

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: ENGELWOOD ELEMENTARY

District Name: Orange

Principal: Dr. Rahim Jones

SAC Chair: Segundo Zapatier

Superintendent: Dr. Barbara M. Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/27/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

|  |
|--|
| <a href="#">School Grades Trend Data</a>   |
| <a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a> |
| <a href="#">High School Feedback Report</a>  |
| <a href="#">K-12 Comprehensive Research Based Reading Plan</a>                               |

### 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       | Rahim Jones | Bachelor's of Science in Primary Education; Master's of Science in Educational Leadership; Educational Doctorate in Educational Leadership                        |                              | 9                              | 2005-2009, Aloma ES-grade of A; 2009-2011, Keene's Crossing-grade of A.   |
| Assis Principal | Kathy Long  | Bachelor's of Science in Physical Education; Master's of Science in Emotionally Handicapped; Educational Specialist in Educational Leadership; Certified to teach | 1                            | 11                             | 2007-2011, Waterford ES-grade of A; 2005-2007, Lancaster Elementary-grade of A; 2002-2005, Magnolia ESE School, no grade.   |

physical education and emotionally handicapped also holds a principal certification.

## 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)   |
|--------------------------------------|-------------------|--|------------------------------|--------------------------------------|---|
| CRT                                  | Karen Verano      | B.S., Elementary Education; Certification: 1st-6th; ESOL Endorsement   |                              | 6                                    | Aloma Elementary School<br>2011-2012:A<br><br>2010-2011: A<br>Reading 86%<br>Math 80%<br>Writing 88%<br>Science 52%<br>Learning Gains (R) 73%<br>Learning Gains (M) 73%<br>Learning Gains (R)L25%: 68%<br>Learning Gains (M)L25%: 65%<br><br>2009-2010:C<br>Reading: 83<br>Math: 85<br>Writing: 77%<br>Science: 65%<br>Learning Gains (R): 48%<br>Learning Gains (M): 45%<br>Learning Gains (R-L25%)<br>Learning Gains (M-L25%)   |
| Kdg. & 1st grade Instructional Coach | Carolina Cardenas | Bachelors Degree in Elementary Education; certified in PreK to third grade, and holds ESOL and reading endorsements  | 12                           | 7                                    | 2011-2012, Engelwood Elementary School, grade of D, 2010-2011, Engelwood Elementary, grade of C (overall drop of 18 points: Meeting high standards in R/M/W/S went down 35 points; Learning gains in R/M dropped 7 points; lowest 25% in R/M increased 24 points), AYP was 79% (increase of 7% from last year)<br><br>2009-2010, Engelwood Elementary, grade of C (overall drop of 6 points: Meeting high standards in R/M/W/S went up 38 points; Learning gains in R/M dropped 30 points; lowest 25% in R/M dropped 14 points), AYP was 72% (decrease of 23% from last year)<br><br>2008-2009, Engelwood Elementary, grade of C (increase of 75 points from the previous year), AYP was 95% (increase of 21% from the previous year);<br>2007-2008, Engelwood Elementary, grade of D, AYP was 74%;<br>2006-2007, Engelwood Elementary, grade of C, AYP was 92%;<br>2005-2006, Engelwood Elementary, grade C, AYP was 74% |
|                                      |                   |  |                              |                                      |   |
| 2nd & 3rd grade Instructional Coach  | Jessica Underwood | Bachelors Degree in Advertising and a Masters Degree in Early Childhood Education; certified in PreK to third grade, elementary education, and Exceptional | 7                            | 4                                    | 2011-2012, Engelwood Elementary, grade of D, 2010-2011, Engelwood Elementary, grade of C (overall drop of 18 points: Meeting high standards in R/M/W/S went down 35 points; Learning gains in R/M dropped 7 points; lowest 25% in R/M increased 24 points), AYP was 79% (increase of 7% from last year)<br><br>2009-2010, Engelwood Elementary, grade of C (overall drop of 6 points: Meeting high standards in R/M/W/S went up 38 points; Learning gains in R/M dropped 30 po14 points), AYP was 72% (decrease of 23% from last year)  |

|                                     |              |   |   |    |   |
|-------------------------------------|--------------|---|---|----|---|
|                                     |              | Student Education   |   |    | 2008-2009, Engelwood Elementary, grade of C (increase of 75 points from the previous year), AYP was 95% (increase of 21% from the previous year) ints; lowest 25% in R/M dropped  |
| 4th & 5th grade Instructional Coach | Jen Lawrence | Bachelors Degree in Elementary Ed.; M.S. in Reading; M.S. Ed. Leadership; Certified in Primary Ed.; Certified in ESOL | 8 | 14 | 2011-2012, Engelwood Elementary School, grade of D, 2010-2011, Engelwood Elementary, grade of C (overall drop of 18 points: Meeting high standards in R/M/W/S went down 35 points; Learning gains in R/M dropped 7 points; lowest 25% in R/M increased 24 points), AYP was 79% (increase of 7% from last year)<br><br>2009-2010, Engelwood Elementary, grade of C (overall drop of 6 points: Meeting high standards in R/M/W/S went up 38 points; Learning gains in R/M dropped 30 points; lowest 25% in R/M dropped 14 points), AYP was 72% (decrease of 23% from last year)<br><br>2008-2009, Engelwood Elementary, grade of C (increase of 75 points from the previous year), AYP was 95% (increase of 21% from the previous year);<br>2007-2008, Engelwood Elementary, grade of D, AYP was 74%;<br>2006-2007, Engelwood Elementary, grade of C, AYP was 92%;<br>2005-2006, Engelwood Elementary, grade C, AYP was 74% |

## 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 | 1. Opening our campus to college interns and volunteers is one way we can promote our campus environment and let pre-service teachers know what our school can offer them as teachers.   | Karen Verano                 | June 2013                 |   |
| 2 | 2. Interviews for open teaching positions happen with a committee of teachers and staff to be sure that the prospective new teacher will fit with our school needs and the grade level needs. In addition, the prospective new teacher gets to meet the teachers on staff they would be working with if they were to join our school. Interview questions are standard for every applicant so that we can compare their answers to our identified needs. | Rahim Jones                  | October 2012              |   |
| 3 | 3. Once we have hired a new teacher, Engelwood has an established teacher mentoring program. Our Instructional Coach meets with new teachers (new to teaching and new to OCPS) once a month to provide school specific training and classroom management ideas.  | Karen Verano, Jessica Batson | June 2013                 |   |
| 4 | 4. All new teachers are also assigned mentors: experienced teachers who meet with them on a daily basis to answer any questions and to provide guidance. Our Instructional Coach and mentors are available to answer any questions and to help them complete their New Teacher Competencies.   | Karen Verano                 | June 2013                 |   |
| 5 | 5. Engelwood's goal is to train and retain our teachers through continuous support and professional development. Additionally, all teachers are provided with many opportunities to attend professional development training at the district, at Engelwood, and at professional conferences throughout the year.   | Rahim Jones, Karen Verano    | June 2013                 |   |

## Non-Highly Effective Instructors

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

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

|  |   |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|  | All teachers are currently taking ESOL endorsement classes and are receiving                        |

Five (5)

instructional coaching to improve teaching performance.

## 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 45                                  | 6.7%(3)                  | 51.1%(23)                                  | 31.1%(14)                                   | 6.7%(3)                                    | 22.2%(10)                           | 106.7%(48)                  | 24.4%(11)                   | 2.2%(1)                             | 77.8%(35)                |

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name       | Mentee Assigned | Rationale for Pairing   | Planned Mentoring Activities  |
|-------------------|-----------------|---|---|
| Jennifer Lawrence | Brenda Barker   | Bachelors Degree in Elementary Ed.; M.S. in Reading; M.S. Ed. Leadership; Certified in Primary Ed.; Certified in ESOL   | The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, attend 'New Teacher' meetings with them as needed, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities. |
| Jamie Isenstein   | Paul Mann       | Ms. Isenstein is a first grade teacher. She is an experienced teacher and   | The mentor will: communicate daily with the mentee, plan lessons with him weekly, update him on school specific happenings, attend 'New Teacher' meetings with him as needed, serve as the model and have him come observe in her classrooms, attend professional development with him, be available for questions whenever needed, and a variety of other activities.        |
| Emma Perez        | Alexandra Luke  | Ms. Perez is a 2nd grade teacher. She is the most experienced teacher on her team and has served as a mentor in previous years. She has clinical educator training. | The mentor will: communicate daily with the mentee, plan lessons with them weekly, update them on school specific happenings, attend 'New Teacher' meetings with them as needed, serve as the model and have them come observe in their classrooms, attend professional development with them, be available for questions whenever needed, and a variety of other activities. |

## 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

Engelwood is a Title I school and we received money for the 2012-2013 school year to spend on implementing our school improvement goals. This year Title I money is being spent on a science lab teacher, a reading teacher, a certified paraprofessional to work with struggling readers, research based instructional materials, a Pre-kindergarten teacher and paraprofessional, an instructional support teacher for reading and one for math/science, a media specialist, substitutes for the teachers to attend professional development, busses for field trips and parent involvement materials.

Title I money will also pay for us to hold extended Media Center hours once a week in the evenings. This extra time allows us to invite the families into our Media Center to read, work on homework, use the computers, check out books and participate in story time.

We adhere to all the Title I program requirements and collect all required documentation throughout the school year. We work with the Title I department of Orange County Public Schools through monthly check points and compliance monitoring. Engelwood also has the benefit of SES tutoring services. Because of the school's AYP status, we qualify for Supplemental Education Services money through Title I. We have a coordinator on staff who works with the parents and the tutoring companies to make this process run smoothly. This school year, we have Universal Breakfast through Title I, all of our students can eat breakfast for free everyday.

Title I, Part C- Migrant

Engelwood does not receive Title I, Part C dollars.

Title I, Part D

Engelwood does not receive Title I, Part D dollars.

Title II

This year our Title II dollars (\$1400) will be spent on materials for the teachers to study Marzano's book, The Art and Science of Teaching. Our data from last year's FCAT show a variety of weak areas and we need to strengthen our overall teaching strategies and lesson delivery. We have decided to purchase books for the teachers titled, A Handbook for the Art and Science of Teaching. We will then get one day of substitutes for grade levels to discuss the ideas from the book and to plan together as a grade level Professional Learning Community. Our purpose is to expose the teachers to the research behind effective teaching strategies and also to have a better understanding of the new teacher evaluation system. Title II money from the district level also benefits Engelwood by paying for substitutes so that teachers can attend a variety of content area staff development programs organized by the district.

Title III

Engelwood benefits from Title III money through our district Multilingual Services Department. We have a resource teacher assigned to our school to assist teachers with planning and instructing our Language Learners. This resource teacher works with the teachers in our bilingual and sheltered classrooms, does model lessons, works with LEP students in small groups and assists with other interventions as needed.

We have also received some instructional materials from Title III dollars for the bilingual and sheltered classrooms: mathematics curriculum, ESOL language arts curriculum, classroom libraries, Imagine Learning computer assisted instructional program and other language support materials.

We also receive money for tutoring students who are Language Learners (LY) and need extra support in K-5 content areas. This will fund an additional 3 hours of tutoring a week for our students who need it in reading and math.

Title X- Homeless

Engelwood works with the Orange County Public Schools Homeless department to make sure we are providing services to any of our students who may become homeless. These services include free breakfast and lunch, bussing to and from their temporary accommodations to our school, and other services as needed.

Our school homeless coordinator and our registrar work with families who may find themselves in need of this assistance. We also identify families through their responses on the Student Residency Questionnaire which is sent home twice a year and is also included in our registration packet.

Supplemental Academic Instruction (SAI)

SAI dollars will be used to run our after school tutoring program. We will pay teachers to work as the tutors and purchase

materials for the students. Tutoring will take place from October through April, an additional hour and 15 minutes, 3 days a week, and will be for additional reading instruction for students in 3rd, 4th and 5th grades. The program will use a research based direct instruction program, SRA Reading for Information, to strengthen the student's reading comprehension and vocabulary with non-fiction selections.

#### Violence Prevention Programs

For the 2012-2013 school year, Engelwood is a part of the Safe Schools, Healthy Students grant received by Orange County Public Schools. This grant brings social services, counseling services, and student education programs in problem solving skills and making good choices to our school. We have two counselors who are on campus two days a week.

We also receive services from one ALPHA counselors who is on our campus full time. She provide counseling, tutoring, and classes in social skills for our 2nd to 5th grade students.

Students at Engelwood are given frequent exposure to many exciting programs designed to enhance the curriculum. These programs include drug education through the SUPER Kids program, and our school's character education program called "SOAR" which includes the OCPS character education lessons. Classroom teachers hold class meetings and discuss bullying and tolerance. We also have a variety of antibullying presentations throughout the school year.

#### Nutrition Programs

We are fortunate to have the Engelwood Neighborhood Center located on our campus. They have a nurse who helps us with student and parent education. She coordinates with our school clinic attendant for hearing screenings, dental and vision, and family assistance as needed.

#### Housing Programs

Engelwood does not have any housing programs.

#### Head Start

We house a Head Start Program on our campus. Head Start serves approximately 80 students in 4 relocatable portables. Our Speech and Language Clinician works with the 3 and 4 year olds who have qualified for ESE services. Head Start works with our PreK ESE classroom as well for students who spend half a day in each program. Our school cafeteria serves breakfast and lunch to the Head Start children every day.

#### Adult Education

The Engelwood Neighborhood Center for Families is housed on our campus and they offer assistance to families in need, ALPHA Counselors to teach life skills classes and run small group counseling, a community health nurse, after school tutoring for students, family counselors for individual, family or group counseling, parenting classes and a variety of other services. The neighborhood center works in collaboration with our school, the Boys and Girls Clubs of Central Florida, Center for Drug Free Living-ALPHA Program, the Children's Home Society, and the Orange County Health Department.

We also offer a variety of parent workshops and education opportunities like ESOL for parents, how to help your child with homework, what you need to know about FCAT, the Incredible Years Parenting skills program and families building better readers.

#### Career and Technical Education

Engelwood does not offer any career and technical education programs.

#### Job Training

Engelwood does not offer any job training programs.

#### Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Engelwood will have the following people on the RtI team:

Principal, Rahim Jones and Assistant Principal, Kathy Long: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI problem solving, conducts assessment of RtI skills of school

staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Administrative Support teachers:

Karen Verano, Curriculum Resource Teacher

Carolina Cardenas, Instructional Support

Jessica Underwood, Instructional Support

Jen Lawrence, Instructional Support

Lupe Armenteros, Curriculum Compliance Teacher (Language Learner support)

Jodene Shea, Staffing Specialist/ESE teacher

Elvira Medina-Pekosfsky, School Psychologist

All General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher, Jodene Shea: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

CRT, Karen Verano and Instructional Support Coach(es), Carolina Cardenas, Jessica Underwood, Jen Lawrence:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist, Elvira Medina Pekosfsky: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities for both academics and behavior.

Technology Specialist, Phuong La: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist, Sonia Mena: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel, Yolanda Dorta and Staffing Specialist, Jodene Shea: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, also works with school social workers to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Arranges the meetings with the parents to keep them involved in the process and informed as to their child's progress toward goals.

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?

Our RtI Leadership Team will meet weekly (more if necessary) to review the data on our targeted students and make instructional decisions or changes in their daily schedule as needed. In addition, we will meet with grade level teachers bi-weekly. (more if necessary)

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? We will also be addressing the four essential questions of the problem solving process. (Steps one through four of the problem solving model)

The teachers will meet in grade level PLCs twice a month with members of the RtI team to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions,

and practice new processes and skills.

