 4	Grade 4 teachers and Janet Chrystie-Reading Specialist - Writing PLC Facilitator(s)	Grade 4 teachers, specialists, and parents	Scheduled Writing Night - TBD (October 2012)	Teachers will meet weekly to share best practices and model for proficiency	Administration, Leadership Team
Teachers will receive training and review the K-5 district approved BEEP lessons	K-4	Grade 4 teachers and Janet Chrystie - Reading Specialist - Writing PLC Facilitator(s)	Grade 4 teachers, specialists, and parents	Monthly PLC meetings, weekly team meetings, Early Release days	Teachers will meet weekly to share best practices and model for proficiency and attendance sheet and feedback form from parents	Administration, Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Wilson Language - K-1	Foundations	Internal Funds	\$3,186.00
Subtotal:			\$3,186.00
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
Materials and supplies	Materials used for staff development	School budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writing Camp	Writing camp materials/personnel	School budget	\$4,000.00
Paper, materials	Writing materials	PTA	\$280.00
			Subtotal: \$4,280.00
			Grand Total: \$7,666.00

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:	Tropical Elementary has an attendance rate above 95% and the goal for the 2012-2013 year is to increase the rate to 97%. The goal is to effectively communicate the attendance policy to all stakeholders through various media sources and ensure that parents are aware of the policy in order to appropriately adhere to its guidelines.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.3% (905)	97% (902) students (less students enrolled at this time)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
15% (33)	10% (25)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
52% (131)	30% (75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students are car riders and are reported to be late due to heavy traffic.	Administration will strictly enforce the tardy policy for the 2012-2013 school year to reduce the total number of tardies. Also, the school time has changed this year (back to an earlier start time) in an attempt to reduce the heavy traffic flow and	Administration, Teachers, Team Leaders, and IMT, Administration, Resource Officer, and Transportation	Consistent monitoring of attendance through Pinnacle, teacher input, and tardy slip receipts as well as observations, verbal referrals and recommendations	Review of tardy receipts, phone, log, and pinnacle information

		congestion during the morning hours. So, administration will work with faculty, staff, and transportation to monitor arrival procedures and will make any necessary adjustments in order to avoid interruptions in traffic flow.			
2	Neighboring middle school has heavy morning traffic that interferes with our arrival procedures.	Administration will work with faculty and staff to monitor arrival procedures and will make any necessary adjustments in order to avoid interruptions in traffic flow. Also, the school time has changed this year (back to an earlier start time) in an attempt to reduce the heavy traffic flow and congestion during the morning hour	Administration, faculty and staff, Resource Officer	Observations, verbal referrals/recommendations, tardy receipts	Review of tardy receipts, pinnacle information
3	Our attendance rate is very good; the only barriers would be certain students not coming to school because they are out of town or a small core of habitually absent students.	Administration will continue to inform parents about the importance of having their children in attendance - and the academic impact it has on them if they are missing instructional time. This is done at Meet and Greet, Open House, newsletters, conferences, and Parent Link. BTIP policy is communicated to all parents and is strictly enforced by administration.	Administration Teachers	Consistent monitoring of Attendance records, Pinnacle, and teacher input.	Review of attendance records and Pinnacle information.

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
Student attendance issues/concerns	PK-5	Administration	PK-5 All staff	Faculty Meetings - As needed	Monitor the progress of student attendance through attendance records/pinnacle/TERMS	Administration PK-5 Teachers

Attendance Budget:

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

End of **Attendance** Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	The goal for the 2012-2013 school year is to reduce the number of internal and external student suspensions by half, and reduce the amount of time students are out of class due to behavioral issues.
Suspension Goal #1:	
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
NA (9)	NA (3)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA (5)	NA (2)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
NA (4)	NA (2)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
NA (3)	NA (2)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The need for better communication to parents regarding their knowledge of school discipline rules.	Provide parents with the school's discipline rules. Teachers will review rules and expectations during Open House, first week of school, and during parent conferences. Administration will review rules, Discipline Matrix, and Student Code of Conduct during Open House and parent conferences.	Classroom teachers, Administration	Team Meetings, Team Leader meetings, Review of Discipline Management System, Classroom Observations	Referrals, Discipline Management System