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. This year teams will also be evaluate the fidelity of implementation.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP.

The team provided data on: Tier 1, 2, and 3 interventions and goals; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

A system incorporating a multi-tiered level of supports will developed to ensure success for all learners.

The team will update the SAC at least once a 9-week period on the progress of SIP goals related to the RtI process.

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.

Engelwood will use a variety of data to evaluate our students and make interventions. All data will be entered into our SharePoint site data management system (CARD). Data that will be collected include the following:

1. Baseline data: Progress Monitoring and Reporting Network (PMRN/FAIR), 2012 Florida Comprehensive Assessment Test (FCAT), Write Score Science and Writing assessments, CELLA and IDEL, envision pre-tests, Imagine It! Oral reading fluencies, STAR assessments
  2. Progress Monitoring: PMRN/FAIR, FCAT Simulation, classroom assessments, OCPS Benchmark assessments in Reading, Math and Science, Write Score science and writing assessments, intervention group assessments, Oral Reading Fluencies, school wide writing assessments scored with rubrics once a 9-weeks
  3. End of year: PMRN/FAIR, 2012 FCAT, CELLA, APPREND and IDEL
- Frequency of Data Days: twice a month for data analysis

Behavior: Engelwood has a new School-Wide Behavior Plan that will be implemented by all staff members. This plan includes expectations that all students are expected to follow throughout the campus. When the classroom behavior expectations are not being met (Tier 1), the teacher will start a behavior folder on the student and start collecting data with a simple behavior plan (Tier 2), if the simple plan does not address the behavior issues, the RtI team and the Behavior Leadership Team will review the data and make suggestions as to a more detailed plan (Tier 3).

Parents will be involved all along the way. Educational Planning Team meeting will be scheduled after enough data has been collected. Behavior coach from the District will be involved as well.

Some behavior plans and options will be used from the resource books: Behavioral Response to Intervention: Creating a Continuum of Problem-solving and support and Interventions: Evidence-based behavioral strategies for individual students. Both books are by Randy Sprick, Ph.D.

All data for both behavior and academics will be collected by the classroom teachers and kept in a folder or notebook.

Describe the plan to train staff on MTSS.

Our team has met to complete the SAPSI, and has identified the following as priorities: 1.) We will start involving faculty and staff support more actively by teaching them the MTSS Implementation Components and common language. 2.) We will be collecting data (RtI skills survey to access the level of readines to become actively in the MTSS process. 3.) We will start systematically defining problems (academics) as a data based discrepancy between what is expected and what is occurring in order to detemine the magnitude of the problem.

Survey results will be utilized to target areas of need. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings and based on the results of our Self Assessment and the Belief Survey we will do with teachers.

Describe the plan to support MTSS.

The SAPSI will be used as the action plan to guide the MTSS implementation process. The Leadership Team will be



responsible for supporting and monitoring the MTSS process at the school, using the strategies and personnel listed above and also ensuring common language and understanding as described by the Florida MTSS Components Ensuring common language and understanding document.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team is led by the CRT, Karen Verano. The team is comprised of teachers from each grade level:

Pre-Kindergarten: Nilsa Cuevas

Kindergarten: Jeananne Bradford

1st grade: Stephanie Nicholas

2nd grade: Melanie Motta

3rd grade: Amanda Yacabucci

4th grade: Maria Reyes

5th grade: Matthew Hendricks

ESE: Jodene Shea

Special Area Team: Jessica Klee

Resource team: Lupe Armenteros, ELL Compliance; Carolina Cardenas, Jessica Underwood, Jen Lawrence, Instructional Support Coaches; , Heidi Clough, Media Clerk

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

The Literacy Leadership Team meets monthly (or more often as needed) to discuss school wide literacy issues or projects. They are the decision makers for how our Accelerated Reader incentive program works; what school wide project we will undertake during the school year; organize and facilitate parent nights; work with the Media Specialist on Book Fair events and promotion; work with the RtI team to monitor the data on our Tier 1, 2 and 3 programs and give suggestions as needed; attend the SAC meetings to keep the committee updated on school initiatives; serve as the liaison to the grade level team and communicate ideas and initiatives back to the teachers.

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

During the 2012-2013 school year the LLT will:

1. Coordinate with the Media Specialist on the Target, Hispanic Heritage Celebration and book handout on October, 2012
2. Plan and facilitate the school wide Literacy Museum in April/May of 2013. Schedule the day(s) for visiting the museum and plan focus questions the students will answer as they view the projects.
3. Review data collected on our core reading program to see how closely we are meeting the 80% expectation (OCPS Benchmark results and FAIR scores); review data from the Tier 2 and 3 interventions to evaluate the effectiveness of the programs and give suggestions to the RtI team.
4. Plan and facilitate at least 2 parent workshops/family nights: Families Building Better Readers and Build A Book nights. These workshops will teach the parents some skills for enhancing reading comprehension at home. We will give away books to the families who attend each workshop in order to increase the print rich environment in their homes.
5. Plan and coordinate the extended Media Center hours. What activities will be done and who will come for story time?

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

We have HeadStart classrooms and Prekindergarten classrooms on Engelwood's campus. These students and their parents are familiar with our school and the programs and procedures we have in place. They are invited to school functions and activities throughout the school year.

Not all of our kindergarten students come to us from Headstart or our own Prek classes, so we do have a variety of transition programs in place.

Pre-kindergarten parents are invited to an informational meeting about kindergarten in March of the year the child will start kindergarten at our school. At the meeting we will register the children, explain our curriculum and give a Parent Orientation, introduce the teachers, take a tour of the classrooms and other parts of the school.

Pre-kindergarten classes will visit the kindergarten classrooms in May. The class will come into the room and stay for part of the reading lesson so they can see what the room looks like and how the children behave. They can ask questions of the teacher and the other students. This has helped with their anxiety about starting kindergarten.

Parents are invited to attend the "Meet Your Teacher" event on the Thursday prior to the beginning of the school year. This gives teachers the opportunity to explain curricula and daily activities to parents. In addition, parents are invited to attend the "Open House" celebration where they receive additional information regarding school activities: PTA, SAC, PLC, and becoming an ADDitions volunteer.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

|  |   |
|--|---|
| <p>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</p> <p>Reading Goal #1a:</p> | <p>We will raise expectations of instructional practices in all classes. We will address the reading deficiencies of our students in the following ways: implementing the RtI process and monitoring data on our lowest readers; intervention reading blocks will be scheduled at each grade level; teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, brain-based learning; differentiated instruction; and implementing the NGSSS. Needs assessment data indicate a need for targeted reading interventions and an emphasis on the FCAT reading application strand: specifically, author's purpose and main idea as well as cause and effect.</p> <p>The goal is to achieve 100% AYP criteria through qualifying for safe harbor by decreasing the number of students who are not proficient in reading.</p> |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 21%  | 24%   |

#### 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>1.1.</p> <p>Limited enrichment experiences for proficient students to extend their learning.</p> <p>Parents have a language barrier and have trouble supporting students at home.</p> <p>Students start school well below grade level (no formal schooling prior to kindergarten)</p> | <p>1.1.</p> <p>Provide a 90 minute uninterrupted Reading Block in all K-5 classrooms utilizing the SRA Imagine It reading program.</p>        | <p>1.1.</p> <p>Principal, Assistant Principal, CRT, Instructional Coaches</p>                           | <p>1.1.</p> <p>Classroom visits, lesson plans</p>                                       | <p>1.1.</p> <p>Classroom walkthrough documentation, copies of lesson plans</p>   |
| 2 | <p>See barriers listed above in 1.1.</p>   | <p>1.2.</p> <p>Implement a daily test taking strategy or practice activity for all grades K-5 in addition to the 90 minute reading block.</p> | <p>1.2.</p> <p>Principal, Reading Coach, Reading teacher, ESE resource teachers, classroom teachers</p> | <p>1.2.</p> <p>Intervention group schedules, data monitoring logs, classroom visits</p> | <p>1.2.</p> <p>Copies of schedules and monitoring logs, classroom walkthrough documentation</p>                        |
| 3 | <p>See barriers listed above in 1.1.</p>   | <p>1.3.</p> <p>Provide all instructional staff with PD on the standards to be taught and assessed using the CCSS for their grade level.</p>   | <p>1.3.</p> <p>Principal, Assistant Principal, Reading Coach, Reading teacher</p>                       | <p>1.3.</p> <p>Classroom visits, lesson plans</p>                                       | <p>1.3.</p> <p>Classroom walkthrough documentation, copies of lesson plans, sign in sheets from PD, agenda from PD</p> |

|    |                                   |   |  |   |   |
|----|-----------------------------------|---|--|---|---|
| 4  | See barriers listed above in 1.1. | 1.4. Require measurable, student friendly daily objectives and essential questions be posted in the classroom K-5; these are aligned to the NGSSS and are consistent between teachers on the grade level. | 1.4. Principal, Instructional Coaches, grade level team leaders                                  | 1.4. Classroom visits, weekly objectives/questions are written into each lesson plan  | 1.4. Copies of the weekly objectives/questions, classroom walkthrough documents   |
| 5  | See barriers listed above in 1.1. | 1.5. Disaggregate Data to look at the four reading clusters; identify the strengths and weaknesses of each grade level.   | 1.5. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers  | 1.5. Examine data reports of FCAT and PMRN  | 1.5. Copies of Data reports and analysis sheets   |
| 6  | See barriers listed above in 1.1. | 1.6. Develop Instructional focus calendars on a quarterly basis for each grade level. Grade level PLC will update the calendar regularly.   | 1.6. Principal, Instructional Coaches, classroom teachers  | 1.6. Meet with the teachers to determine focus areas, create template for the calendars, classroom visits, lesson plans   | 1.6. Copies of instructional focus calendars, lesson plans, classroom walkthrough documentation   |
| 7  | See barriers listed above in 1.1. | 1.7. Administer the FAIR to obtain Lexile scores and use the on-going progress monitoring for targeted students.  | 1.7. Principal, Reading Coach, classroom teachers  | 1.7. Evaluation of the FAIR data  | 1.7. Copies of PMRN reports and progress monitoring reports   |
| 8  | See barriers listed above in 1.1. | 1.8. Establish formative assessments and data meetings twice a month to monitor student progress  | 1.8. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers  | 1.8. Require monitoring logs for all interventions and data notebooks for every teacher, create a data sheet on SharePoint for teachers to input data               | 1.8. Require monitoring logs for all interventions and data notebooks for every teacher, create a data sheet on SharePoint for teachers to input data |
| 9  | See barriers listed above in 1.1. | 1.9. Establish weekly grade level planning meetings to write and review lesson plans (grade level PLC); require minutes and sign in sheets.   | 1.9. Principal, Instructional Coaches, grade level team leaders                                  | 1.9. Maintain minutes and sign in sheets that reflect topics discussed, monitor lesson plans  | 1.9. Copies of minutes and sign in sheets, Student data reports, lesson plans   |
| 10 | See barriers listed above in 1.1. | 1.10. Develop a plan to determine mastery and non-mastery of objectives to assess, re-teach, and enrich instructional objectives.   | 1.10. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers | 1.10. Conduct data meetings every 2 weeks with each grade level team, analyze data and make instructional changes as needed   | 1.10. Reports from FAIR, Successmaker, OCPs Benchmark tests, other monitoring assessments   |
| 11 | See barriers listed above in 1.1. | 1.11. Conduct classroom visits every week looking for fidelity of instruction; record observations on a standard classroom walkthrough document.  | 1.11. Principal, Assistant Principal, Instructional Coaches                                      | 1.11. Classroom visits conducted every day, visit every classroom at least once a week  | 1.11. Copies classroom walkthrough documents  |
| 12 | See barriers listed above in 1.1. | 1.12. Establish Accelerated Reader incentive and award programs for all students to promote reading comprehension skills.   | 1.12. Principal, Media Specialist  | 1.12. Track points earned each 9-weeks on AR, give out dog tags for designated levels of points; track book check out from the Media Center and classroom libraries | 1.12. Copies of AR reports  |
|    | See barriers listed above in 1.1. | 1.13. Provide ongoing consultation and support  | 1.13. Principal, Reading coach, Reading  | 1.13. Schedule model lessons for grade level teachers   | 1.13. Copies of sign in sheets from PD  |

|    |                                   |   |   |   |   |
|----|-----------------------------------|---|---|---|---|
| 13 |                                   | to include modeling lessons for K-5 grade teachers in the instructional use of the core reading program and all intervention programs.                      | Teacher, Reading Consultant                                   | and paraprofessionals, meet with grade levels monthly to discuss any support that is needed | sessions and model lesson schedules, consultant schedule        |
| 14 | See barriers listed above in 1.1. | 1.14. Establish a daily reading enrichment block in the schedule. Students will be targeted for novel study groups to enhance reading comprehension skills. | 1.14. Principal, Assistant Principal, Reading coach, Teachers | 1.14. Review lesson plans for high level tasks and track student data in reading.           | 1.14. Lesson Plans, student work, FAIR, OCPS benchmark results. |
| 15 | See barriers listed above in 1.1  | 1.15 Establish after school tutoring for K/5 every Tuesday.   | 1.14 Administration, Resource Team, Teachers                  | 1.14  |   |

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

|  |   |
|--|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | In 2011-2012, no students at Engelwood ES participated in FAA. At this time no students enrolled students are eligible for the FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| N/A  | N/A   |

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 | N/A                 | N/A      | N/A   | N/A   | N/A             |

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.<br><br>Reading Goal #2a: | Our data from the 2011 FCAT indicate we have 4 students in our current 4th and 5th grade classes who are on the "bubble" of moving from a level 3 to a 4. We have identified these students as well as new 3rd, 4th and 5th grade students who are performing in the top 20% in reading. Teachers are enriching and challenging these students with technology, self study programs, novel study groups, special projects. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 13%   | 16%  |

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     |
|--|---------------------|----------------------------|---|---|---------------------|
|  | 2.1.                | 2.1. Establish Novel study | 2.1. Media Specialist,                        | 2.1. Lesson plans, schedule                         | 2.1. OCPS Benchmark |

|   |  |   |   |  |  |
|---|--|---|---|--|--|
| 1 | Staff understanding and use of differentiated instruction and higher order questioning and tasks.<br><br>Students start school well below grade level (no formal schooling prior to kindergarten)<br><br>No print rich environment at home or anyone to read to them or with them. In addition, there is no limited enriched experience at school. | groups for the Level 4 and 5 students in 3rd, 4th and 5th grade in order to engage them in higher complexity thinking activities.                       | Reading Coach, Teachers   | for group meetings, monitor OCPS benchmark reading scores  | reading scores, Accelerated Reader reports, STAR and Lexile levels |
| 2 | See Barriers listed above in 2.1.  | 2.2. Promote Accelerated Reader incentive and award programs for these students to promote reading comprehension skills.                                | 2.2. Principal, Media Specialist  | 2.2. Track points earned each 9-weeks on AR, give out dog tags for designated levels of points, 100 point club | 2.2. Copies of AR reports  |
| 3 | See Barriers listed above in 2.1.  | 2.3. Enroll students in the challenging computer assisted instruction programs in Lexia and Reading Plus.   | 2.3. Classroom Teachers, Technology Specialist                              | 2.3. Weekly Lexia and Reading Plus reports to monitor computer usage and reading levels                        | 2.3. Lexia and Reading Plus  |
| 4 | See Barriers listed above in 2.1.  | 2.4. Analyze FCAT Reading scores to determine the percent of students scoring at Level 4 and 5 and compare that data to 2010-2011.                      | 2.4. Principal, Assistant Principal, Leadership team, Instructional Coaches | 2.4. Meet with the leadership team to examine the data reports from the FCAT                                   | 2.4. 2013 FCAT reports and AYP reports                             |
| 5 | See Barriers listed above in 2.1.  | 2.5. The RTI structure for high performing students will be revised.  | 2.5. Principal, Assistant principal, Leadership team                        | 2.5. FCIM  | 2.5. Student Data  |
| 6 | See Barriers listed above in 2.1.  | 2.6. Provide focused, ongoing staff development in the area of differentiated instruction.  | 2.6. Literacy Leadership Team   | 2.6. Monitor implementation closely.   | 2.6. CWT and lesson plans  |
| 7 |  | 2.7. Provide focused, ongoing staff development and PLC support in the area of higher order questioning and development of higher order learning tasks. | 2.7. Literacy Leadership Team   | 2.7. Monitor implementation closely  | 2.7. CWT and lesson plans  |