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
NA	NA	NA	NA	NA	NA	NA

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

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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Tropical received its 29th Golden School Award this year for outstanding parent volunteers. More than 3600 volunteer hours were recorded in the STAR system. Tropical is a school that has a high level of parent involvement and one goal is to continue that trend and add to the quality of our parent involvement program.</p>
<p>2012 Current Level of Parent Involvement:</p>	<p>2013 Expected Level of Parent Involvement:</p>
<p>89% of parents volunteered their time and were actively involved in the school.</p>	<p>92% of our parents will volunteer their time and be actively involved in the school.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The quality of parental involvement in academic support of students.	Parents will be informed at Open House of strategies and expectations for helping their child with academics throughout the school year.	PTA president, teachers, team leaders, Administration	Student progress as discussed at parent conferences and through continued communication between school and home.s.	Student progress reports and parent survey..

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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

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

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

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Teachers must effectively integrate/incorporate STEM (Science, Technology, Engineering, and Mathematics) into all areas of instruction. Our goal is to increase the percentage of proficient students (scoring at/above a Level 3) in math (70%) and science (65%) on the 2013 FCAT.			
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
1	Needed training/PD in STEM for all teachers	In-house training conducted by the science teacher and/or county STEM professional development for all staff.	Administration, Science teacher, Team Leaders	Classroom Observations and Data Chats. iObservaaton reports will be generated and analyzed during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	BAT 1 & BAT 2, GO Math! assessments, Science assessments, Odyssey, Riverdeep, FCAT Explorer, 2013 FCAT Math & Science Assessments
2	Daily integration of technology focusing on key math and science skills	Teachers will utilize technology on a daily basis through the use of student response devices, interactive white boards, LCD projectors, and document cameras.	Students will use technology on a daily basis including FCAT Explorer, Odyssey, Riverdeep, and GO Math/Science BEEP online activities.	Team Leaders, Administration, Go Math Coach, Science Teacher, Classroom Observations, Data Chats. iObservation reports will be generated and analyzed during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	GO Math!and Science assessments, Odyssey, Riverdeep, BAT ! & BAT 2, FCAT Explorer reports,Odyssey, FCAT 2013 Math Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating science across all academic areas. How to best utilize the Fusion series.	K-5	Science teacher, Science PLC facilitators	All classroom teachers	Early Release Days or faculty meetings - TBD	Classroom Observations and Data Chats. iObservaaton reports will be generated and analyzed during data chats to determine the effectiveness of the instructional strategies and to modify instruction if necessary in order to meet the needs of students.	Administration, Team Leaders

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Active Boards, computers, printers	Technology equipment	School budget	\$24,279.00
			Subtotal: \$24,279.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Active Board Training	Training	No charge - Vendors	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Technology equipment and supplies	Technology supplies and materials	School budget	\$1,778.00
			Subtotal: \$1,778.00
			Grand Total: \$26,057.00