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

|  |   |
|--|---|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | In 2011-2012, no students at Engelwood ES participated in FAA. At this time no students enrolled students are eligible for the FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| N/A  | N/A   |

|   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | N/A                 | N/A      | N/A   | N/A   | N/A             |

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.<br><br>Reading Goal #3a: | Engelwood has performed relatively well in learning gains. We will continue to maintain progress in this area and maintain our intense focus on reading achievement for all students. We will raise expectations of instructional practices in all classes. We will address the reading deficiencies of our students in the following ways: implementing the RtI process and monitoring data on our lowest readers; intervention and enrichment reading blocks will be scheduled at each grade level; teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, brain-based learning; differentiated instruction; and implementing the NGSSS. Needs assessment data indicate a need for targeted reading interventions and an emphasis on the FCAT reading application strand: specifically, author's purpose and main idea as well as cause and effect. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 57%   | 60%  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|---|---|---|---|
| 1 | 3.1. Students start school well below grade level (no formal schooling prior to kindergarten)<br><br>Maintaining progress in reading while increasing performance in other content areas. | 3.1. Establish use of the computer assisted instructional reading programs in Imagine Learning for grades 2 – 5. Students will use the program at least three times a week. | 3.1. Classroom teachers, Technology Specialist, Principal                                 | 3.1. Review of Successmaker and/or Imagine Learning reports at each data meeting, tracking the growth on the report | 3.1. Successmaker cumulative performance reports and/or Imagine Learning reports  |
| 2 | See barriers listed above in 3.1.   | 3.2. Provide tutoring for identified K-5 struggling readers.  | 3.3. Assistant Principal, teachers  | 3.3. FAIR data, Edusoft, mini benchmark assessments   | 3.3. Afterschool assessment data  |
| 3 | See barriers listed above in 3.1.   | 3.3. Implement a daily reading intervention or enrichment block for all grades K-5 in addition to the 90 minute reading block for targeted students.                        | 3.3. Principal, Reading Coach, Reading teacher, ESE resource teachers, classroom teachers | 3.3. Intervention and enrichment group schedules, data monitoring logs, classroom visits                            | 3.3. Copies of schedules and monitoring logs, classroom walkthrough documentation |
| 4 | See barriers listed above in 3.1.   | 3.4. Analyze FCAT Reading scores to determine the percent of students making learning gains and compare that data to 2011-2012.   | 3.4. Principal, Assistant Principal, Leadership team, Instructional Coaches               | 3.4. Meet with the leadership team to examine the data reports from the FCAT  | 3.4. 2012 FCAT reports and AYP reports  |
| 5 | See barriers listed in 3.1  | Conduct consistent schoolwide progress monitoring in all areas.   | Principal, Assistant principal, leadership team   | Use the FCIM process.   | Data collected during progress monitoring meetings.                               |

|   |   |   |                                       |  |   |
|---|---|---|---------------------------------------|--|---|
| 6 | students enter FCAT grade levels well below grade level | Provide computer based instruction, before and after school, using iStation or Imagine Learning. Lab will be open an hour before/after school 3 days per week | administration, computer lab monitors | Review of iStation and/or Imagine Learning reports at each data meeting, tracking the growth on the report | iStation cumulative performance reports and/or Imagine Learning 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:

|  |   |
|--|---|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | In 2011-2012, no students at Engelwood ES participated in FAA. At this time no students enrolled students are eligible for the FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| N/A  | N/A   |

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 | N/A                 | N/A      | N/A   | N/A   | N/A             |

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.<br><br>Reading Goal #4: | We will raise expectations of instructional practices in all classes. We will address the reading deficiencies of our students in the following ways: implementing the RtI process and monitoring data on our lowest readers; intervention reading blocks will be scheduled at each grade level; teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, brain-based learning; differentiated instruction; and implementing the NGSSS. Needs assessment data indicate a need for targeted reading interventions and an emphasis on the FCAT reading application strand: specifically, author's purpose and main idea as well as cause and effect. Students who scored in Level 1 or 2 will be invited to attend after school tutoring programs. Progress monitoring data for the RtI team will be collected every week to monitor academic growth. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 71%   | 74%  |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|--|---|--|---|--|--|
|  | 4.1. Students in the lowest quartile frequently have significant vocabulary, fluency, and comprehension deficits. | 4.1. Implement a daily reading intervention block for all grades K-5 in addition to the 90 minute reading block for targeted | 4.1. Principal, Reading Coach, Reading teacher, ESE resource teachers, classroom teachers | 4.1. Intervention group schedules, data monitoring logs, classroom visits, twice monthly data meetings | 4.1. Copies of schedules and progress monitoring logs, classroom |



|   |  |  |   |  |   |
|---|--|--|---|--|---|
| 1 | Students enter school with limited English proficiency.<br><br>Students enter Engelwood from previous schools significantly below grade level.<br><br>Students start school well below grade level (no formal schooling prior to kindergarten) | students. This block will be at least 35 minutes.  |   |  | walkthrough documentation   |
| 2 | See barriers listed in 4.1.  | 4.2. Train new teachers in K-5 in intervention curriculum implementation to ensure the intervention is implemented with fidelity.  | 4.2. Reading Coach, Reading teacher   | 4.2. Schedule training sessions during pre-planning week and as needed during the school year  | 4.2. Sign in sheets from training sessions  |
| 3 | See barriers listed in 4.1.  | 4.3. Administer the FAIR to obtain Lexile scores and use the on-going progress monitoring for the lowest 25%.  | 4.3. Principal, Reading Coach, classroom teachers   | 4.3. Evaluation of the FAIR data   | 4.3. Copies of PMRN reports and progress monitoring reports   |
| 4 | See barriers listed in 4.1.  | 4.4. Establish a tutoring program for identified K-5 grade struggling readers.   | 4.4. Assistant Principal, selected teachers   | 4.4. Develop a schedule for the tutoring classes, track the data of these students   | 4.4. Reports from FAIR, Successmaker, OCPs Benchmark tests, other monitoring assessments                      |
| 5 | See barriers listed in 4.1.  | 4.5. Utilize the Response to Intervention team (RtI) to analyze the progress monitoring data on the lowest 25% of each classroom and make decision as to instructional changes needed.                   | 4.5. RtI team, classroom teachers   | 4.5. Progress monitoring data will be collected by the classroom teacher, data will be reviewed every two weeks at data meetings, intervention folders will track progress | 4.5. RtI team notes, intervention data folders on students  |
| 6 | See barriers listed in 4.1.  | 4.6. Implement an additional, Tier 3, daily reading intervention block for students in grades 2-5 in addition to the 90 minute reading block and the 35 minute intervention block for targeted students. | 4.6. Principal, Reading Coach, Reading teacher, ESE resource teachers, classroom teachers | 4.6. Intervention group schedules, data monitoring logs, classroom visits, twice monthly data meetings   | 4.6. Copies of schedules and monitoring logs, classroom walkthrough documentation, progress monitoring graphs |
| 7 | See barriers listed in 4.1.  | 4.7. Analyze FCAT Reading scores to determine the percent of students making gains in the lowest 25% and compare that data to 2010-2011.   | 4.7. Principal, Assistant Principal, Leadership team, Instructional Coaches               | 4.7. Meet with the leadership team to examine the data reports from the FCAT   | 4.7. 2012 FCAT reports and AYP reports  |
| 8 |  | 4.8. Provide additional classroom resources and technology resources (Lexia and Reading Plus) to improve student performance.  | 4.8. Principal, Assistant Principal, Classroom Teachers, Resource Team                    | 4.8. Lexia and Reading Plus assessment data, progress monitoring   | 4.8. FAIR, Edusoft, teacher made test   |

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A :

|                            |           |           |           |           |           |           |
|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Baseline data<br>2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|                            |           |           |           |           |           |           |

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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p> | <p>The primary ethnic subgroup at Englewood is Hispanic. We will raise expectations of instructional practices in all classes. We will address the reading deficiencies of our students in the following ways: implementing the RtI process and monitoring data on our lowest readers; intervention reading blocks will be scheduled at each grade level; teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, brain-based learning; differentiated instruction; and implementing the NGSSS. Needs assessment data indicate a need for targeted reading interventions and an emphasis on the FCAT reading application strand: specifically, author's purpose and main idea as well as cause and effect. Students who scored in Level 1 or 2 will be invited to attend after school tutoring programs. RtI data will be collected every week to monitor academic growth.</p> |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| In Grades 3-5, 67% (127) of all Hispanic students did not make satisfactory progress in reading in 2012.   | In Grades 3-5, 85% of all Hispanic students will make satisfactory progress on the FCAT Reading in 2013.   |
| In Grades 3-5, 50% (13) of all White students did not make satisfactory progress in reading in 2012.   | In Grades 3-5, 65% of all White students will make satisfactory progress on the FCAT Reading in 2012.  |

**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>5B.1. Hispanic:</p> <p>Parents have a Students start school well below grade level (no formal schooling prior to kindergarten)</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>No print rich environment at home or anyone to read to them or with them</p> | <p>5B.1. Establish the use of the Imagine It, photo library in classrooms to build vocabulary and background knowledge of our Hispanic students.</p> | <p>5B.1. Reading Coach, Compliance Teacher</p> | <p>5B.1. Classroom walkthroughs will be conducted looking for the use of the photo cards, lesson plans will include them as a material being used</p> | <p>5B.1. 2012 AYP reports, OCPS Benchmark tests, lesson plans</p>        |
| 2 | See barriers listed above.   | <p>5B.2. Instruct the teachers on how to read AYP data and what it will take to reach safe harbor goals or learning gains goals in reading.</p>      | <p>5B.2. Principal, Leadership team</p>        | <p>5B.2. Progress monitoring data meetings will be held every two weeks and our Hispanic students will be discussed</p>                               | <p>5B.2. OCPS Benchmark data, Successmaker reports, 2012 AYP reports</p> |
|   | See barriers listed above.   | <p>5B.3. Implement Imagine</p>   | <p>5B.3. Principal, CT,</p>                    | <p>5B.3. Progress monitoring data</p>   | <p>5B.3. OCPS Benchmark</p>  |

|   |                            |   |  |   |  |
|---|----------------------------|---|--|---|--|
| 3 |                            | Learning computer assisted instructional program for Hispanic students who are also LEP. Students will use the program at least 3 times a week. | Teachers   | meetings will be held every two weeks and our Hispanic students will be discussed | data, FAIR, Imagine Learning reports, 2012 AYP reports |
| 4 | See barriers listed above. | 5B.4. Analyze FCAT Reading scores to determine the percent of Hispanic students scoring a Level 3 or above and compare that data to 2011-2012.  | 5B.4. Principal, Assistant Principal, Leadership team, Instructional Coaches | 5B.4. Meet with the leadership team to examine the data reports from the FCAT     | 5B.4. 2012 FCAT reports and AYP reports                |
| 5 | See barriers listed above. | 5B.5. Provide support for homework completion as needed in the before and after school Alpha program.   | 5B.5. Principal, Assistant Principal, Leadership team, Instructional Coaches | 5B.5. Teachers will monitor homework completion and independent reading.          | 5B.5. Student grades and reading logs                  |
| 6 | See barriers listed above. | 5B.6. Establish an after-school tutoring program for K/5 on Tuesday.  | 5B.6. Administration team, Resource team, teachers                           | 5B.6. Classroom visits, teacher discussions                                       | 5B.6. FAIR, Benchmark data, FCAT                       |

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

|   |  |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | We will raise expectations of instructional practices in all classes. We will address the reading deficiencies of our students in the following ways: implementing the RtI process and monitoring data on our lowest readers; intervention reading blocks will be scheduled at each grade level; teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, brain-based learning; differentiated instruction; and implementing the NGSSS. Needs assessment data indicate a need for targeted reading interventions and an emphasis on the FCAT reading application strand: specifically, author's purpose and main idea as well as cause and effect.<br><br>The goal is to achieve 100% AYP criteria through qualifying for safe harbor by decreasing the number of students who are not proficient in reading. Students who scored in Level 1 or 2 will be invited to attend after school tutoring programs. RtI data will be collected every week to monitor academic growth.<br>As of September 2011, our school is 70% English Language Learners. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 44% (70)  | 50% (80)   |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|--|---|--|---|--|--|
|  | 5C.1. Mobility rate is high for our school<br><br>Parents have a language barrier and have trouble supporting students at home.<br><br>English Language | 5C.1. Establish the use of the Imagine It, photo library in classrooms to build vocabulary and background knowledge of our ELL students. | 5C.1. Reading Coach, Compliance Teacher       | 5C.1. Classroom walkthroughs will be conducted looking for the use of the photo cards, lesson plans will include them as a material being used | 5C.1. 2012 AYP reports, OCPS Benchmark tests, lesson plans |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| 1 | <p>Learners at Engelwood have a variety of literacy needs, including vocabulary acquisition, conversational proficiency, phonics, fluency and comprehension.</p> <p>Students start school well below grade level (no formal schooling prior to kindergarten)</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>No print rich environment at home or anyone to read to them or with them</p> |  |   |  |   |
| 2 | See barriers listed above.  | 5C.2. Implementation of interactive word walls in all classrooms; word wall in English and Spanish in the Bilingual classrooms to build vocabulary knowledge in English. | 5C.2. Implementation of interactive word walls in all classrooms; word wall in English and Spanish in the Bilingual classrooms to build vocabulary knowledge in English | 5C.2. Classroom walkthroughs will be conducted looking for the use of the word wall, lesson plans will include them as a material being used | 5C.2. 2012 AYP reports, OCPS Benchmark tests, lesson plans                  |
| 3 | See barriers listed above.  | 5C.3. Instruct the teachers on how to read AYP data and what it will take to reach safe harbor goals or learning gains goals in reading.                                 | 5C.3. Principal, Leadership team  | 5C.3. Progress monitoring data meetings will be held every two weeks and our ELL students will be discussed                                  | 5C.3. OCPS Benchmark data, Successmaker reports, 2012 AYP reports           |
| 4 | See barriers listed above.  | 5C.4. Implement Imagine Learning computer assisted instructional program for ELL students in grades K-5. Students will use the program at least 3 times a week.          | 5C.4. Principal, CT, Teachers   | 5C.4. Progress monitoring data meetings will be held every two weeks and our ELL students will be discussed                                  | 5C.4. OCPS Benchmark data, FAIR, Imagine Learning reports, 2012 AYP reports |
| 5 | See barriers listed above.  | 5C.5. Analyze FCAT Reading scores to determine the percent of English Language Learners scoring a Level 3 or above and compare that data to 2010-2011.                   | 5C.5. Principal, Assistant Principal, Leadership team, Instructional Coaches  | 5C.5. Meet with the leadership team to examine the data reports from the FCAT  | 5C.5. 2012 FCAT reports and AYP reports                                     |
| 6 |   | 5C.6 Align RtI supports to specifically address the needs of English Language Learners.  | 5C.6 Literacy Team, RtI Teams   | 5C.6 Progress monitoring of student data with the FCIM process   | 5C.6 Progress monitoring data   |

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

|  |                                     |
|--|-------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br><br>Reading Goal #5D: | Not applicable.                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |

| N/A   |          | N/A   |   |                 |
|---|----------|---|---|-----------------|
| 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 subgroup:

|  |  |
|--|--|
| <p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p> | <p>We will raise expectations of instructional practices in all classes. We will address the reading deficiencies of our students in the following ways: implementing the RtI process and monitoring data on our lowest readers; intervention reading blocks will be scheduled at each grade level; teachers will receive training in reading comprehension strategies, data analysis, vocabulary skills, brain-based learning; differentiated instruction; and implementing the NGSSS. Needs assessment data indicate a need for targeted reading interventions and an emphasis on the FCAT reading application strand: specifically, author's purpose and main idea as well as cause and effect.</p> <p>The goal is to achieve 100% AYP criteria through qualifying for safe harbor by decreasing the number of students who are not proficient in reading.</p> <p>Students who scored in Level 1 or 2 will be invited to attend after school tutoring programs. RtI data will be collected every week to monitor academic growth.</p> <p>As of September 2011, 90% of the students in our school qualify for free or reduced lunch.</p> |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 49% (116)  | 54% (127)  |

| 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>5D.1.</p> <p>Some of our students are considered homeless and have very little support resources.</p> <p>Students are responsible for watching younger siblings after school and have no time for homework.</p> <p>Students start school well below grade level (no formal schooling prior to kindergarten).</p> | <p>5D.1.</p> <p>Utilize the Universal Breakfast program as well as breakfast in the classroom where all students in the school can eat breakfast for free everyday; promote the program to ensure everyone starts the day ready to learn.</p> | <p>5D.1.</p> <p>Principal, Food Service Manager</p> | <p>5D.1.</p> <p>Food Service reports of how many students are eating each day, Connect Orange phone calls to promote the program</p> | <p>5D.1.</p> <p>2012 AYP reports, OCPs Benchmark tests, Food Service reports</p> |

|   |                            |  |   |   |  |
|---|----------------------------|--|---|---|--|
| 2 | See barriers listed above. | 5D.2.<br>Conduct Professional Development, Ruby Payne sessions on how poverty effects academic achievement and have the grade level PLCs discuss strategies to use with thier students to overcome the barriers to learning. | 5D.2.<br>Principal, CRT, PLC groups   | 5D.2.<br>PLC meeting notes and agendas, presentations to the faculty, collect handouts  | 5D.2.<br>OCPS Benchmark data, 2012 AYP reports                       |
| 3 | See barriers listed above. | 5D.3.<br>Instruct the teachers on how to read AYP data and what it will take to reach safe harbor goals or learning gains goals in reading.  | 5D.3.<br>Principal, Leadership team   | 5D.3.<br>Progress monitoring data meetings will be held every two weeks and our economically disadvantaged students will be discussed | 5D.3.<br>OCPS Benchmark data, Successmaker reports, 2012 AYP reports |
| 4 | See barriers listed above. | 5D.4.<br>Analyze FCAT Reading scores to determine the percent of economically disadvantaged students scoring a Level 3 or above and compare that data to 2010-2011.  | 5D.4.<br>Principal, Assistant Principal, Leadership team, Instructional Coaches | 5D.4.<br>Meet with the leadership team to examine the data reports from the FCAT  | 5D.4.<br>2012 FCAT reports and AYP reports                           |
| 5 | See barriers listed above. | 5D.5<br>Alpha counselors will assist students with homework each morning during homework club.   | 5D.5<br>Alpha Counselors, teachers  | 5D.5<br>Meet with Alpha counselors weekly to discuss student attendance and progress.   | 5D.4<br>Teacher homework rosters.                                    |

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 |
|--|---------------------|----------------------------------|--|--|-----------------------------------|---|
| Provide focused, ongoing staff development and PLC support in the area of higher order questioning and development of higher order learning tasks. | K/5                 | Karen Verano                     | School-wide  | October 2012   | CWT's, iObservation, lesson plans | Principal, Assistant Principal, Resource Team |
| Provide focused, ongoing staff development in the area of differentiated instruction.  | K/5                 | Karen Verano                     | School-wide  | ongoing  | CWT's, iobservation, lesson plans | Principal, Assistant Principal, Resource Team |
| Provide all instructional staff with PD on the standards to be taught and assessed   | K/5                 | Karen Verano                     | School-wide  | ongoing  | CWT's, iObservation, lesson plans | Principal, Assistant Principal, Resource Team |

|                                       |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|
| using the CCSS for their grade level. |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|

Reading Budget:

| Evidence-based Program(s)/Material(s)  |  |                 |                     |
|--|--|-----------------|---------------------|
| Strategy   | Description of Resources   | Funding Source  | Available Amount    |
| No Data  | No Data  | No Data         | \$0.00              |
|  |  |                 | Subtotal: \$0.00    |
| Technology   |  |                 |                     |
| Strategy   | Description of Resources   | Funding Source  | Available Amount    |
| No Data  | No Data  | No Data         | \$0.00              |
|  |  |                 | Subtotal: \$0.00    |
| Professional Development   |  |                 |                     |
| Strategy   | Description of Resources   | Funding Source  | Available Amount    |
| Deconstructing standards   | Teachers will learn to deconstruct NGSS/CCSS in order to improve instruction.                | No funds needed | \$0.00              |
| Provide focused, ongoing staff development and PLC support in the area of higher order questioning and development of higher order learning tasks. | Teachers will learn the importance of higher order thinking and how to expound on questions. | No funds needed | \$0.00              |
| Provide focused, ongoing staff development in the area of differentiated instruction.  | Teachers will learn how to differentiate instruction in all subjects.                        | No funds needed | \$0.00              |
| Provide all instructional staff with PD on the standards to be taught and assessed using the CCSS for their grade level.                           | Teachers will learn which standards that are to be taught and assessed using CCSS.           | No funds needed | \$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 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:   |  |
| 2012 Current Percent of Students Proficient in listening/speaking:  |  |
|   |  |

Problem-Solving Process to Increase Student Achievement

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

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:

2012 Current Percent of Students Proficient in reading:

|  |
|--|
|  |
|--|

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

|  |
|--|
|  |
|--|

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:



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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

|   |   |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | Teachers will receive training on the Next Generation Sunshine State Standards and Common Core State Standards, in order to understand the content they are required to teach. Training and support in Envision Math will continue and additional instruction will be available through the use of Successmaker, Imagine Learning and FCAT Explorer. Test taking strategies will be taught in 2nd to 5th grades to familiarize the students with the types of questions on the FCAT. OCPS benchmark assessments will be used to identify strengths and weaknesses for the classroom teachers to address through small group and individual instruction. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 27% of students scored at achievement level 3 in mathematics.                                     | 65% of students will score at achievement level 3 in mathematics.   |

## Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|---|--|---|--|--|
| 1 | 1.1. Student performance on the FCAT was significantly below expectation in all categories of the FCAT. Students coming from other countries without any formal schooling or English skills<br><br>Many students have not been exposed to math and science career paths.<br><br>Many students do not complete homework. | 1.1. Establish weekly grade level PLC planning meetings to write and review lesson plans (grade level PLC); require minutes and sign in sheets.                                      | 1.1. Principal, Instructional Coaches, grade level team leaders                                 | 1.1. Maintain PLC minutes and sign in sheets that reflect topics discussed, monitor lesson plans                           | 1.1. Copies of PLC minutes and sign in sheets, Student data reports, lesson plans                        |
| 2 | See barriers listed above.  | 1.2. Develop a plan to determine mastery and non-mastery of objectives to assess, re-teach, and enrich instructional objectives.   | 1.2. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers | 1.2. Conduct data meetings every 2 weeks with each grade level team, analyze data and make instructional changes as needed | 1.2. Reports from FAIR, Successmaker, OCPS Benchmark tests, other monitoring assessments                 |
| 3 | See barriers listed above.  | 1.3. Provide all instructional staff with PD on the standards to be taught and assessed using the NGSSS and CCSS for their grade level. To include the new FCAT item specifications. | 1.3. Principal, Assistant Principal, Instructional Coaches                                      | 1.3. Classroom visits, lesson plans  | 1.3. Classroom walkthrough documentation, copies of lesson plans, sign in sheets from PD, agenda from PD |
|   | See barriers listed above.  | 1.4. Disaggregate Data to look at all grade levels,  | 1.4. Principal, Assistant Principal,  | 1.4. Meet with teams to examine data reports of  | 1.4. Copies of data reports and analysis   |

|    |   |   |   |  |  |
|----|---|---|---|--|--|
| 4  |   | AYP categories and each mathematics strand; identify strengths and weaknesses.  | Instructional Coaches, Leadership team, classroom teachers                                      | FCAT and AYP   | sheets   |
| 5  | <p>1.1. Parents have a language barrier and have trouble supporting students at home</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>Many students have not been exposed to math and science career paths.</p> <p>Many students do not complete homework.</p> | 1.1. Implement Envision math with fidelity and use the OCPS pacing guides to ensure NGSSS and CCSS are being taught.  | 1.1. Principal, Assistant Principal, CRT, Math/Science coach                                    | 1.1. Lesson plans will reflect the use of envision and the benchmarks that are being taught, classroom walkthrough data will be monitored as well as the instructional focus calendars | 1.1. Lesson plans, classroom walkthrough data, instructional focus calendars                     |
| 6  | See barriers listed above.  | 1.2. Develop Instructional focus calendars on a quarterly basis for each grade level.   | 1.2. Principal, Instructional Coaches, classroom teachers                                       | 1.2. Meet with the teachers to determine focus areas, create template for the calendars, classroom visits, lesson plans  | 1.2. Copies of instructional focus calendars, lesson plans, classroom walkthrough documentation  |
| 7  | See barriers listed above.  | 1.3. Establish formative assessments and data meetings twice a month to monitor student progress.   | 1.3. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers | 1.3. Require monitoring logs for all interventions and data notebooks for every teacher, create a data sheet on SharePoint for teachers to input data                                  | 1.3. Reports from Successmaker, OCPS Benchmark tests, other monitoring assessments               |
| 8  | See barriers listed above.  | 1.4. Create a calendar of mini-lessons to review FCAT tested topics (FCIM) and adjust as needed throughout the year based on student data.  | 1.4. Principal, Assistant Principal, Leadership team, resource teachers                         | 1.4. Meet with the grade level PLC twice a month at data meetings to review data and make adjustments to the FCIM calendar.  | 1.4. OCPS Benchmark results, mini-benchmark results, enVision test data and Successmaker reports |
| 9  | See barriers listed above.  | 1.5. Conduct classroom visits every week looking for fidelity of instruction; record observations on a standard classroom walkthrough document.   | 1.5. Principal, Assistant Principal, Instructional Coaches                                      | 1.5. Classroom visits conducted every day, visit every classroom at least once a week  | 1.5. Copies classroom walkthrough documents  |
| 10 | See barriers listed above.  | 1.6. Require measurable, student friendly daily objectives and essential questions be posted in the classroom K-5; these are aligned to the NGSSS and are consistent between teachers on the grade level. | 1.6. Principal, Instructional Coaches, grade level team leaders                                 | 1.6. Classroom visits, weekly objectives/questions are written into each lesson plan   | 1.6. Copies of the weekly objectives/questions, classroom walkthrough documents                  |
| 11 | See barriers listed above.  | 1.7. Provide ongoing consultation and support to include modeling lessons for K-5 grade teachers in the instructional use of the core program and all intervention pieces of Envision.                    | 1.7. Principal, Math/Science coach, Reading Coach, CRT  | 1.7. Schedule model lessons for grade level teachers and paraprofessionals, meet with grade levels monthly to discuss any support that is needed                                       | 1.7. Copies of sign in sheets from PD sessions and model lesson schedules, consultant schedule   |

|    |                            |  |   |  |  |
|----|----------------------------|--|---|--|--|
| 12 | See barriers listed above. | 1.8. Analyze FCAT Mathematics scores to determine the percent of students scoring at Level 3 and above and compare that data to 2011-2012. | 1.8. Principal, Assistant Principal, Leadership team, Instructional Coaches | 1.8. Meet with the leadership team to examine the data reports from the FCAT | 1.8. 2012 FCAT reports and AYP reports |
| 13 | See barriers listed above. | 1.9. Instructional Focus Calendars will be implemented and monitored to ensure standards-based decisions are being made.                   | 1.9. Principal, Assistant Principal, Leadership team                        | 1.9. Aligned CWT data with student data and adjust, as needed.               | 1.9. CWT and formative assessments     |

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

|   |   |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br>Mathematics Goal # 1b: | In 2011-2012, no students at Engelwood ES participated in FAA. At this time no students enrolled students are eligible for the FAA. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| N/A   | N/A   |

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 | N/A                 | N/A      | N/A   | N/A   | N/A             |

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

|  |   |
|--|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br>Mathematics Goal # 2a: | Few students performed in the Levels 4 or 5 on the FCAT, 2012--Math. This is a serious concern for the school and will be a significant focus of Engelwood's School Improvement Plan. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 11%  | 14%   |

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                                   |
|--|--|---|--|--|---|
|  | 2.1. Students lack mastery of previously taught math concepts.<br><br>Mobility rate is high for our school | 2.1. Enroll students in the challenging computer assisted instruction programs. | 2.1. Classroom Teachers, Technology Specialist | 2.1. Weekly Successmaker reports to monitor computer usage and math levels | 2.1. Successmaker reports, OCPS benchmark results |

|   |  |   |   |  |  |
|---|--|---|---|--|--|
| 1 | <p>Parents have a language barrier and have trouble supporting students at home</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>Parents do not have science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths</p> <p>Parents can not help students with homework assignments.</p> |   |   |  |  |
| 2 | See barriers listed above.   | 2.4. Analyze FCAT Mathematics scores to determine the percent of students scoring at Level 4 and 5 and compare that data to 2010-2011.  | 2.4. Principal, Assistant Principal, Leadership team, Instructional Coaches | 2.4. Meet with the leadership team to examine the data reports from the FCAT   | 2.4. 2012 FCAT reports and AYP reports     |
| 3 | See barriers listed above.   | 2.3. Establish weekly grade level PLC planning meetings to write and review lesson plans, analyze grade level data and make instructional decisions.                              | 2.3. Principal, CRT, PLC group  | 2.3. PLC meeting notes and sign in sheets; member of the admin team will meet with the PLC at least once a week.                     | 2.3. OCPS Benchmark data, 2012 AYP reports |
| 4 | See barriers listed above.   | 2.2. Plan for differentiated instruction using the Envision curriculum. Quick checks will be used as part of the lesson in order to assign challenging work to targeted students. | 2.2. Classroom teachers, Math/Science coach, CRT                            | 2.2. Classroom walkthroughs looking for differentiated work, lesson plans should reflect quick checks and leveled class and homework | 2.2. Lesson plans, OCPS Benchmark results  |
| 5 | See barriers listed above.   | 2.3. Provide staff development on the FCIM process, standards deconstruction, NGSSS and CCSS.   | 2.3. Principal, Assistant Principal, Instructional Coaches                  | 2.3. Classroom walkthroughs, iObservation  | 2.3. Lesson plans, benchmark results       |

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:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: |                                     |  |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |  |
|  |                                     |  |
| Problem-Solving Process to Increase Student Achievement  |                                     |  |
|  | Anticipated Barrier                 | Strategy                                   |
|  | Person or Position Responsible for  | Process Used to Determine Effectiveness of |
|  |                                     | Evaluation Tool                            |

|   |     |     |            |          |     |
|---|-----|-----|------------|----------|-----|
|   |     |     | Monitoring | Strategy |     |
| 1 | N/A | N/A | N/A        | N/A      | N/A |

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.<br>Mathematics Goal #3a: | The leadership, faculty, staff and community are concerned about the limited learning gains that have been made in math in 2012. This will be a focused area of school improvement. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 35%   | 38%   |

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>Student performance in all areas of math is low.</p> <p>Math fluency in all grade levels is poor.</p> <p>Teachers have not received focused training in deconstructing math standards.</p> <p>Mobility rate is high for our school.</p> <p>Parents have a language barrier and have trouble supporting students at home</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>Parents do not have science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths</p> | 3.1. Implement the use of FAST Math at every grade level to strengthen basic math facts and build math fluency.  | 3.1. Principal, Assistant Principal, Leadership team, Instructional Coaches, technology coordinator | 3.1. Review the FAST Math reports at the twice a month data meetings. Discuss what teachers are doing to address students needs. | 3.1. FAST Math reports, progress monitoring graphs                            |
| 2 | See barriers listed above.  | 3.2. Analyze FCAT Math scores to determine the percent of students making learning gains and compare that data to 2010-2011.   | 3.2. Principal, Assistant Principal, Leadership team, Instructional Coaches                         | 3.2. Meet with the leadership team to examine the data reports from the FCAT   | 3.2. 2012 FCAT reports and AYP reports  |
| 3 | See barriers listed above.  | 3.3. Establish use of the computer assisted instructional mathematics programs (Successmaker and Imagine Learning). Students will use the program at least three times a week. | 3.3. Classroom teachers, Technology Specialist, Principal   | 3.3. Review of Successmaker and/or Imagine Learning reports at each data meeting, tracking the growth on the report              | 3.3. Successmaker cumulative performance reports and Imagine Learning reports |
|   | See barriers listed above.  | 3.4. Train teachers in the   | 3.4. Math/Science   | 3.4. Schedule training   | 3.4. Sign in sheets   |

|   |                            |  |  |  |   |
|---|----------------------------|--|--|--|---|
| 4 |                            | intervention pieces with the envision math curriculum to ensure the intervention is implemented with fidelity. | Coach, classroom teachers  | sessions during pre-planning week or before; support these teachers with classroom visits and monthly meetings | from PD sessions, progress monitoring data, classroom visit documentation |
| 5 | See barriers listed above. | 3.5 Provide professional development in standards deconstruction and alignment of instruction.                 | 3.5 Principal, Assistant Principal, Math/Science Coach, classroom teachers | 3.5 PLC conversation, lesson plans, and CWT  | 3.5 PD feedback, CWT monitoring of instruction                            |

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:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | In 2011-2012, no students at Engelwood ES participated in FAA. At this time no students enrolled students are eligible for the FAA. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| N/A  | N/A   |

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 | N/A                 | N/A      | N/A   | N/A   | N/A             |

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.<br><br>Mathematics Goal #4: | There was a significant decline in the performance of the lowest quartile in math in 2012. Intensive teacher support and revision of the school schedule to allow additional time for math will facilitate improvements. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 36%   | 39%  |

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                        |
|--|---|--|---|--|--|
|  | Mobility rate is high for our school<br><br>Parents have a language barrier and have trouble supporting students at home<br><br>Students coming from other countries without any formal schooling or English skills | 4.5. Analyze FCAT Mathematics scores to determine the percent of students making gains in the lowest 25% to determine primary needs. | 4.5. Principal, Assistant Principal, Leadership team, Instructional Coaches | 4.5. Meet with the leadership team to examine the data reports from the FCAT | 4.5. 2012 FCAT reports and AYP reports |

|   |  |   |  |   |  |
|---|--|---|--|---|--|
| 1 | <p>Parents do not have science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths</p> <p>Students lack fluency of basic skills in addition, subtraction, multiplication and division.</p> <p>Teachers have limited experience with standards deconstruction and math intervention support.</p> |   |  |   |  |
| 2 | 4.1<br>See barriers listed above.  | 4.1.<br>Train teachers in the intervention pieces with the Envision math curriculum to ensure the intervention is implemented with fidelity.  | 4.1.<br>Instructional Coaches, classroom teachers  | 4.1.<br>Schedule training sessions during pre-planning week or before; support these teachers with classroom visits and twice monthly data meetings                           | 4.1.<br>Sign in sheets from PD sessions, progress monitoring data, classroom visit documentation |
| 3 | See barriers listed above.   | 4.3.<br>Establish the Response to Intervention team (RtI) to analyze the progress monitoring data on the lowest 25% of each classroom and make decision as to instructional changes needed. | 4.3.<br>RtI team, classroom teachers   | 4.3.<br>Progress monitoring data will be collected by the classroom teacher, data will be reviewed every two weeks at data meetings, intervention folders will track progress | 4.3.<br>RtI team notes, intervention data folders on students                                    |
| 4 | See barriers listed above.   | 4.2.<br>Administer the envision assessments and mini-benchmark tests to determine areas of weakness, then use on-going progress monitoring of these areas for the lowest 25%.               | 4.2.<br>Principal, Math/Science Coach, classroom teachers  | 4.2.<br>Evaluation of the assessment data, Progress monitoring folders are used to track interventions  | 4.2.<br>Progress monitoring folders and graphs   |
| 5 | See barriers listed above.   | 4.4.<br>Implement the use of FAST Math at every grade level to strengthen basic math facts and build math fluency.  | 4.4.<br>Principal, Assistant Principal, Leadership team, Instructional Coaches, technology coordinator | 4.4.<br>Review the FAST Math reports at the twice a month data meetings. Discuss what teachers are doing to address students needs.   | 4.4.<br>FAST Math reports, progress monitoring graphs  |

|  |                      |                                      |                      |                      |                      |                      |
|--|----------------------|--------------------------------------|----------------------|----------------------|----------------------|----------------------|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target              |                      |                                      |                      |                      |                      |                      |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. |                      | Elementary School Mathematics Goal # |                      |                      |                      |                      |
| 5A :   |                      | <input type="text"/>                 |                      |                      |                      |                      |
| Baseline data 2010-2011  | 2011-2012            | 2012-2013                            | 2013-2014            | 2014-2015            | 2015-2016            | 2016-2017            |
| <input type="text"/>   | <input type="text"/> | <input type="text"/>                 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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:

Teachers will attend training on the Next Generation



|   |  |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | Sunshine State Standards, in order to understand the content they are required to teach. Training and support in Envision Math will continue and additional support will be available through the use of Successmaker, Imagine Learning, FAST Math and FCAT Explorer. Test taking strategies will be taught in 2nd to 5th grades to familiarize the students with the types of questions on the FCAT. OCPS benchmark assessments will be used to identify strengths and weaknesses for the classroom teachers to address through small group and individual instruction. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 47% (97)  | 52% (107)  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring                                | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
|---|--|---|--|--|---|
| 1 |  | 5A.4. Analyze FCAT Mathematics scores to determine the percent of Hispanic students scoring a Level 3 or above and compare that data to 2010-2011.                            | 5A.4. Principal, Assistant Principal, Leadership team, Instructional Coaches | 5A.4. Meet with the leadership team to examine the data reports from the FCAT  | 5A.4. 2012 FCAT reports and AYP reports                           |
| 2 | See barriers listed above.   | 5A.2. Instruct the teachers in how to read AYP data and what it will take to reach safe harbor goals or learning gains goals in mathematics.                                  | 5A.2. Principal, Leadership team   | 5A.2. Progress monitoring data meetings will be held every two weeks and our Hispanic students will be discussed   | 5A.2. OCPS Benchmark data, Successmaker reports, 2012 AYP reports |
| 3 | 5A.1.<br>Hispanic:<br>Mobility rate is high for our school<br><br>Parents have a language barrier and have trouble supporting students at home<br><br>Students coming from other countries without any formal schooling or English skills<br><br>Parents do not have science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths<br>Students lack fluency of basic skills in addition, subtraction, multiplication and division | 5A.1. Establish the use of enVision vocabulary, Imagine It, photo library and word walls in classrooms to build vocabulary and background knowledge of our Hispanic students. | 5A.1. Math/Science Coach, Compliance Teacher                                 | 5A.1. Classroom walkthroughs will be conducted looking for the use of the photo cards and math vocabulary on word walls; lesson plans will include them as a material being used | 5A.1. 2012 AYP reports, OCPS Benchmark tests, lesson plans        |
| 4 | See barriers listed above.   | 5A.3. Establish math/science interest clubs to engage our Hispanic students in hands on applications of mathematics.  | 5A.3. Club sponsors, math/science coach                                      | 5A.3. Meeting dates for the Science Olympiad and the Engineering club, club rosters and club time scheduled during the school day  | 5A.3. club schedules, club rosters                                |

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>Teachers will attend training on the Next Generation Sunshine State Standards, in order to understand the content they are required to teach. Training and support in Envision Math will continue and additional support will be available through the use of Successmaker, Imagine Learning, FAST Math and FCAT Explorer. Test taking strategies will be taught in 2nd to 5th grades to familiarize the students with the types of questions on the FCAT. OCPS benchmark assessments will be used to identify strengths and weaknesses for the classroom teachers to address through small group and individual instruction.</p> <p>The goal is to achieve 100% AYP criteria through qualifying for safe harbor by decreasing the number of students who are not proficient in mathematics.</p> <p>As of September 2011, our school is 70% English Language Learners.</p> |
|--|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 47% (75)                           | 52% (83)                            |

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 | See barriers listed above.   | 5B.5. Analyze FCAT Mathematics scores to determine the percent of English Language Learners scoring a Level 3 or above and compare that data to 2010-2011.     | 5B.5. Principal, Assistant Principal, Leadership team, Instructional Coaches | 5B.5. Meet with the leadership team to examine the data reports from the FCAT  | 5B.5. 2012 FCAT reports and AYP reports                    |
| 2 | <p>5B.1. Mobility rate is high for our school</p> <p>Parents have a language barrier and have trouble supporting students at home</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>Parents do not have science/technology/engineering</p> | 5B.1. Establish the use of enVision vocabulary, and Imagine It, photo library in classrooms to build vocabulary and back ground knowledge of our ELL students. | 5B.1. Math/Science Coach, Compliance Teacher                                 | 5B.1. Classroom walkthroughs will be conducted looking for the use of the photo cards and math vocabulary on word walls; lesson plans will include them as a material being used | 5B.1. 2012 AYP reports, OCPS Benchmark tests, lesson plans |

|   |   |   |   |  |   |
|---|---|---|---|--|---|
|   | and mathematics careers, so students are not exposed to these types of career paths |   |   |  |   |
| 3 | See barriers listed above.  | 5B.2. Implementation of interactive word walls in all classrooms; word wall in English and Spanish in the Bilingual classrooms to build vocabulary knowledge in English | 5B.2. Math/Science Coach, Compliance Teacher, classroom teacher | 5B.2. Classroom walkthroughs will be conducted looking for the use of the word wall, lesson plans will include them as a material being used | 5B.2. 2012 AYP reports, OCPS Benchmark tests, lesson plans                  |
| 4 | See barriers listed above.  | 5B.3. Instruct the teachers in how to read AYP data and what it will take to reach safe harbor goals or learning gains goals in mathematics for our ELL students.       | 5B.3. Principal, Leadership team                                | 5B.3. Progress monitoring data meetings will be held every two weeks and our ELL students will be discussed                                  | 5B.3. OCPS Benchmark data, Successmaker reports, 2012 AYP reports           |
| 5 | See barriers listed above.  | 5B.4. Implement Imagine Learning computer assisted instructional program for ELL students in grades K-5. Students will use the program at least 3 times a week.         | 5B.4. Principal, CT, Teachers                                   | 5B.4. Progress monitoring data meetings will be held every two weeks and our ELL students will be discussed                                  | 5B.4. OCPS Benchmark data, FAIR, Imagine Learning reports, 2012 AYP reports |

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

|  |                                     |
|--|-------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | Not applicable.                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| N/A  | N/A                                 |

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 subgroup:

|  |  |
|--|--|
|  | Teachers will attend training on the Next Generation Sunshine State Standards, in order to understand the content they are required to teach. Training and support in Envision Math will continue and additional support will be available through the use of Successmaker, Imagine Learning, FAST Math and FCAT Explorer. Test taking strategies will be taught in 2nd to 5th grades to familiarize the students with the types of questions on the FCAT. OCPS benchmark assessments will be used to identify strengths |
|--|--|

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E:

and weaknesses for the classroom teachers to address through small group and individual instruction.

The goal is to achieve 100% AYP criteria through qualifying for safe harbor by decreasing the number of students who are not proficient in mathematics.

As of September 2011, 90% of the students in our school qualify for free or reduced lunch.

2012 Current Level of Performance:

2013 Expected Level of Performance:

47% (111)

52% (123)

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>5D.1. Parents have a language barrier and have trouble supporting students at home.</p> <p>Many students come to school hungry.</p> <p>Students coming from other countries without any formal schooling or English skills.</p> <p>Many students are not exposed to math and science career paths.</p> <p>Many students do not complete homework.</p> | <p>5D.1. Conduct Professional Development (Ruby Payne) sessions on how poverty effects academic achievement and have the grade level PLCs discuss strategies to use with thier students to overcome the barriers to learning.</p> | <p>5D.1. Principal, CRT, PLC group</p>        | <p>5D.1. PLC meeting notes and agendas, presentations to the faculty, collect handouts</p>  | <p>5D.2. OCPS Benchmark data, 2012 AYP reports</p>                       |
| 2 | <p>See barriers listed above.</p>  | <p>5D.2. Instruct the teachers in how to read AYP data and what it will take to reach safe harbor goals or learning gains goals for our economically disadvantaged students in math.</p>  | <p>5D.2. Principal, Leadership team</p>       | <p>5D.2. Progress monitoring data meetings will be held every two weeks and our economically disadvantaged students will be discussed</p> | <p>5D.2. OCPS Benchmark data, Successmaker reports, 2012 AYP reports</p> |
|   | <p>See barriers listed above.</p>  | <p>5D.3. Implement the use of FAST Math at every</p>  | <p>5D.3. Principal, Assistant Principal,</p>  | <p>5D.3. Review the FAST Math reports at the twice a</p>  | <p>5D.3. FAST Math reports, progress</p>                                 |

|   |                            |   |  |  |  |
|---|----------------------------|---|--|--|--|
| 3 |                            | grade level to strengthen basic math facts and build math fluency.  | Leadership team, Instructional Coaches, technology coordinator               | month data meetings. Discuss what teachers are doing to address students needs.  | monitoring graphs  |
| 4 | See barriers listed above. | 5D.4. Utilize the Universal Breakfast program as well as breakfast in the classroom where all students in the school can eat breakfast for free everyday; promote the program to ensure everyone starts the day ready to learn. | 5D.4. Principal, Food Service Manager  | 5D.4. Food Service reports of how many students are eating each day, Connect Orange phone calls to promote the program | 5D.4. 2012 AYP reports, OCPS Benchmark tests, Food Service reports |
| 5 | See barriers listed above. | 5D.5. Analyze FCAT Mathematics scores to determine the percent of economically disadvantaged students scoring a Level 3 or above and compare that data to 2010-2011.  | 5D.5. Principal, Assistant Principal, Leadership team, Instructional Coaches | 5D.5. Meet with the leadership team to examine the data reports from the FCAT  | 5D.5. 2012 FCAT reports and AYP reports                            |
| 6 | See barriers listed above. | 5D.6 Offer Family Math Night allowing students and families to come out and gain knowledge in math while participating in math activities.  | 5D.6 Admin. team, CRT, Math Coach  | 5D.6 Math data meetings  | 5D.6 Benchmark data, Fast Math,                                    |
| 7 | See barriers listed above. | 5D.7 Implement schoolwide bi-weekly Math contest/Decathlon among each grade level (grades 2-5.)encouraging students to study math facts.  | 5D.7 Admin. team, CRT, Math Coach  | 5D.7 Math Benchmark assessment, Teacher made test, Fast Math   | 5D.7. Math Benchmark assessment, Teacher made test, Fast Math      |

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         |
|---|---------------------|----------------------------------|--|--|---|---|
| Provide all instructional staff with PD on the standards to be taught and assessed using the NGSSS for their grade level. To include the new FCAT item specifications | K/5 Math            | Karen Verano                     | All instructional teachers.  | September, 2012  | Classroom visits, iObservations, lesson plans | Principal, Assistant Principal, Instructional Coaches |
| 5D.1. Conduct Professional Development sessions on  |                     |                                  |  |  |   |   |

|   |          |              |                            |            |   |   |
|---|----------|--------------|----------------------------|------------|---|---|
| (Ruby Payne) how poverty affects academic achievement and have the grade level PLCs discuss strategies to use with thier students to overcome the barriers to learning. | K/5      | OCPS Trainer | All Staff                  | Fall, 2012 | Classroom walkthroughs, Campus walks/visits   | Principal, Assistant Principal, Resource Team         |
| Provide professional development in standards deconstruction and alignment of instruction.  | K/5 Math | Karen Verano | All instructional teachers | Fall, 2012 | classroom visits, iObservations, lesson plans | Principal, Assistant Principal, Instructional Coaches |

Mathematics Budget:

| Evidence-based Program(s)/Material(s)  |   |  |                              |
|--|---|--|------------------------------|
| Strategy   | Description of Resources  | Funding Source   | Available Amount             |
| No Data  | No Data   | No Data  | \$0.00                       |
|  |   |  | Subtotal: \$0.00             |
| Technology   |   |  |                              |
| Strategy   | Description of Resources  | Funding Source   | Available Amount             |
| No Data  | No Data   | No Data  | \$0.00                       |
|  |   |  | Subtotal: \$0.00             |
| Professional Development   |   |  |                              |
| Strategy   | Description of Resources  | Funding Source   | Available Amount             |
| Provide all instructional staff with PD on the standards to be taught and assessed using the NGSSS for their grade level. To include the new FCAT item specifications  | Teachers will learn which standards are to be taught and assessed and how.          | No funds will be needed.   | \$0.00                       |
| Conduct Professional Development sessions on (Ruby Payne) how poverty affects academic achievement and have the grade level PLCs discuss strategies to use with thier students to overcome the barriers to learning. | Teachers will learn to understand children living in Poverty.                       | Some textbooks materials might be needed.                            | \$500.00                     |
| Provide professional development in standards deconstruction and alignment of instruction.   | Teachers will learn how to deconstruct standards and align instruction.             | No funds needed.   | \$0.00                       |
|  |   |  | Subtotal: \$500.00           |
| Other  |   |  |                              |
| Strategy   | Description of Resources  | Funding Source   | Available Amount             |
| Offer Family Math Night allowing students and families to come out and gain knowledge in math while participating in math activities.  | Students will participate in math activities that will encourage math time at home. | Materials will be needed for activities.                             | \$300.00                     |
| Implement schoolwide bi-weekly contest/decahlon among 2-5 grade levels encouraging students to study math facts.   | Students will study math facts in order to win bi-weekly math competition.          | Four trophies will be needed. (one for each grade level, grades 2-5) | \$150.00                     |
|  |   |  | Subtotal: \$450.00           |
|  |   |  | <b>Grand Total: \$950.00</b> |

# 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:

|  |   |
|--|---|
| <p>1a. FCAT2.0: Students scoring at Achievement Level 3 in science.</p> <p>Science Goal #1a:</p> | <p>We will use the OCPS Benchmark pre-test for science and FCAT Testmaker science tests to give us a base line of data. FCAT Science results from 2012 show a need to focus on Life science, physical science and scientific thinking.</p> <p>Science blocks will be built into every grade level's daily schedule and the science lab will be on everyone's schedule on a rotational basis.</p> <p>Vocabulary and informational text reading comprehension skills will be emphasized along with hands on experiences in the classroom.</p> |
| <p>2012 Current Level of Performance:</p>  | <p>2013 Expected Level of Performance:</p>  |
| <p>19%</p>   | <p>23%</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>1.1 Mobility rate is high for our school</p> <p>Parents have a language barrier and have trouble supporting students at home</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>Lack of background knowledge and real life experiences</p> <p>Parents do not have science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths.</p> | <p>1.1. Provide all instructional staff with PD on the standards to be taught and assessed using the NGSSS for their grade level. To include item specifications for the 5th grade FCAT 2.0.</p> | <p>1.1. Principal, Assistant Principal, Instructional Coaches</p> | <p>1.1. Classroom visits, lesson plans</p>  | <p>1.1. Classroom walkthrough documentation, copies of lesson plans, sign in sheets from PD, agenda from PD</p> |
| 2 | <p>1.2. Teachers confidence level in teaching hands on and inquiry based science lessons</p>  | <p>1.2. Conduct PD for grade level teachers for Inquiry-based lessons and develop a plan to implement and monitor weekly hands-on inquiry based lessons.</p>                                     | <p>1.2. District PD Trainers, Math/Science coach</p>              | <p>1.2. Classroom visits; review lesson plans and instructional focus calendars</p> | <p>1.2. Copies of classroom walkthrough documents, sign in sheets and handouts from PD</p>                      |
|   | <p>Teachers have limited experience with standards</p>  | <p>1.3. Conduct PD for</p>   | <p>1.3. District PD Trainers,</p>                                 | <p>1.3. Classroom visits,</p>   | <p>1.3. Copies of</p>   |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 3 | deconstruction and lesson development in science. | grade level teachers in effective instructional strategies to include: Thinking Maps, Foldables, Science Notebooks, and writing across the curriculum.  | Math/Science coach, Principal, CRT  | notes from weekly PLC meetings, review of lesson plans  | classroom walkthrough documents, samples of student work, copies of PLC notes, PD sign in sheets and handouts |
| 4 | See barriers listed above.                        | 1.4. Disaggregate Data to look at each science strand; identify strengths and weaknesses.   | 1.4. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers | 1.4. Meet with teams to examine data reports of FCAT and FCAT Test Maker, as well as the OCPS benchmark pre-test  | 1.4. Copies of data reports and analysis sheets   |
| 5 | See barriers listed above.                        | 1.5. Develop Instructional focus calendars on a quarterly basis for each grade level.   | 1.5. Principal, Instructional Coaches, classroom teachers                                       | 1.5. Meet with the teachers to determine focus areas, create template for the calendars, conduct classroom visits, review instructional focus calendars | 1.5. Copies of instructional focus calendars, lesson plans, classroom walkthrough documentation               |
| 6 | See barriers listed above.                        | 1.6. Require measurable student friendly daily Goals and essential questions be posted in the classroom K-5; these are aligned to the NGSSS and are consistent between teachers on the grade level. | 1.6. Principal, Instructional Coaches, grade level team leaders                                 | 1.6. Classroom visits, weekly Goals/questions are written into each lesson plan   | 1.6. Copies of the weekly Goals/questions, classroom walkthrough documents                                    |
| 7 | See barriers listed above.                        | 1.7. Establish weekly grade level planning meetings to write and review lesson plans (grade level PLC); require minutes and sign in sheets.   | 1.7. Principal, Instructional Coaches, grade level team leaders                                 | 1.7. Maintain minutes and sign in sheets that reflect topics discussed, monitor lesson plans  | 1.7. Copies of minutes and sign in sheets, Student data reports, lesson plans                                 |
| 8 | See barriers listed above.                        | 1.8. Conduct classroom visits every week looking for fidelity of instruction; record observations on a standard classroom walkthrough document.   | 1.8. Principal, Assistant Principal, Instructional Coaches                                      | 1.8. Classroom visits conducted every day, visit every classroom at least once a week   | 1.8. Copies classroom walkthrough documents   |
| 9 | See barriers listed above.                        | 1.9. Develop a plan to determine mastery and non-mastery of objectives to assess, re-teach, and enrich instructional objectives.  | 1.9. Principal, Assistant Principal, Instructional Coaches, Leadership team, classroom teachers | 1.9. Conduct data meetings every 2 weeks with each grade level team, analyze data and make instructional changes as needed                              | 1.9. Reports from OCPS Benchmark tests, FCAT Test Maker, and other monitoring assessments                     |
|   | See barriers listed above.                        | 1.10. Provide ongoing consultation and  | 1.10. Principal, Math/Science coach,  | 1.10. Schedule model lessons for grade  | 1.10. Model lesson schedules, PLC   |



|    |                            |   |  |   |                         |
|----|----------------------------|---|--|---|-------------------------|
| 10 |                            | support to include modeling lessons for K-5 grade teachers in the instructional use of the core program and inquiry labs      | Reading Coach, CRT   | level teachers, meet with grade level PLC monthly to discuss any support that is needed | meeting notes           |
| 11 | See barriers listed above. | 1.11. Analyze FCAT Science scores to determine the percent of students scoring at Level 3 and compare that data to 2010-2011. | 1.11. Principal, Assistant Principal, Leadership team, Instructional Coaches | 1.11. Meet with the leadership team to examine the data reports from the FCAT           | 1.11. 2012 FCAT 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:<br>Students scoring at Levels 4, 5, and 6 in science.<br><br>Science Goal #1b: | In 2011, there were no students who took the Florida Alternate Assessment at Engelwood. At this time, there are no students eligible for FAA enrolled at Engelwood. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| N/A  | N/A   |

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 | N/A                 | N/A      | N/A   | N/A   | N/A             |

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

|   |  |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | Our data from the 2011 FCAT show only 2 students scoring a Level 4 and none at Level 5.<br><br>In addition to the goals described at Level 3, we will identify the students who are performing in the top 20% in science and encourage them to get involved in science clubs and activities during the school day. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 2% (2)  | 8% (6)   |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---------------------|----------|---|---|-----------------|
|--|---------------------|----------|---|---|-----------------|

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| 1 | Students coming from other countries without any formal schooling or English skills<br><br>Lack of background knowledge and real life experiences<br><br>Students are not exposed to many careers in math science. | 2.1. Establish the Science Olympiad team and the Engineering club for enrichment and encouragement to increase student interest in science. | 2.1. Math/Science coach, Science lab teacher, Principal                    | 2.1. Schedule time on Friday afternoons for the clubs to meet, visit and observe the activities, monitor FCAT Test maker results | 2.1. Club schedule, Club roster, attendance at club meetings, FCAT Test Maker reports |
| 2 | See barriers listed above.   | 2.2 Establish Family Science Nights where hands on labs are run by "student scientists".  | 2.2 Math/Science coach, Science lab teacher, Principal                     | 2.2 Schedule at least two Family Nights; schedule time for the students to practice thier labs during the school day             | 2.2 Copies of plans for each lab activity, sign in sheets from the event              |
| 3 | See barriers listed above.   | 2.3 Analyze FCAT Science scores to determine the percent of students scoring at Level 4 and 5 and compare that data to 2010-2011.           | 2.3 Principal, Assistant Principal, Leadership team, Instructional Coaches | 2.3 Meet with the leadership team to examine the data reports from the FCAT  | 2.3 2012 FCAT 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:

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus   | Grade Level/Subject     | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                                       | Person or Position Responsible for Monitoring         |
|--|-------------------------|----------------------------------|---|--|---|---|
| Provide all instructional staff with PD on the standards to be taught and assessed using the NGSSS for their grade level. To include item specifications for the 5th grade FCAT 2.0. | K/5                     | K. Verano                        | All 3-5 teachers  | October 2012   | CWT's, lesson plans, team meetings                                      | Principal, Assistant Principal, Instructional Coaches |
| Conduct PD for grade level teachers for Inquiry-based lessons and develop a plan to implement and monitor weekly hands-on inquiry based lessons                                      | All instructional staff | OCPS trainers                    | All instructional staff   | November 2012  | lesson plans, CWT's   | Principal, Assistant Principal, Instructional Coaches |
| Conduct PD for grade level teachers in effective instructional strategies to include: Thinking Maps, Foldables, Science Notebooks, and writing across the curriculum.                | K/5                     | District PD Trainers,            | Instructional Staff   | November 2012  | Classroom visits; review lesson plans and instructional focus calendars | Administration, CRT, Math/Science coach               |

Science Budget:

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

|   |  |                     |                              |
|---|--|---------------------|------------------------------|
| team and the Engineering club for enrichment and encouragement to increase student interest in science. | Teachers will enhance students knowledge.  | Funds for materials | \$200.00                     |
| Establish Family Science Nights where hands on activities are run by student and family.                | Students and families will gain knowledge by engaging themselves in higher level science activities. | No funds needed     | \$300.00                     |
|   |  |                     | Subtotal: \$500.00           |
|   |  |                     | <b>Grand Total: \$500.00</b> |

End of Science Goals

## Writing Goals

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

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

|   |  |
|---|--|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | In 2012, 66% of the students in fourth grade scored Level 3.0 or above in Writing. A school-wide writing focus, aligned with the CCSS and the FCAT writing expectations is being developed to improve students' writing performance in fourth grade. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 66%   | 69%  |

### 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 | 1.1.<br>Lack of oral language skills: vocabulary, speaking, writing, in English<br><br>Mobility rate is high in our school<br><br>Parents have a language barrier and have trouble supporting students at home<br><br>Students lack the motivation for writing and being creative | 1.1.<br>Provide all teachers with information on the writing standards to be taught and assessed in their grade level including changes to the FCAT Writing. | 1.1.<br>Principal, Curriculum Resource Teacher               | 1.1.<br>Provide PD for teachers in Write from the Beginning and update sessions on FCAT changes for all staff, visit classrooms during the writing block to see strategies being taught | 1.1.<br>Copies of sign in sheets from PD sessions, agendas and handouts, classroom walkthrough documents |
| 2 | See barriers listed above.  | 1.2.<br>Develop Instructional focus calendars on a quarterly basis for each grade level. Grade level PLC will update the calendar regularly.                 | 1.2.<br>Principal, Instructional Coaches, classroom teachers | 1.2.<br>Meet with the teachers to determine focus areas, monitor the instructional focus calendars, classroom visits, lesson plans  | 1.2.<br>Copies of instructional focus calendars, lesson plans, classroom walkthrough documentation       |
| 3 | See barriers listed above.  | 1.3.<br>Provide specific PD to 3rd and 4th grade teachers on the writing process and rubric trainig.   | 1.3.<br>Instructional Coaches and grade level PLC leader     | 1.3.<br>Conduct PD for teachers, visit classrooms during the writing block to see strategies being taught   | 1.3.<br>Copies of sign in sheets from PD sessions, agendas and handouts, samples of                      |

|    |                            |  |  |  |   |
|----|----------------------------|--|--|--|---|
|    |                            |  |  |  | student writing   |
| 4  | See barriers listed above. | 1.4. Administer diagnostic writing assessments 3 times a year for all 3rd and 4th grade students.  | 1.4. Assistant Principal, Curriculum Resource Teacher                      | 1.4. Contract with Write Score to administer the assessments and score them                          | 1.4. Reports from Write Score assessments                               |
| 5  | See barriers listed above. | 1.5. Conduct "Engelwood Writes" practice writing to a prompt assessments each 9-weeks in every grade level to be scored with a rubric and used as instructional tools. Develop, support and monitor school-wide writing. | 1.5. Principal, Instructional Coaches, classroom teachers                  | 1.5. Develop the prompts to be used each 9-weeks and schedule the school wide writing days           | 1.5. Data reports from each teacher with student rubric scores reported |
| 6  | See barriers listed above. | 1.6. Analyze data from the diagnostic assessments to remediate identified areas of need.   | 1.6. Assistant Principal, Curriculum Resource Teacher                      | 1.6. Meet with teams to analyze the data and make instructional decisions                            | 1.6. Reports from Write Score assessments, minutes from team meetings   |
| 7  | See barriers listed above. | 1.7. Incorporate writing across the curriculum at all grade levels.  | 1.7. Principal, Instructional Coaches, classroom teachers                  | 1.7. Visit classrooms looking for student writing posted and students engaged in writing activities  | 1.7. Classroom walkthrough documentation, samples of student work       |
| 8  | See barriers listed above. | 1.8 Utilize a student writing notebook which will include all student work, rubrics, FCAT writing information, and other resources.  | 1.8 Principal, Assistant Principal, 4th grade teachers, CRT                | 1.8 Meet with the 4th grade team to review the writing notebooks periodically throughout the year    | 1.8 Copies of notebook contents, Write Score results, lesson plans      |
| 9  | See barriers listed above. | 1.9 Analyze FCAT Writing scores to determine the percent of students scoring at a 3.0 or above and compare that data to 2010-2011.   | 1.9 Principal, Assistant Principal, Leadership team, Instructional Coaches | 1.9 Meet with the Leadership team to examine the data reports from the FCAT                          | 1.9 2012 FCAT reports and AYP reports                                   |
| 10 | See barriers listed above. | 1.10 Provide PD in the FCAT assessment for fourth grade teachers, using the anchor papers and scoring rubrics, developed by FLDOE.   | 1.10. Principal, Assistant Principal, LLT                                  | 1.10 Monitor student progress and teacher input in PLC   | 1.10. Student data on 9 weeks writing                                   |
| 11 | See barriers listed above  | 1.11. Provide PD for teachers in Write from the Beginning and update sessions on FCAT changes for all staff, visit classrooms during the writing block to see strategies being taught                                    | 1.11. Principal, Assistant Principal, 4th grade teachers, CRT              | 1.11. Visit classrooms looking for student writing posted and students engaged in writing activities | 1.11. Data from Write from the Beginning                                |

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

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

| PD Content /Topic and/or PLC Focus  | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                                | Person or Position Responsible for Monitoring |
|---|---------------------|----------------------------------|---|--|--|---|
| Provide PD for teachers in Write from the Beginning and update sessions on FCAT changes for all staff, visit classrooms during the writing block to see strategies being taught | Grades 3-5          | Karen Verano                     | All 3-5 teachers  | October 2012   | Practice Writing Prompts, Write from the Beginning data, ongoing | Administration team, CRT, Teachers            |
| Provide specific PD to 3rd and 4th grade teachers on the writing process and rubric training.   | Grades 3-5          | Karen Verano                     | All 3-5 teachers  | October 2012   | Students writing samples, Write Score Data, ongoing              | Administration team, CRT, Teachers            |

Writing Budget:

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

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

End of Writing Goals

## Attendance Goal(s)

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

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

|  |   |
|--|---|
| 1. Attendance<br>Attendance Goal # 1:  | We will be addressing attendance issues and the importance of consistent attendance through Child Study Team meetings and through communication with parents at parent meetings like PLC, SAC, PTO, parent teacher conferences, staffing meetings, and any other meetings parents attend. We will increase communication with parents about the impact of attendance on academic success. We will give out perfect attendance awards to students in K-5 each 9-week period. |
| 2012 Current Attendance Rate:  | 2013 Expected Attendance Rate:  |
| Based on data available in the EDW for 2011-2012, the average daily attendance rate was 94.1%.   | In 2012-2013, the average daily attendance rate will be 96% or more.  |
| 2012 Current Number of Students with Excessive Absences (10 or more)                             | 2013 Expected Number of Students with Excessive Absences (10 or more)   |
| Based on data available in the EDW for 2011-2012, 221 students were absent 10 or more days.      | The number of students with excessive absences will decrease by 10% in 2012-2013 so that fewer than 218 students will have 10 or more absences.   |
| 2012 Current Number of Students with Excessive Tardies (10 or more)                              | 2013 Expected Number of Students with Excessive Tardies (10 or more)  |
| Based on data available in the EDW for 2011-2012, there were 90 students with excessive tardies. | The number of students with excessive tardies will decrease by 10% in 2012-2013 so that fewer than 81 students will have 10 or more absences.   |

### 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 | 1.1. Illness in the family and they keep all children home or travel out of Florida<br>Not having transportation to school<br>Keeping students home for childcare for younger siblings<br>No good phone numbers | 1.1. Communicate with parents through parent handbook, letters, school compact, and meetings the importance of being in school every day and the impact it has on academics.<br>Communication will include Florida attendance laws, calls home when a student misses his/her second | 1.1. Classroom teachers, Registrar, Social Worker, School Resource Officer | 1.1. Keep copies and/or a log of communication; Monitor the EDW for attendance each month; Catch parents at conferences, meetings, dismissal and arrival times and talk to them face to face | 1.1. OCPS Enterprise Data Warehouse screens on attendance, conference logs, meeting notes |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
|   | to contact parents  | day in a row or write notes in planners, and talking to parents in person every time we see them on campus about attendance.<br><br>Communicate with families via ConnectOrange with translation to Spanish. |  |   |  |
| 2 | 1.2. Taking family trips during the school year   | 1.2. Give perfect attendance awards every nine weeks   | 1.2. Classroom Teachers, Principal   | 1.2. Encourage students to work toward the perfect attendance award and make earning perfect attendance part of the criteria for lunch with the Principal award | 1.2. Number of perfect attendance awards given out each nine weeks   |
| 3 | 1.3. Parents not home, working night jobs<br><br>Parents letting them stay home when not sick<br><br>Child responsible for getting themselves up and to school<br><br>Child allowed to stay up late with no set bedtime | 1.3. Conduct Child Study Team meeting when they hit 5 absences in 30 days or 10 within 90 days. Meeting includes putting a contract in place with the parent and consequences of non-attendance explained.   | 1.3. Classroom teachers, Registrar, Social Worker, School Resource Officer | 1.3. Monitor number of meetings needed each month; keep copies of all letters, contracts and meeting notes  | 1.3. OCPS Enterprise Data Warehouse screens on attendance, copies of meetings and contracts                    |
| 4 | 1.4. Low grades, poor performance in school, low self-esteem  | 1.4. Assign a school based person to serve as a mentor to students that need guidance and encouragement.   | 1.4. Leadership Team, RtI Team, Classroom teachers additions coordinator   | 1.4. Monitor student attendance; keep a list of staff members who are willing to serve as a mentor; discuss students at monthly RtI team meetings               | 1.4. OCPS Enterprise Data Warehouse screens on attendance, list of mentors and students served, RtI team notes |
| 5 | See all barriers listed above.  | 1.5. Refer students with chronic attendance issues to the RtI team for monitoring.   | 1.5. Teachers, RtI team  | 1.5. Discuss attendance issue students at the monthly RtI meetings and document interventions applied   | 1.5. RtI team notes; lists of students discussed   |

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

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

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

Attendance Budget:



| 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<br><br>Suspension Goal #1:  | We will participate in the Behavior Leadership Academy training through FDLRS (Florida Diagnostic and Learning Resources System). The school will be focusing on school wide behavior expectations and teaching expectations to the students through modeling and practice. We will also implement RtI for behavior and bring severe and/or consistent behavior issues to the RtI team for monitoring and data collection. |
| 2012 Total Number of In-School Suspensions  | 2013 Expected Number of In-School Suspensions  |
| According to the EDW data, there were 19 incidents resulting in in-school suspensions.  | According to the EDW data, there will be a 10% decrease in the number of in-school suspensions, so that there will be fewer than 17 incidents that result in in-school suspension.   |
| 2012 Total Number of Students Suspended In-School   | 2013 Expected Number of Students Suspended In-School   |
| According to the EDW data, there were 15 students with in-school suspensions.   | According to the EDW data, there will be a 10% decrease in the number of students with in-school suspensions, so that fewer than 13 students will commit offenses that result in in-school suspension.   |
| 2012 Number of Out-of-School Suspensions  | 2013 Expected Number of Out-of-School Suspensions  |
| According to the EDW data, there were 25 out of school suspensions in 2011-2012.  | According to the EDW data, there will be a 10% decrease in the number of out of school suspensions, so that there will be fewer than 22 out of schools suspensions.  |
| 2012 Total Number of Students Suspended Out-of-School   | 2013 Expected Number of Students Suspended Out-of-School   |
| According to the EDW data, there were 16 students out of school school suspensions in 2011-2012.                                  | According to the EDW data, there will be a 10% decrease in the number of out of school suspensions, so that fewer than 14 students will commit offenses that result in out   |

of school suspensions.

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>1.1. Teachers not consistent in classroom expectations</p> <p>Mobility is very high, so we are constantly getting new students who do not know our school expectations</p> <p>Parents unable to read the school rules/expectations</p> | <p>1.1. Establish Behavior Leadership Team and develop school wide expectations and common classroom rules.</p>   | <p>1.1. Behavior Leadership Team, RtI team, classroom teachers/PLC</p> | <p>1.1. Tracking the number of calls to classrooms, visits to the "time out" room, discipline referrals</p> <p>Lesson plans are well written so that instructional time in the classroom is maximized</p> | <p>1.1 OCPS Enterprise Data Warehouse screens on discipline</p> <p>Number of discipline referrals resulting in suspensions (in or out of school)</p> <p>Classroom walkthrough data sheets</p> |
| 2 | <p>1.2. More structure and rules at school than at home</p> <p>No support from parents for following school rules</p> <p>Lack of positive role models at home</p>   | <p>1.2. Communicate with parents about student behavior and classroom behavior plans on a regular basis; to include formal E.P.T. conferences to discuss critical behavior concerns.</p>      | <p>1.2 Classroom Teachers RtI team</p>                                 | <p>1.2. Check for behavior folders being used to track individual behavior plans and data including communication with the parents</p>  | <p>1.2. Communication logs and behavior folders</p>   |
| 3 | <p>1.3 High numbers of students with ADD</p> <p>Students are hungry for attention from adults</p>   | <p>1.3 RtI team will review data from classroom teachers on behavior frequency and duration to make recommendations for new plans or strategies for teachers to use in the classroom.</p>     | <p>1.3 RtI team, classroom teachers/PLC</p>                            | <p>1.3 RtI team will be reviewing data at monthly meetings; Check for behavior folders being used to track individual behavior plans and data</p>   | <p>1.3 Behavior folders; behavior plans and frequency data</p>  |
| 4 | <p>See barriers listed above.</p>   | <p>1.4 Instruct teachers and staff in appropriate behavior management techniques, bully prevention, add on systems in the classroom, and how their pacing of instruction affects behavior</p> | <p>1.4 Behavior Leadership Team, RtI team, classroom teachers/PLC</p>  | <p>1.4. Copies of handouts and sign in sheets from staff development sessions</p>   | <p>1.4. Evaluations of the sessions presented; Classroom walkthrough data sheets</p>  |
| 5 | <p>1.5 Cultural differences</p>   | <p>1.5 Instruct teachers on culturally specific student behaviors that impact student achievement.</p>  | <p>1.5 Behavior Leadership Team, RtI team, CT</p>                      | <p>1.5 copies of handouts and sign in sheets from staff development sessions coverign topics like: limited eye contact, studnets taught not to look at an adult or answer back</p>                        | <p>1.5 track number of referrals or classroom calls for these areas</p>   |
| 6 | <p>See barriers listed above.</p>   | <p>1.6 Visit classrooms to determine if individual teachers need some assistance with classroom management or in implementing procedures</p>  | <p>1.6 Principal, Assistant Principal, CRT</p>                         | <p>1.6 Tracking the number of calls to classrooms, visits to the "time out" room, discipline referrals; Lesson plans are well written so that instructional time in the classroom is maximized</p>        | <p>1.6 Time out room log; Classroom walkthrough data</p>  |

|   |                            |   |  |  |  |
|---|----------------------------|---|--|--|--|
| 7 | See barriers listed above. | 1.7 Model and teach the students the classroom expectations, rules, procedures and consequences at least once a month (review them daily) | 1.7 Teachers, Resource teachers                          | 1.7 Tracking the number of calls to classrooms, visits to the "time out" room, discipline referrals; Lesson plans include reviewing rules and procedures           | 1.7 Tracking log of classroom calls; time out room log; classroom walkthrough data                       |
| 8 | See barriers listed above. | 1.8 Model and teach the students character education concepts (i.e. respect and responsibility)   | 1.8 Principal, Character Education coordinator, teachers | 1.8 Create a bulletin board for our character word of the month; spotlight the word on the AM announcements; spotlight the word in the Cardinal of the Week awards | 1.8 Lesson plans, AM announcements, posters with the character words on them, Cardinal of the week slips |
| 9 | See barriers listed above. | 1.9 Utilize Cardinal of the Week awards from each classroom to focus on desirable character traits and behaviors                          | 1.9 Principal, teachers                                  | 1.9 Every Friday call the Cardinal of the week students to the office to be recognized; monitor numbers of students to be sure all classrooms are participating    | 1.9 Cardinal of the week slips; students from each classroom are sent up for the award                   |

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

|  |  |
|--|--|
| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | Parent participation in family and school activities was evident during the 2011-2012 school year. On average 35% of our parents attended at least one activity during the school year. This was an increase from the prior school year. |
| 2012 Current Level of Parent Involvement:  | 2013 Expected Level of Parent Involvement:   |
| 35%  | 42%  |

### 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 | 1.1.<br>The need for an interpreter (Spanish)<br><br>Parents can't read and don't get information from flyers<br><br>No good phone numbers | 1.1.<br>Send frequent communication of school events and activities through use of student planners, folders, Connect Orange phone messages, school website and flyers (English and Spanish). | 1.1<br>Principal, Assistant Principal, Technology Coordinator, classroom teachers  | 1.1<br>Record Connect Orange calls before every event (in both languages), make sure flyers are distributed in both English and Spanish, Post all events on the school website and school marquee | 1.1<br>Parent Involvement checklists collected at the end of the school year; Parent survey results for the SAC; Parent evaluation results for the Parent Involvement Plan; Copies of flyers, Connect Orange call results |
| 2 | 1.2<br>Parents work nights and can't come in for evening events<br><br>Single parents with no one to watch other children                  | 1.2.<br>Promote the ADDitions program to encourage parent and community members to volunteer at the school and help with activities or to help from home if they can't come during the day.   | 1.2.<br>Assistant Principal, ADDitions Coordinator                                 | 1.2.<br>Monitor our volunteer hours monthly and promote the use of volunteers with the teachers.  | 1.2.<br>Reports of volunteer hours; Parent Involvement checklists collected at the end of the school year   |
| 3 | 1.3.<br>Parents with no transportation to come to school   | 1.3.<br>Encourage teachers to sign up for training on creating teacher Websites. Use these websites as a tool for home/school communication and to increase parental                          | 1.3.<br>Principal, Assistant Principal, Technology Coordinator, classroom teachers | 1.3.<br>Advertise website training days to the staff and cover the substitute for them to attend  | 1.3<br>Classroom websites   |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|   |  | participation in classroom activities and post tips for parents.  |   |   |   |
| 4 | 1.4<br>Some parents believe that they have little to contribute to the school or they do not know how to help their child. | 1.4<br>Conduct a variety of parent information workshops and education sessions.  | 1.4<br>Leadership team, SAC chairperson, PTO President, classroom teachers/PLC, Safe and Healthy Schools team, ALPHA counselors | 1.4<br>Present a variety of sessions for parents during the year: LEP information, FCAT topics, how to help with homework, cyber safety, Families Building better readers, Incredible Years Parenting Program | 1.4<br>Copies of agendas, sign in sheets, handouts; Parent survey results for the SAC; Parent evaluation results for the Parent Involvement Plan; Copies of flyers, Connect Orange call results |
| 5 | 1.5<br>Some parents have expressed that they are intimidated by large group meetings.                                      | 1.5<br>Create a friendly and welcoming school environment by greeting parents in a friendly manner when they come to campus, providing interpreters when needed, make personal phone calls to invite them to events and offering workshops or meetings at a variety of times. | 1.5<br>Principal, Assistant Principal, Leadership Team  | 1.5<br>Collect sign-in sheets from Parent Night Events; being visible on campus at arrival and dismissal times  | Parent survey results for the SAC; Parent evaluation results for the Parent Involvement Plan; sign in sheets from events  |

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

\* 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<br>STEM Goal #1:  |   | In the past, there has been no focused STEM programming at Engelwood. In 2012-13, goals of the Year 1 Implementation Continuum will be included in the School Improvement Plan. |   |   |                 |
| 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   | There has been a limited focus on STEM activities at Engelwood in the past. | Form a STEM committee to align district and school goals and develop appropriate activities.  | Principal, Assistant Principal, Leadership Team | Quarterly Review of STEM Plan                       | FCIM            |

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

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

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

## STEM Budget:

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

|                                 |                          |                |                            |
|---------------------------------|--------------------------|----------------|----------------------------|
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

*End of STEM Goal(s)*

## Additional Goal(s)

### Destination College Implementation Goal:

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:

|  |   |
|--|---|
| 1. Destination College Implementation Goal<br>Destination College Implementation Goal # 1:                     | In 2011-2012, teachers in grades 3 through 5 received preliminary training related to the Destination College Program. This training will continue in 2012-2013, and parent involvement will be addressed. The school based leadership team will continue to meet monthly to discuss the program and adapt plans for implementation. The 5th grade team will implement some Destination College focus strategies this year. |
| 2012 Current level:  | 2013 Expected level:  |
| 33% of the teachers who are currently assigned to grades 3-5 completed the Destination College Online Program. | By the end of 2013, 100% of the teachers in grades 3-5 will complete the Destination College online modules and will initiate at least three of the DC strategies school-wide.  |

#### 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 | 1.1 Finding time in the schedule to implement these new strategies<br>Lack of training for the teachers | 1.1 Conduct training for the teachers in 3rd, 4th and 5th grades for planned implementation in 2012-2013.               | 1.1 Principal, CRT, Destination College coordinator | 1.1 Number of teachers who complete the online training classes; lesson plans integrating some strategies into existing content; attending meetings of the DC committee  | 1.1 Minutes from the DC committee meetings; documentation of teachers completing training |
| 2 | See barriers listed above.  | 1.2 Establish a Destination College school based leadership team and schedule meetings to develop implementation plans. | 1.2 Principal, DC coordinator                       | 1.2 Destination College team/committee will meet every month to discuss and develop an implementation plan; grade level representative on the team will coordinate with teachers to make sure training is being completed; CRT will keep records of training | 1.2 Minutes from the DC committee meetings; plan for implementation                       |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Conduct                            |                     |                                  |   |  |                                   |   |



|   |            |                     |                            |           |                            |  |
|---|------------|---------------------|----------------------------|-----------|----------------------------|--|
| training for the teachers in 3rd, 4th and 5th grades for planned implementation in 2012-2013. | Grades 3-5 | T. Traub, K. Verano | 3-5 instructional teachers | Aug. 2012 | CWT's, teacher observation | Administration, Resource, 3-5 teachers |
|---|------------|---------------------|----------------------------|-----------|----------------------------|--|

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      |
| Conduct training for the teachers in 3rd, 4th and 5th grades for planned implementation of Destination College in 2012-2013. | Teachers the importance of Destination College and how to use implement it. | Binders for all 3-5 students | \$700.00              |
|  |   |                              | Subtotal: \$700.00    |
| Other  |   |                              |                       |
| Strategy   | Description of Resources  | Funding Source               | Available Amount      |
| No Data  | No Data   | No Data                      | \$0.00                |
|  |   |                              | Subtotal: \$0.00      |
|  |   |                              | Grand Total: \$700.00 |

End of Destination College Implementation Goal(s)

## Become Fluent in Math Operations Goal:

|  |                     |   |                                    |  |                 |
|--|---------------------|---|------------------------------------|--|-----------------|
| 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: |                     |   |                                    |  |                 |
| 1. Become Fluent in Math Operations Goal   |                     | Our AYP data from 2011 shows a need to increase our numbers of students scoring a Level 3 or above on the FCAT Mathematics. Our school is 90% free or reduced lunch and many of our students lack basic math operational skills. By focusing on building fluency of these basic skills, our students will be better prepared to engage in higher complexity math tasks and can master FCAT tested benchmarks. |                                    |  |                 |
| Become Fluent in Math Operations Goal #1:  |                     |   |                                    |  |                 |
| 2012 Current level:  |                     | 2013 Expected level:  |                                    |  |                 |
| 48% (123)  |                     | 53% (136)   |                                    |  |                 |
| Problem-Solving Process to Increase Student Achievement  |                     |   |                                    |  |                 |
|  | Anticipated Barrier | Strategy  | Person or Position Responsible for | Process Used to Determine Effectiveness of | Evaluation Tool |

|   |   |  | Monitoring   | Strategy   |   |
|---|---|--|--|--|---|
| 1 | <p>1.1 Mobility rate is high for our school</p> <p>Parents have a language barrier and have trouble supporting students at home</p> <p>Students coming from other countries without any formal schooling or English skills</p> <p>Parents do not have science/technology/engineering and mathematics careers, so students are not exposed to these types of career paths</p> <p>Students lack fluency of basic skills in addition, subtraction, multiplication and division</p> | 1.1 Implement the use of FAST Math at every grade level to strengthen basic math facts and build math fluency.   | 1.1 Principal, Assistant Principal, Leadership team, Instructional Coaches, technology coordinator | 1.1 Review the FAST Math reports at the twice a month data meetings. Discuss what teachers are doing to address students needs.                                    | 1.1 FAST Math reports, progress monitoring graphs                                 |
| 2 | See barriers listed above.  | 1.2 Establish student incentives and motivational programs in the classroom for mastery of basic math facts.     | 1.2 Teachers, Principal, Assistant Principal   | 1.2 Monitor for charts, posters, incentives, and progress monitoring when conducting classroom visits; discuss progress of students at twice monthly data meetings | 1.2 Classroom walkthrough data; evidence of student tracking charts in classrooms |
| 3 | See barriers listed above.  | 1.3 Create take home math packets or flash cards for parents to help students practice basic math facts at home. | 1.3 Teachers, CRT, Math/Science Coach  | 1.3 Parent packets sent home or discussed at Open House or conferences; lesson plans include sending home practice in basic math skills                            | 1.3 Copies of materials sent home; notes from parent meetings; lesson plans       |

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

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

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

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           |
| <b>Technology</b>               |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

End of Become Fluent in Math Operations Goal(s)

## Reading by Nine Goal:

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:

|   |                      |                   |   |   |                   |
|---|----------------------|-------------------|---|---|-------------------|
| 1. Reading by Nine Goal                                 | See reading goal.    |                   |   |   |                   |
| Reading by Nine Goal # 1:                               |                      |                   |   |   |                   |
| 2012 Current level:                                     | 2013 Expected level: |                   |   |   |                   |
| See reading goal.                                       | See reading goal.    |                   |   |   |                   |
| 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   | See reading goal.    | See reading goal. | See reading goal.                             | See reading goal.                                   | See reading goal. |

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

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

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

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           |
|                                       |                          |                | <b>Grand Total: \$0.00</b> |

*End of Reading by Nine Goal(s)*

### Disproportionate Classification in Special Education Goal:

|  |                     |                      |   |   |                 |
|--|---------------------|----------------------|---|---|-----------------|
| 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: |                     |                      |   |   |                 |
| 1. Disproportionate Classification in Special Education Goal   |                     |                      |   |   |                 |
| Disproportionate Classification in Special Education Goal #1:  |                     | See RTI Section      |   |   |                 |
| 2012 Current level:  |                     | 2013 Expected level: |   |   |                 |
| See RTI Section  |                     | See RTI Section      |   |   |                 |
| 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  | See RTI Section     | See RTI Section      | See RTI Section                               | See RTI Section                                     | See RTI Section |

(PLC) or PD Activity

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

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

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 Disproportionate Classification in Special Education Goal(s)*

Disaggregated Subgroups Goal:

|  |                     |          |   |   |                 |
|--|---------------------|----------|---|---|-----------------|
| 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: |                     |          |   |   |                 |
| 1. Disaggregated Subgroups Goal  |                     |          |   |   |                 |
| Disaggregated Subgroups Goal #1:   |                     |          | See Subgroups Sections                        |   |                 |
| 2012 Current level:  |                     |          | 2013 Expected level:                          |   |                 |
| See Subgroups Sections   |                     |          | See Subgroups Sections                        |   |                 |
| 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 | See Subgroups Section | See Subgroups Section | See Subgroups Section | See Subgroups Section | See Subgroups Section |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

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

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

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

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 Disaggregated Subgroups Goal(s)*

Fine Arts Enrollment Goal:

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

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

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

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 Fine Arts Enrollment Goal(s)*

## Kindergarten Readiness Goal:

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

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

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

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 Kindergarten Readiness Goal(s)



# FINAL BUDGET

| Evidence-based Program(s)/Material(s) |  |  |   |                      |
|---------------------------------------|--|--|---|----------------------|
| Goal                                  | Strategy   | Description of Resources   | Funding Source                            | Available Amount     |
| No Data                               | No Data  | No Data  | No Data                                   | \$0.00               |
|                                       |  |  |   | Subtotal: \$0.00     |
| Technology                            |  |  |   |                      |
| Goal                                  | Strategy   | Description of Resources   | Funding Source                            | Available Amount     |
| No Data                               | No Data  | No Data  | No Data                                   | \$0.00               |
|                                       |  |  |   | Subtotal: \$0.00     |
| Professional Development              |  |  |   |                      |
| Goal                                  | Strategy   | Description of Resources   | Funding Source                            | Available Amount     |
| Reading                               | Deconstructing standards   | Teachers will learn to deconstruct NGSSS/CCSS in order to improve instruction.               | No funds needed                           | \$0.00               |
| Reading                               | Provide focused, ongoing staff development and PLC support in the area of higher order questioning and development of higher order learning tasks.   | Teachers will learn the importance of higher order thinking and how to expound on questions. | No funds needed                           | \$0.00               |
| Reading                               | Provide focused, ongoing staff development in the area of differentiated instruction.  | Teachers will learn how to differentiate instruction in all subjects.                        | No funds needed                           | \$0.00               |
| Reading                               | Provide all instructional staff with PD on the standards to be taught and assessed using the CCSS for their grade level.   | Teachers will learn which standards that are to be taught and assessed using CCSS.           | No funds needed                           | \$0.00               |
| Mathematics                           | Provide all instructional staff with PD on the standards to be taught and assessed using the NGSSS for their grade level. To include the new FCAT item specifications  | Teachers will learn which standards are to be taught and assessed and how.                   | No funds will be needed.                  | \$0.00               |
| Mathematics                           | Conduct Professional Development sessions on (Ruby Payne) how poverty affects academic achievement and have the grade level PLCs discuss strategies to use with thier students to overcome the barriers to learning. | Teachers will learn to understand children living in Poverty.                                | Some textbooks materials might be needed. | \$500.00             |
| Mathematics                           | Provide professional development in standards deconstruction and alignment of instruction.   | Teachers will learn how to deconstruct standards and align instruction.                      | No funds needed.                          | \$0.00               |
| Destination College Implementation    | Conduct training for the teachers in 3rd, 4th and 5th grades for planned implementation of Destination College in 2012-2013.   | Teachers the importance of Destination College and how to use implement it.                  | Binders for all 3-5 students              | \$700.00             |
|                                       |  |  |   | Subtotal: \$1,200.00 |
| Other                                 |  |  |   |                      |
| Goal                                  | Strategy   | Description of Resources   | Funding Source                            | Available Amount     |
|                                       | Offer Family Math Night  |  |   |                      |

|             |  |  |  |                         |
|-------------|--|--|--|-------------------------|
| Mathematics | allowing students and families to come out and gain knowledge in math while participating in math activities.                          | Students will participate in math activities that will encourage math time at home.                  | Materials will be needed for activities.                             | \$300.00                |
| Mathematics | Implement schoolwide bi-weekly contest/decathlon among 2-5 grade levels encouraging students to study math facts.                      | Students will study math facts in order to win bi-weekly math competition.                           | Four trophies will be needed. (one for each grade level, grades 2-5) | \$150.00                |
| Science     | Establish the Science Olympiad team and the Engineering club for enrichment and encouragement to increase student interest in science. | Teachers will enhance students knowledge.  | Funds for materials  | \$200.00                |
| Science     | Establish Family Science Nights where hands on activities are run by student and family.   | Students and families will gain knowledge by engaging themselves in higher level science activities. | No funds needed  | \$300.00                |
|             |  |  |  | Subtotal: \$950.00      |
|             |  |  |  | Grand Total: \$2,150.00 |

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

|                                   |                                |                                  |                             |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> 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 9/19/2012)

## 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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

SAC is scheduled to meet in October, 2012. At that time, membership will be verified and revised, as needed.

| Projected use of SAC Funds   | Amount   |
|--|----------|
| We will need money to fund the following: 1. \$300.00 for Family Math Night 2. \$300.00 for Science Night. | \$600.00 |

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

The SAC will monitor the School Improvement Plan and will address any concerns that develop. They will also network with the families and community agencies/partners.



# 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

| Orange School District<br>ENGELWOOD ELEMENTARY<br>2010-2011 |           |           |         |         |                     |   |
|---|-----------|-----------|---------|---------|---------------------|---|
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)           | 54%       | 53%       | 72%     | 28%     | 207                 | 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                         | 56%       | 62%       |         |         | 118                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?              | 61% (YES) | 83% (YES) |         |         | 144                 | 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  |           |           |         |         | 469                 |   |
| Percent Tested = 100%                                       |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*   |           |           |         |         | C                   | Grade based on total points, adequate progress, and % of students tested  |

| Orange School District<br>ENGELWOOD ELEMENTARY<br>2009-2010 |           |           |         |         |                     |   |
|---|-----------|-----------|---------|---------|---------------------|---|
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)           | 66%       | 66%       | 68%     | 42%     | 242                 | 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                         | 60%       | 65%       |         |         | 125                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?              | 56% (YES) | 64% (YES) |         |         | 120                 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.  |
| FCAT Points Earned  |           |           |         |         | 487                 |   |
| Percent Tested = 100%                                       |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*   |           |           |         |         | C                   | Grade based on total points, adequate progress, and % of students tested  |