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	McGraw Hill Grades 1-2	Reading Mastery Materia	Internal Funds	\$1,017.00
Reading	Reading Mastery	Independent Readers	Internal Funds	\$283.00
Reading	Reading - General	Basic Skills	Internal Funds	\$26.00
Reading	Macmillan/McGraw Hill Treasures reading program 1-5	Practice Workbooks	School budget	\$5,133.00
Reading	Macmillan/McGraw Hill Treasures Grades 1 & 2	Practice Workbooks	School budget	\$1,853.00
Mathematics	Math - K	Go Math! Big Books	Internal Funds	\$3,425.00
Mathematics	Math Assessment Guides - Grades K-5	Student assessments/Resource Benchmarks	Budget	\$4,275.00
Mathematics	Math text - Grades 1-5	Student textbooks	Budget	\$1,800.00
Mathematics	Math - Grade K	Go Math! Big Books	PTA	\$1,716.00
Writing	Wilson Language - K-1	Foundations	Internal Funds	\$3,186.00
				Subtotal: \$22,714.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader (A.R.) tests	Testing - A.R.	PTA	\$1,493.00
STEM	Active Boards, computers, printers	Technology equipment	School budget	\$24,279.00
				Subtotal: \$25,772.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Materials and Supplies	Reading materials and supplies	Internal Funds	\$173.00
Mathematics	Materials and supplies	Training materials for workshops	School budget	\$50.00
Science	Materials and supplies	Science materials used for trainings	School budget	\$50.00
Science	Materials and supplies	Science equipment	School budget	\$50.00
Writing	Materials and supplies	Materials used for staff development	School budget	\$200.00
STEM	Active Board Training	Training	No charge - Vendors	\$0.00
				Subtotal: \$523.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Sunshine State Readers/A.R. Books	Individual student readers	Internal media funds	\$2,775.00
Reading	Magazine subscriptions, reference materials	Professional materials	Internal media funds	\$255.00
Reading	FCAT Reading Camp	Reading camp materials/personnel	Budget	\$10,000.00
Reading	Weekly Readers - Grades 1 & 2	Individual student readers	PTA	\$1,800.00
Reading	Time For Kids - Grades 3 & 4	Individual student readers	PTA	\$970.00
Reading	Let's Find Out - Grade K	Individual student readers	PTA	\$684.00
Reading	Reading Interventions	Personnel/Instructors	A+ Funds	\$6,418.00
Reading	Scholastic News - Grade 5	Individual student readers	PTA	\$760.00
Reading	Clifford - PK	Individual student readers	PTA	\$80.00
Reading	Big Book - Really Good Stuff	Supplies	Internal Funds	\$812.00

Reading	Lakeshore	Resource materials	Internal Funds	\$273.00
Reading	Quick Reads	E.S.E. resources	Internal Funds	\$405.00
CELLA	ESOL materials	ESOL	Internal Funds	\$173.00
Mathematics	Toucan Math Market materials	Rewards/prizes for math market	PTA	\$1,500.00
Mathematics	FCAT Math Camp	Math camp materials/personnel	School budget	\$6,000.00
Mathematics	Math Superstars	Math materials	PTA	\$300.00
Science	Science	Storage kits	Internal Funds	\$934.00
Writing	FCAT Writing Camp	Writing camp materials/personnel	School budget	\$4,000.00
Writing	Paper, materials	Writing materials	PTA	\$280.00
STEM	Technology equipment and supplies	Technology supplies and materials	School budget	\$1,778.00
Subtotal: \$40,197.00				
Grand Total: \$89,206.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority
 Focus
 Prevent
 NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/7/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional materials (Daily Five, CARS, Math CAMS, test prep materials, etc.) Substitute teachers for pull-out / FCAT Prep Personnel for FCAT Camps - Math, Reading, Writing Substitute teacher(s) to cover SAC Secretary	\$4,750.00

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

Tropical's SAC will:

- Monitor and discuss student academic achievement data and make decisions/determinations that offer academic support and interventions for struggling students
- Review the SIP - update as needed
- Review the budget and approve purchases for instructional materials to increase student achievement. Approve allocating funds for instructional personnel (pull-outs, small groups, camps, etc.) to provide academic assistance to struggling students.
- Monitor referral, suspension, and attendance data
- Review and monitor information shared at our PLC meetings
- Discuss school-wide activities and academic programs
- Review baseline, BAT, and FCAT data - as well as informal assessment data and make recommendations to better address areas of need

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 TROPICAL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	84%	90%	66%	326	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%	71%			148	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	67% (YES)	70% (YES)			137	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					611	
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 TROPICAL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	91%	71%	334	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	67%	65%			132	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	61% (YES)	58% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					585	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested