

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FAIRWAY ELEMENTARY SCHOOL

District Name: Broward

Principal: Michelle Engram-Mcknight

SAC Chair: Walna Milfort

Superintendent: Robert Runcie Superintendent

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
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## 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	Michelle Engram-Mcknight	Specialist/Varying Exceptionalities, Business Technology, Ed Leadership	1	10	<p>Watkins Elementary School 2011/12 – School Grade C AYP: Not Met 79% met criteria High Standards Reading - 80% High Standards Math - 76% High Standards Science -89.9% High Standards Writing – 78.8% Learning Gains Reading – 78.8% Learning Gains Math – 483.3% Lowest 25% Reading – 70.8% Lowest 25% Math – 85.4%</p> <p>Watkins Elementary School 2010/11 Grade C AYP Not met - 79% met criteria High Standards Reading - 65% High Standards Math - 59% High Standards Science -54% High Standards Writing - 76% Learning Gains Reading - 63% Learning Gains Math - 45% Lowest 25% Reading - 69% Lowest 25% Math - 58%</p> <p>Watkins Elementary School 2009/10 Grade A AYP Not met</p>

					87% met criteria High Standards Reading - 71% High Standards Math - 78% High Standards Science - 50% High Standards Writing - 87% Learning Gains Reading - 63% Learning Gains Math - 66% Lowest 25% Reading - 72% Lowest 25% Math - 69%
Assis Principal	Thomas Nordstrom	B.S. Elementary Education M.S. Educational Leadership	5	5	<p>Fairway Elementary School 2011-2012 – School Grade C AYP: Not Met % Meeting High Standards in Reading: 43% % Meeting High Standards in Math: 41% % Meeting High Standards in Writing: 76% % % Meeting High Standards in Science: 31% % Making Learning Gains in Reading: 65.9% % Making Learning Gains in Math: 58.8% % of Lowest 25% Making Learning Gains in Reading: 69.7% % of Lowest 25% Making Learning Gains in Math: 68.3%</p> <p>Fairway Elementary School 2010-2011- School Grade C AYP: % Meeting High Standards in Reading: 61% % Meeting High Standards in Math: 59% % Meeting High Standards in Writing: 76% % % Meeting High Standards in Science: 31% % Making Learning Gains in Reading: 64% % Making Learning Gains in Math: 58% % of Lowest 25% Making Learning Gains in Reading: 61% % of Lowest 25% Making Learning Gains in Math: 64%</p> <p>Fairway Elementary School 2009-2010- School Grade C AYP: % Meeting High Standards in Reading: 64% % Meeting High Standards in Math: 63% % Meeting High Standards in Writing: 83% % Meeting High Standards in Science: 30% % Making Learning Gains in Reading: 59% % Making Learning Gains in Math: 57% % of Lowest 25% Making Learning Gains in Reading: 58% % of Lowest 25% Making Learning Gains in Math: 49%</p>

## 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)
					<p>Fairway Elementary School 2011-2012 – School Grade C AYP: Not Met % Meeting High Standards in Reading: 43% % Meeting High Standards in Math: 41% % Meeting High Standards in Writing: 76% % % Meeting High Standards in Science: 31% % Making Learning Gains in Reading: 65.9% % Making Learning Gains in Math: 58.8% % of Lowest 25% Making Learning Gains in Reading: 69.7% % of Lowest 25% Making Learning Gains in Math: 68.3%</p> <p>Fairway Elementary School 2010-2011- School Grade C AYP: % Meeting High Standards in Reading: 61% % Meeting High Standards in Math: 59%</p>

Reading	Myrna Gardner	M.S. in Reading Education, NBCT	6	9	<p>% Meeting High Standards in Writing: 76%</p> <p>% Meeting High Standards in Science: 31%</p> <p>% Making Learning Gains in Reading: 64%</p> <p>% Making Learning Gains in Math: 64%</p> <p>% of Lowest 25% Making Learning Gains in Reading: 61%</p> <p>% of Lowest 25% Making Learning Gains in Math: 64%</p> <p>Fairway Elementary School 2009-2010- School Grade C AYP:</p> <p>% Meeting High Standards in Reading: 64%</p> <p>% Meeting High Standards in Math: 63%</p> <p>% Meeting High Standards in Writing: 83%</p> <p>% Meeting High Standards in Science: 30%</p> <p>% Making Learning Gains in Reading: 59%</p> <p>% Making Learning Gains in Math: 57%</p> <p>% of Lowest 25% Making Learning Gains in Reading: 58%</p> <p>% of Lowest 25% Making Learning Gains in Math: 49%</p>
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## 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	Partnering new teachers with veteran staff.	Assistant Principal	Ongoing	
2	Advertisement of teacher vacancies and shortages are made via district's employment information website and teacher recruitment job fairs.	Principal	As advertised	
3	Regular meeting of new teachers with Principal through New Educator Support System(NESS).	Principal	As needed	
4	Weekly Team Meetings	Team Leaders Leadership Development Team	On-going	
5	Professional Learning Communities	Team Leaders Leadership Development Team	On-going	

## Non-Highly Effective Instructors

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

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

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

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	0.0%(0)	17.8%(8)	46.7%(21)	33.3%(15)	53.3%(24)	100.0%(45)	20.0%(9)	8.9%(4)	93.3%(42)

## 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
Deanna Allick	Makela Brinson	Ms. Brinson begins the 2012/13 school year as a 3rd grade teacher. Ms. Brinson has 5 years experience teaching in at Elementary School level. Mrs. Allick has been a 3rd grade teacher for 4 years and has served as a mentor to teachers needing experience with the Reading and Math curriculum	Lesson Planning Support. Classroom Visits with Feedback. Lead routines/class procedures. Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.
Ashley Golaub	Isibelle Datis	Ms. Datis begins the 2012/13 school year as a 3rd grade teacher. Ms. Datis has 3 years experience teaching at elementary school level. Mrs. Golaub has been a 3rd grade teacher for 2 years and has served as a mentor to teachers needing experience with the Reading and Math curriculum	Lesson Planning Support. Classroom Visits with Feedback. Lead routines/class procedures. Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.
Anastasia Haxton	Joelle Navia	Mrs. Navia begins the 2012/13 school year as a Head Start/VPK-3 teacher. Ms. Navia has 5 years experience teaching in elementary school level. Ms. Haxton has been a Kindergarten teacher for 5 years and has served as a mentor to teachers needing experience with the Reading and Math curriculum. Ms. Haxton is also the Kindergarten/Head	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Title I funds are utilized to provide classroom teachers at specific grade levels. Staff Development funds are used to provide training for teachers to improve the delivery of instruction. Additionally, Title I funds sponsor parent trainings throughout the year. The Mega skills program teaches encouraging ways to help the students become successful in academics and social situations. Title I has helped us increase the communication with our parents, by purchasing agendas that act as a daily communication tool between the home and school. Students are able to record their nightly homework assignments and there is additional space for teacher comments and parent responses. Also, with the Title I funds we are able to purchase materials (like library check out books) that the parents can use at home to help facilitate their child's academic progress. Monies are used to provide food, supplies and materials.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

N/A

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

- \* Saturday camps for Math/Science, Reading/Language Arts
- \* After school tutorial program.
- \* Before school writing program

#### Violence Prevention Programs

- Following Anti-bullying legislation with appropriate policies and procedures in place
- \* Silence Hurts district anti-bullying program
  - \* Character Education Program

#### Nutrition Programs

Commit To Be Fit Student Planners and Jump Rope for Heart

#### Housing Programs

N/A

#### Head Start

Salaries, instructional aides, materials, & supplies

#### Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school response to Instruction/Intervention Team consist of the Mrs. Engram-Mcknight, Principal; Mr. Nordstrom, Assistant Principal; Ms. Hicks, Guidance Counselor; Ms. Davila, ESE Specialist; Ms. Gardner, Reading Specialist; Mrs. Perry, Social Worker; Mrs. Austin-Cheatham, Family Counselor; Ms. Golovin, School Psychologist, Mrs. Gina Degirolmo, Speech Pathologist; and Team Leaders K-Ms. Haxton, 1-Ms. Milfort, 2-Ms. Adams, 3-Mr. McCormick, 4-Ms. Eutsey, 5-Ms. Williams, and Specials-Ms. S. Johnson.

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

The MTSS process consists of weekly team meetings in which teachers collaborate to brainstorm and implement interventions and strategies that will assist their struggling students. The purpose of these meetings is to discuss students progress, gather ample data, and discuss interventions that are being used with the students (prior to meeting with the MTSS Leadership Team). Meetings with the MTSS leadership team consist of assisting the teacher with analysis of the data and subsequent implementation of at least three intervention and/or strategies to assist the struggling students. The students progress is graphed to show growth and the student's probability of reaching grade level outcomes. The MTSS lead team meets weekly to discuss those students who continue to struggle despite the classroom teachers' interventions. The possibility of additional services is discussed

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?

\*Tier 1 data are routinely inspected in the areas of reading, math, writing, science, and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. \*These data are also used to screen for at risk students. Students at Tier 2 or Tier 3 are brought to the MTSS team for consideration on how to meet the students' needs.  
\*The role of the school-based MTSS leadership team is to discuss students and address the needs of all students. During monthly School Advisory Council (SAC) meetings the MTSS lead team will update the committee with curriculum data on those subgroups that continue to show low performances in content areas. Once the SAC committee writes the SIP goals for the school year, the MTSS leadership team determine the subgroups that did not meet AYP Tier 1 data, a and will target those subgroups with additional goals and objectives. Additional programs will be provided for those students who are not succeeding or progressing with current SIP goals and objectives. The MTSS team will then discuss with the School Advisory Council implementation of additional goals and objectives for the school's current SIP.

#### MTSS Implementation

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

The MTSS will utilize the school wide Baseline Data which includes the following:

- \* Florida Assessments for Instruction in Reading (FAIR) (Reading)
- \* Flickers
- \* Individual Reading Inventory Test (IRI) (Reading)
- \* Rigby (Reading)
- \* Fluency Assessments
- \* FileMaker Pro Database will be used to monitor our students at different tiers

- \* Mid/End of the year assessments (Reading and Math)
- \* District Benchmark Assessment Test (BAT)- (Reading, Mathematics & Science)
- \* Diagnostic Assessment for Reading (DAR)- (Reading)
- \* FCAT (Reading, Mathematics, Writing & Science)
- \* Writing monthly assessment and mid-year writing assessment
- \* Progress Monitoring: PMRN, Mini Assessment, FCAT Simulation
- \* Mid Year: FAIR, IRI, Benchmark Assessment Test (BAT) and Mini BAT Assessment Test
- \* End of Year: FCAT, FAIR, IRI, DAR, Mathematics End of Book Test Frequency of data days: twice a month for data analysis
- \* Go Math Mathematics Inventory Test (Big Ideas 1,2, and 3)
- \* Reading weekly/unit Assessments, Math chapter assessments, and student portfolios
- \* Behavior- school discipline database, Discipline Matrix. Tier 2 & 3 sources include progress-monitoring graphs for all individual students. Intervention records will be kept by the Response to Intervention team as another source, the team can use for data.

Describe the plan to train staff on MTSS.

Administration will appoint that the MTSS team, team leaders and staff members will receive initial training at the beginning of the school year. Professional development will be provided throughout the school year. Staff will be trained to disaggregate the data and will use articulation cards to record relevant student information. Staff will be trained in the FCIM (Florida continuous improvement Model) for professional development. Staff will be trained in Reading, Math and Science test specs. MTSS team will periodically evaluate professional development needs. Following scheduled formative assessments, the MTSS team will meet with individual grade levels to assist with analysis of data in order to ensure appropriateness of services and/or strategies. Also, teachers will discuss the MTSS process during their weekly team meetings with their appointed team leaders to discuss strategies and interventions to use in the classroom prior to meeting with MTSS leadership team.

Describe the plan to support MTSS.

Professional development will be ongoing in understanding and facilitating the process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school Literacy Leadership Team consist of Mrs. Engram-Mcknight, Principal; Mr. Nordstrom, Assistant Principal; Ms. Hicks, Guidance Counselor; Ms. Davila, ESE Specialist; Ms. Gardner, Reading Specialist; Mrs. Perry, Social Worker; Mrs. Austin-Cheatham, Family Counselor; Ms. Golovin, School Psychologist; Mrs. Gina Degirolmo, Speech Pathologist and Team Leaders K- Ms. Haxton, 1-Ms. Milfort, 2-Ms. Adams, 3-Mr. McCormick, 4-Ms. Eutsey, 5-Ms. Williams, and Specials-Ms. S. Johnson. It will also include other Individuals who are determined and motivated to meeting the goals and objectives of the SIP. Team information will be shared at faculty meetings and through emails. Major goals include creating a parent resource room, monthly meetings to discuss the Parental Involvement goals and objectives, and increasing school-wide AR participation

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

The LLT meets monthly to reflect and monitor the literacy at Fairway Elementary School. The team will discuss curricula, data analysis, and areas of concerns throughout the school year. The team will focus on identifying areas of concern, studying and planning a course of action to rectify the concern, implementing the action and lastly, reviewing the action for effectiveness. The team will utilize this data to make decisions regarding current and future implementation of programs, schedules and strategies identified for students. The LLT will act as a liaison between the community and the school. Additionally, the LLT will serve as a resource for the development of the School Improvement Plan. In addition, monthly team meetings will be held to discuss the effectiveness of the parental involvement plan. A parent survey will determine the effectiveness of the parent resource room and other goals on the parental involvement plan.

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

- Conducting mini-workshops throughout the year
- Forming study groups
- Visiting schools who have had success with similar concerns
- Utilizing coaching sessions
- Researching strategies to address the concern
- Providing materials, resources, assistance to address concerns
- Attending workshops/conferences on topic

- Data Chats
- Participating in Professional Development Learning Communities
- Collecting and analyzing additional data on subjects
- Modeling lessons in classrooms
- Analyzing and reviewing data
- \* Sharing and reporting data
- Provide incentives and awards for school Accelerated Reading program participation.

## 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.

Fairway Elementary provides HEAD START program, for students' ages 3-5 years old to transition to local elementary schools. HEAD START students and parents will be given an orientation to assist them with questions and concerns about the program. Scheduled home visits will be made to all participants in the HEAD START program as part of HEAD START program requirements.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	23% (83 students) of the students scored at a level 3 on the FCAT Reading Assessment. On the 2013 FCAT SSS Reading Assessment, 40% (144 students) will score a level 3. This is a standard increase of 17 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (83 students) of the students scored at a level 3 on the FCAT Reading Assessment	40% (144 students) of students will score at a level 3 on the 2013 FCAT Reading Assessment.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of grade appropriate reading skills and concepts.	Students will receive differentiated instruction in a print rich environment to foster proficiency in grade appropriate concepts and skills.	* Classroom Teacher	Data discussed in team meetings and disseminated through minutes to administration.	* Weekly comprehension assessments * STAR assessments * IRI * DAR * Istation * Bat 1 and 2
2	Student Motivation	Accelerated Reader Book- it	Media Specialist	Weekly review of student participation utilizing AR Reports.	AR Database
3	Lack of endurance reading long passages (stamina)	Classroom teachers will use timed activities with guided reading to build stamina.	* Reading Coach * Classroom Teacher * Administration	* Monthly Classroom Walk-throughs by leadership team - teachers focusing on monitoring strategy * Monthly data chats with leadership team focusing on effectiveness of strategy. * Progress-monitoring spreadsheets	* Mini Benchmarks Using Benchmark Assessment Test 1 to drive focus and instruction for Benchmark Assessment Test 2
4	Parental Involvement	* Parent Workshops * Parent-teacher conferences * Parent-link * Volunteer Drive * SAC * Title I Parent Seminars	* Volunteer Coordinator * Administration * Title I Coordinator	* Review of parent-sign logs * Monitoring of number of volunteer database * Parent Surveys	* Parent Surveys Sign Logs
5	Teacher lack of expertise in Implementation of Curriculum.	* Provide staff development in the reading curriculum. * Classroom walk-throughs Mentoring	* Reading Specialist * Administration	Observation with pre/post feedback.	* Classroom Walk-throughs Checklist
6	Lack of Data Disaggregation by teacher.	Provide staff with training on data disaggregation Data Chats	* Reading Specialist * Administration	Utilization of data in instructional differentiation.	* Classroom Walkthroughs * 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:		N/A			
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				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:		20% (73 students) of the students scored at a level 4 or above on the FCAT Reading Assessment. As a result, 30% (108) of 3rd- 5th grade students will score above proficiency on the FCAT SSS Reading Assessment in 2013.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20% (73 students) of the students scored at a level 4 or above on the 2012 FCAT Reading Assessment		30% (108 students) of the students will score a level 4 or above on the 2013 FCAT Reading Assessment.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation in reading	Promoting the use of the Accelerated Reading program and offer monthly incentives. Names of accomplished students are announced monthly on school news and prizes are awarded. Class points are also tallied. * Istation	* Reading coach * Literacy Leadership Team * Media Specialist * Administration	* Weekly Accelerated Reader reports * Monthly data chats teacher- student	* Monthly Accelerated Reader reports * Istation Weekly Reports
2	Integrating reading in daily activities.	* Quarterly classroom reading projects that includes technology and other resources that students will need in the real world * Monthly Classroom Walkthroughs by leadership team focusing on monitoring projects into the reading lesson plans.	* Reading coach * Administration	Monthly Classroom Walkthroughs by leadership team to see if the process outlines in the lesson plans are being implemented.	* Reading lesson plans * Project rubric
3	Students over think responses and are limited by time constraints.	Practice skills with time constraints in place.	Classroom Teacher	Monthly	Test practice materials

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	100% (2 students) of the students scored at a level 7 or above on the 2012 Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2 students) of the students scored at a level 7 or above on the 2012 Florida Alternative Assessment in Reading.	100% (2 students) of the students will score at a level 7 or above on the 2013 Florida Alternative Assessment in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Integrating reading in daily activities.	* Quarterly classroom reading projects that includes technology and other resources that students will need in the real world * Monthly Classroom Walkthroughs by leadership team focusing on monitoring projects into the reading lesson plans.	* Reading coach * Administration	* Monthly Classroom Walkthroughs by leadership team to see if the process outlines in the lesson plans are being implemented.	* Reading lesson plans * Project rubric

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	65.9%(164 students) of students made learning gains on the 2012 FCAT Reading Assessment. As a goal, 75% (270) will show learning gains on the 2013 administration of the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.9% (164 students) of students made learning gains on the 2012 FCAT Reading Assessment.	75% (270 students) of students will achieve learning gains on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Question, Answer, and Relationship knowledge.	* Use higher order questioning. * Group tutorial students based on ability. * Present QAR strategies	* Literacy Leadership Team * Reading Coach * Administration	* Attendance sheets * Monthly data chats- teacher- student focusing on skills achievement then teacher administration to review student data * Progress monitoring	* Mini Benchmark Assessments. BAT 1 & 2 * Pre/Post Test for Tutorials * Teacher made assessments * DAR, STAR, IRI, * Reading Series' Unit & Chapter Assessments
2	Home Learning	Teachers will utilize classroom incentives to motivate students to complete their home	* Reading Coach * Administration	Home learning logs	Home learning logs.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	50% (1 student) of the students made learning gains on the Florida Alternative Assessment in Reading. As a goal, 100% (1) will show learning gains on the 2013 administration of the Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 student) of the students made learning gains on the Florida Alternative Assessment in Reading.	100% (1 student) of the students will make learning gains on the Florida Alternative Assessment in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Question, Answer, and Relationship knowledge.	* Use higher order questioning. * Group tutorial students based on ability. * Present QAR strategies	* Literacy Leadership Team * Reading Coach * Administration	* Attendance sheets * Monthly data chats- teacher- student focusing on skills achievement then teacher administration to review student data * Progress monitoring	* Mini Benchmark Assessments. BAT 1 & 2 * Pre/Post Test for Tutorials * Teacher made assessments * DAR, STAR, IRI, * Reading series' unit & Chapter Assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	69.7% (48 students) of students in the Lowest 25% grouping made learning gains in reading. During the 2011/12, 80%(48) of the students in the lowest quartile will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.7% (48 students) of students in the Lowest 25% grouping made learning gains in reading.	80% (48 students) of students in the Lowest 25% grouping will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Teacher expertise in Data Disaggregation.	Provide staff with training on data disaggregation. Data Chats.	* Reading Specialist * Administration	Utilization of data in instructional differentiation.	* Classroom Walkthroughs * Lesson Plans
2	Implementation of Curriculum with fidelity and consistency.	Provide staff development in the reading curriculum. Classroom walkthroughs Mentoring.	*Reading Specialist *Administration	Observation with pre/post feedback	Classroom Walkthroughs Checklist
	Student's lack of basic reading skills (phonological awareness)	Differentiated instruction in established area of need. Intervention programs based on	* Reading Specialist * Administration	* Classroom walkthroughs * Data chats	* Teacher observation * Teacher made assessments

3	Struggling Reading Chart	* DAR, STAR, IRI, * Reading assessments * Intervention program assessments
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Based on the 2011/12 FCAT SSS reading assessment, Fairway did not meet AYP in all subgroups. Intensive interventions will be in place so that the number of students making adequate yearly progress will be increased.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 56.9% (185 Students) Hispanic: 64% (16 students) Asian: N/A American Indian: N/A	White: N/A Black: 70% (252 students) Hispanic: 75% ( students) Reading. Asian: N/A American Indian: 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	Vocabulary	* Implementation of Treasures Oral Vocabulary program * (K- 3) Exposure to vocabulary through various literary genres * Students (K-5) will actively engage in vocabulary building interactive word wall activities during centers.	* Administration * Reading Specialist	* Review lesson plans with Reading Specialist	* Mini-Assessments * Weekly Treasures Test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Based on the 2011/12 FCAT SSS Reading Assessment, Fairway Elementary will meet all AYP Proficiency with its English Language Learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.1% (27 students) of the ELL students achieved Adequate Yearly Progress in reading.	85% (30 students) of the ELL students will achieve Adequate Yearly Progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	* Implementation of Treasures Oral Vocabulary * (K-3) Exposure to vocabulary through various literary genres * Students (K-5) will actively engage in vocabulary building interactive word wall activities during centers	* Administration * Reading Specialist	Review lesson plans with Reading Specialist.	* Mini-Assessments * Weekly Treasures Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Fairway SWD students will receive instruction based on their IEPs and will be exposed to grade-level core curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.9% (32 students) of SWD students grouping made learning gains in reading.	90% (33 students) of SWD students grouping will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to demonstrate mastery of benchmarks, concepts, etc.	* Rewards and incentives to highlight those students who are showing progress in their reading achievement * Differentiated Instruction * Exposure to a print rich environment to facilitate growth in conceptual knowledge	* Literacy Leadership Team * Administration * ESE Specialist * Speech Pathologist	* The Literacy Leadership team will construct a plan to provide enrichment activities, games, and enjoyable reading activities. * The ESE department will use the DIAP model.	* BAT 1 & 2 * Diagnostic Assessment data * Weekly comprehension assessments * STAR assessments, IRI, DAR * Teacher observation & lesson plans * Classroom walkthroughs * I-station * Triumphs Intervention * Comprehension tests.
2	Transient Students	New students will be assessed to identify their strengths and weaknesses. The results will then be utilized to plan interventions to meet the student needs.	Reading Coach	Monthly review of baseline data, along with current student performance.	* Mini Benchmarks * Teacher Observations
3	Lack of Data Disaggregation by teacher.	Provide staff with training on data disaggregation Data Chats.	* Reading Specialist * Administration	Utilization of data in instructional differentiation.	* Classroom Walkthroughs * 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	88% (320 students) of Fairway's population receive free or reduced lunch. In an effort to improve their performance, Fairway will intensify instruction through small group instruction, intensive intervention and in continual monitoring through the MTSS process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60.6% (189 students) of the economically disadvantaged students achieved Adequate Yearly Progress in reading.	70% (224 students) of the economically disadvantaged students will achieve Adequate Yearly Progress in reading.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to demonstrate mastery of benchmarks, concepts, etc.	Rewards and incentives to highlight those students who are showing progress in their reading achievement.	* Literacy Leadership Team * Classroom Reading teachers	The Literacy Leadership team will construct a plan to provide enrichment activities, games, and enjoyable reading activities.	BAT 1 & 2
2	Specific areas of weakness in reading comprehension.	Free after school tutorial services.	* Administration * Lead Tutoring Teacher * MTSS Team	* Attendance sheets * Mini Benchmarks	BAT 1 & 2
3	Limited experience and background knowledge.	* Riverdeep * Istation, * AR * Star	* Administration * Classroom Teacher * Literacy Leadership Team * MTSS Team * Media Specialist	* Teacher Observation & Assessments * Classroom walkthroughs	* FAIR, * STAR, * Rigby Benchmark PM * Riverdeep

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
Instructional Focused Benchmark Aligned Center	K-5	Team Leaders	PLC School-Wide	Weekly meetings beginning in October 2012-2013	Classwork Workthroughs Lesson Plans	* Administration * Reading Coach * Literacy Leadership Team
Vocabulary Instruction	K-5	* Team Leaders * PLC Committee	Classroom Teachers	September 2012- June 2013	* Classroom Walk-throughs * Lesson Plans	* Administration * Literacy Leadership Team * Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Reading Comprehension	Materials Benchmark training kits Grade 3-5	Title 1	\$900.00
Literacy Professional Learning Community (PLC)	Literacy PLC Book: "Classrooms That Work, Where All Children Read and Write".	Title 1	\$800.00
Instructional Strategy	Book: "What Every Teacher Needs to Know About Reading".	Title 1	\$800.00
			Subtotal: \$2,500.00
<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
Dissemination of Data	Training tracking progress	Title 1	\$1,400.00
Dissemination of Data	District center training (ongoing throughout year)	Title 1	\$1,200.00
Comprehension	Staff develop literacy skills teacher stipend	Title 1	\$1,200.00
			Subtotal: \$3,800.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,300.00

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.		Fairway students will increase by 10% in each grade level to score proficient in listening and speaking.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Kindergarten: 21% First Grade: 70% Second Grade: 87% Third Grade: 35% Fourth Grade: 27% Fifth Grade: 45%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of personnel to maintain small groups of push-in/pull out due to budget cut.	Utilize special teachers, support staff, and resource teachers through out the school year to provide enrichment opportunities with students using district approved curriculum.	* ESOL Coordinator * Reading Coach * Administration	Data Chats	* Istation * Riverdeep * Teacher made Assessments



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

2. Students scoring proficient in reading.

CELLA Goal #2:

Fairway students will increase by 10% in each grade level to score proficient in reading.

2012 Current Percent of Students Proficient in reading:

Kindergarten: 0%  
 First Grade: 33%  
 Second Grade: 60%  
 Third Grade: 13%  
 Fourth Grade: 33%  
 Fifth Grade: 55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of personnel to maintain small groups of push-in/pull out due to budget cut.	Utilize special teachers, support staff, and resource teachers through out the school year.	* ESOL Coordinator * Reading Coach * Administration	Data Chats	* Istation * Riverdeep * Teacher made Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Fairway students will increase by 10% in each grade level to score proficient in writing.

2012 Current Percent of Students Proficient in writing:

Kindergarten: 0%  
 First Grade: 36%  
 Second Grade: 47%  
 Third Grade: 13%  
 Fourth Grade: 33%  
 Fifth Grade: 18%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of personnel to maintain small groups of push-in/pull out due to budget cut.	Utilize special teachers, support staff, and resource teachers through out the school year.	* ESOL Coordinator * Reading Coach * Administration	Data Chats	* Istation * Riverdeep * Teacher made Assessments

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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 CELLA Goals*

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	During the 2011/12 FCAT Mathematics SSS, 23.2% (83) of students in grades 3-5 scored a level 3 in mathematics. The goal for the 2012/2013 FCAT SSS in Mathematics is 40% (144 students) an increase of 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.2% (83 students) of the students scored at a level 3 on the 2012 FCAT Math Assessment	40% (144 students) of the students will score at a level 3 on the 2013 FCAT Math Assessment

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of grade appropriate reading skills and concepts.	Students will receive differentiated instruction in a print rich environment to foster proficiency in grade appropriate concepts and skills.	* Classroom Teacher	Data discussed in team meetings and disseminated through minutes to administration.	* Weekly comprehension assessments * STAR assessments * IRI * DAR * Istation * Bat 1 and 2
2	Lack of appropriate vocabulary to facilitate problem-solving and reasoning skills	* Expose students to print rich vocabulary including math word walls * Tutorial to address the math vocabulary needs will be implemented	* Team leaders, * Administration	Administration will conduct weekly Classroom Walk-throughs in math classrooms observing student notebooks and classroom math word walls	* Student Journals, * Teacher observations
3	Delivery of meaningful instruction to meet the needs of various learning styles	Through varying modalities, students will receive instructional strategies on mathematics practice strands. Student will use higher order thinking on the computer with Riverdeep, Destination Math and First in Math. Students will receive differentiated instruction including increased use of manipulatives	* Administration * Classroom Teacher	* Classroom walkthroughs by Administration	* Classroom walkthroughs * Lesson Plans * Go Math mini-assessments * Chapter assessments * Teacher observations
4	Minimal understanding of grade appropriate math skills and concepts	Students will use Go Math vocabulary power activities, student notebooks and word banks to show knowledge of math terms and vocabulary	* Team Leaders * Administration	* Administration will execute Classroom Walk-throughs observing student notebooks and classroom math word walls.	* Student Journals * Benchmark Assessments 1 & 2 * Evaluating classroom walk-throughs reports to show trends and patterns

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	18.2% (65 students) of the students scored at a level 4 & 5 on the 2012 FCAT Math Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
Mathematics Goal #2A: During the 2011/12 FCAT Mathematics SSS 18.2% (65) of the students in grades 3-5, 25% (96) achieved above proficiency in mathematics. By 2012/13, 30% (108) of 3rd-5th grade students will score a level 4 or 5 on the FCAT SSS Mathematics Assessment an increase of 12%.	By 2012/13, 30% (108) of 3rd- 5th grade students will score a level 4 or 5 on the FCAT SSS Mathematics Assessment an increase of 12%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints of standardized test create a challenge for students who may tend to over think the question.	Provide practice opportunities with time constraints.	Classroom Teacher * Administration	*Monthly Data Chats Reviews	Assessments
2	A need for exposure to higher order thinking enrichment.	Student will participate in math jeopardy, First in Math games, and Riverdeep.	*Administration * Classroom Teacher	*Observation with pre/post test feedback	*Classroom Walk-through Checklist
3	Students need additional kinesthetic opportunities to enhance their educational experiences.	Students will receive differentiated instructions and use math manipulatives	* Classroom Teacher	Weekly Review	Go Math Chapter Assessments * Teacher Assessments
4	Fast pace curriculum pacing chart does not allow for complete mastery of specific benchmark skills.	2A.4 *Small group re-teaching activities. * Math integration within other core curriculum.	Administration * Classroom Teacher * Reading Coach	* Weekly Review	*Go Math Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	100% (2 students) of the students scored at or above Level 7 in the 2012 Florida Alternative Assessment in Mathematics.
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Mathematics Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
During the 2011/12 FCAT Mathematics SSS 100% (2) of the students in grades 3-5, achieved above proficiency in mathematics. By 2012/13, 100% (1) of 3rd- 5th grade students will score a level 7 or above on the FAA.		100% (2 students) of the students will score at or above Level 7 in the 2013 Florida Alternative Assessment 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	Students need additional kinesthetic opportunities to enhance their educational experiences.	Students will receive differentiated instructions and use math manipulatives	Classroom Teachers * Administration	Weekly Review	Go Math Chapter Assessments * Teacher 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	58.8% (146 students) of students made learning gains on the 2012 FCAT Math Assessment. 65% (234 students) of students made learning gains on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58.8% (146) of the students showed learning gains in Math on the FCAT Math Test in 2011/12. The goal for 2012/13 is 65% (234) of the students in grades 3-5 will make learning gains in mathematics.	65% (234 students) of students made learning gains on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate vocabulary to facilitate problem-solving and reasoning skills.	** Expose students to print rich vocabulary including math word wall.  * Tutorial to address the math vocabulary needs will be implemented.	**Team leaders * Classroom Teachers * Administration	*Administration will use weekly Classroom Walkthroughs.	** Student Journals * Teacher observation
2	Delivery of meaningful instruction to meet the needs of various learning styles.	Through varying modalities, students will receive instructional strategies on mathematics practice strands. Students will use higher order thinking on the computer with Riverdeep, Destination Math and First in Math. Also, students will receive differentiated instructions including using manipulatives.	*Classroom Teachers * Administration	*Administration will conduct classroom walk-throughs to monitor.	* Classroom walk-throughs * Lesson Plans * Go Math Mini-Assessments * Chapter Assessments * Teacher Observations

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	50% (1 student) of the students made learning gains on the 2012 Florida Alternative Assessment in Mathematics.
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Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of the students showed learning gains in Math on the FAA in 2011/12. The goal for 2012/13 is 100% (1) of the students in grades 3-5 will make learning gains on the FAA in mathematics.	100% (1 student) of students will make learning gains on the 2013 Florida Alternative Assessment 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	Delivery of meaningful instruction to meet the needs of various learning styles.	Through varying modalities, students will receive instructional strategies on mathematics practice strands. Students will use higher order thinking on the computer with Riverdeep, Destination Math, First in Math). Also, students will receive differentiated instructions including using manipulatives.	* Classroom Teachers * Administration	Administration will do classroom walk-throughs to monitor.	* Classroom walkthroughs * Lesson Plans * Go Math Mini-Assessments * Chapter Assessments * Teacher Observations

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	68.3% (52 students) of students made learning gains on the 2012 FCAT Math Assessment
Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Mathematics Goal #4: Based on the 2011/12 FCAT SSS math assessment 68.3% (52) students in the lowest 25% are making learning gains in mathematics. The goal for 2012/13 will be 75% (46) of the students will make learning gains	75% (46 students) of students will make learning gains on the 2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite grade level foundational skills.	Implementing instruction to narrow the gap through small group interventions in Go Math Series, Riverdeep, and Soar to Success.	* Classroom Teacher * Administration	* Monthly Data Chats * Bi-weekly Classroom Walkthroughs by leadership team with the focus on small group instruction.	** Analysis of Benchmark Assessment Test 1 for Benchmark Assessment Test 2 focus * Progress monitoring graphs
2	Lack of appropriate vocabulary to facilitate problem-solving and reasoning skills.	* Expose students to print rich vocabulary including math word wall. * Tutorial to address the math vocabulary needs will be implemented.	* Team leaders * Classroom Teachers * Administration	Administration will use weekly Classroom Walkthroughs.	* Student Journals * Teacher observation

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 :						
Baseline data 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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	White: N/A Black: 59.1% (191). Hispanic: 60% (15) Asian: N/A American Indian: N/A White: N/A Black: 70% (236). Hispanic: N/A Asian: N/A American Indian: N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.1% (191) of Black students were proficient in Math on the 2011/12 FCAT Math Assessment. 60% (15) of Hispanic student were proficient in Math on the 2011/12 FCAT Math Assessment	White Black: 70% (236). Hispanic: N/A Asian: N/A American Indian: 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	Lack of appropriate vocabulary to facilitate problem-solving and reasoning skills.	* Expose students to print rich vocabulary including math word wall.  * Tutorial to address the math vocabulary needs will be implemented.	* Team leaders * Classroom Teachers * Administration * Math Professional Learning Community	Administration will use weekly Classroom Walk-throughs.	* Student Journals  * Teacher observation
2	Inadequate understanding of concepts	Students will use manipulatives for the exposure to concrete examples	Administration,	Classroom Walk Throughs by administration to include observations of teachers having students use hands on manipulatives	*Classroom Walk Throughs teacher-administration analyzing trends and patterns of our school. *Using Benchmark Assessment Test 1 to drive focus and instruction of Benchmark Assessment Test 2

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	77.1% (27 students)) of ELL students achieved Adequate Yearly Progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Mathematics Goal #5C: Based on the 2011/12 FCAT SSS math assessment 77.1% (27) of ELL students made AYP proficiency in mathematics.	80% (30 students)) of ELL students achieved Adequate Yearly Progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Delivery of meaningful instruction to meet the needs of various learning	Through varying modalities, students will receive instructional strategies on mathematics practice strands. Students will use higher order thinking on the computer with Riverdeep, Destination Math and First in Math. Also, students will receive differentiated instructions including using manipulatives.	* Classroom Teachers * Administration	Administration will conduct classroom walk-throughs to monitor.	Classroom walkthroughs * Lesson Plans * Go Math Mini-Assessments * Chapter Assessments * Teacher Observations
2	Lack of prerequisite grade level foundational skills.	Implementing instruction to narrow the gap through small group interventions in Go Math Series, Riverdeep, and Soar to Success.	* Classroom Teacher * Administration	Monthly Data Chats * Bi-weekly Classroom Walkthroughs by leadership team with the focus on small group instruction.	Analysis of Benchmark Assessment Test 1 for Benchmark Assessment Test 2 focus * Progress monitoring graphs
3					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	88.9% (32 students) of students with disabilities made Adequate Yearly Progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Mathematics Goal #5D: Based on the 2011/12 FCAT math assessment, 88.9%(32) of the SWD students make AYP proficiency in mathematics.	91% (33 students) of students with disabilities made Adequate Yearly Progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite grade level foundational skills.	* Implementing instruction to narrow the gap through interventions in Go Math, Riverdeep, First in Math, and Soar to Success; using individualized/specific strategies based on deficiency.	** Classroom Teacher * Administration	** Monthly Data Chats * Bi-weekly Classroom Walkthroughs by leadership team with the focus on small group instruction.	* Analysis of Benchmark Assessment Test 1 for Benchmark Assessment Test 2 focus * Progress monitoring graphs
2					



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	60.6% (188 students) of economically disadvantaged students were proficient in Math for the 2012 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011/12 FCAT SSS math assessment 60.6% (188) of Free and Reduced Lunch students made Annual Yearly Progress proficiency in mathematics.	70% (207 students) of economically disadvantaged students will be proficient in Math for the 2013 FCAT test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack resources needed to support learning and retaining math skills	Free tutorial services	*Administration, *Response to Intervention team, *Lead tutor * Reading coach	*Attendance sheets, *monthly data chats student- teacher and teacher- administration	Using Benchmark Assessment Test 1 to drive and focus instruction for Benchmark Assessment Test 2
2	Inadequate understanding of concepts	Students will use manipulatives for the exposure to concrete examples	Administration,	Classroom Walk Throughs to conduct observations of teachers guiding students in the use of manipulatives	*Classroom Walk Through - Analysis of trends and patterns Using Benchmark Assessment Test 1 to drive and focus instruction for Benchmark Assessment Test 2.

*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
Common Core State Standards in Mathematics K-5	K-5	Assistant Principal  Reading Coach	School Wide	Sept. 2012-June 2013	* Classroom Walkthroughs, * Instructional Focus Calendars * Progress monitoring through monthly data chats with teachers and administration	*Administration *Reading Coach *Math Department teachers * MTSS team
Go Math K-5	K-5	Reading Coach	School Wide	Sept. 2012-June 2013	* Classroom Walkthroughs, * Instructional Focus Calendars * Progress monitoring reports * Monthly data chats with teachers and administration	Administration Team MTSS team

Math Professional Learning Community	K-5	* Classroom Teacher * Reading Coach	School Wide	Sept. 2012- June 2013	* * Classroom Walkthroughs, * Instructional Focus Calendars * Progress monitoring reports * Monthly data chats with teachers and administration *	* Administration * MTSS team * Math department teachers
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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
Math Professional Learning Community	Math PLC to enrich math skills	Title 1	\$4,000.00
Go Math Training	Substitutes	Title 1	\$1,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
District Training-ongoing	Substitutes for Teachers on TDAs	Title 1	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$6,200.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	28.8% (40 students) of the students achieved a level 3 on administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Science Goal #1A: 28.8%(40) of the students in 5th grade achieved 3 in science proficiency in S. The goal for 2012- 2013, 45% (50) of the students in 5th grade will score a level 3 in Science.	45% (50 students) will achieve a level 3 on the 2013 administration of the FCAT.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of grade appropriate reading skills and concepts.	Students will receive differentiated instruction in a print rich environment to foster proficiency in grade appropriate concepts and skills.	* Classroom Teacher	Data discussed in team meetings and disseminated through minutes to administration.	* Weekly comprehension assessments * STAR assessments * IRI * DAR * Istation * Bat 1 and 2
2	1.1. Students come in with limited science vocabulary skills.	* Science activities that's incorporated in reading centers. * Students will engage in using science word wall for journal writing.	** Classroom Teacher * Administration	** Classroom Walk-throughs * Teacher observations and assessments * Analyze data to identify areas of need/mastery	* FCAT Explorer * Science Fusion Test * Bat 2 * Lab Journals
3	1A.2. Limited amount of background knowledge of content area.	1A.2. * The teacher will review prerequisite skills the 1st week of school. * K-4 teachers will participate in Science workshops. * Teachers will use Instructional Focus Calendars, BEEP Lessons, Hands-On Science Kits, and Florida Science Fusion effectively	* Classroom Teachers * Administration	* Administration will review the implementation of Science IFCs. * Teacher observations * Classroom walkthroughs	* 5th grade Science Assessment * FCAT 2.0 * FCAT Explorer * Lab Journals (K-5) * Science Fair Project Rubric * Bat 2
4	1A.3. Students lack the knowledge of the Scientific Thinking Process.	1A.3. * Fourth through Fifth grade will complete individual Science Fair projects. * Kindergarten through Third grade will complete science fair projects by class. * Science Fair will be held in January. This will give students real life experience with the Scientific Thinking Process.	1A.3. * Classroom Teacher * Science Professional Learning Community (PLC)	* Once a year	* Science Fair Project Rubric

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	2.9% (4 students) of students achieved a level 4 or higher on the administration of the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2.9% (4) of students in 5th grade achieved above proficiency on the 2011- 2012 administration of the FCAT Science Test. By June 2013, 7.3% (15) of 5th grade students will score a level 4 or 5 on the FCAT Science Assessment.	.3% (15 students) of students will achieve a level 4 or higher on the 2013 administration of the FCAT Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Use of Hands on lab activities	Lab activity for conclusion of each benchmark * Lab reports * Follow Science Instructional Focus Calendars * Beep Lessons * Science Lab * Science note book	Classroom Teacher * Administration	Weekly Classroom Walkthroughs * Informal observations focusing monitoring science Instructional * Focus Calendar implementation, trends and patterns. * Data chats- with administrations and teachers.	* Student projects * Student lab reports * Science mini benchmarks based on Instructional Focus Calendar's
2	Time constraints on standardized test pose a challenge due to over analyzing.	* Students will practice standardized test taking skills under comparable constraints.	* Classroom Teacher	Monthly	* * Classroom Assessments * Bat * Benchmark Assessments * Data Chats

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	2012 Current Level of Performance: * 100% (1 student) achieved a level 7 or higher on the Florida Alternative Assessment in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Science Goal #2B: 100% (1) student achieved a level 7 or higher on the 2012 Florida Alternative Assessment in Science. By June 2013, 100% (2) students will score a 7 or higher on the Florida Alternative Assessment in Science	100% (2) students will achieve a level 7 or higher on the Florida Alternative Assessment in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Time constraints on standardized test pose a challenge due to over analyzing.	Students will practice standardized test taking skills under comparable constraints.	* Classroom Teacher	* Monthly	* Classroom Assessments * Bat * Benchmark Assessments * Data Chats

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
Science Bowl	5	Science Teacher	* 5th grade Science teachers, * Science Professional Learning Community	Sept. 2012- June 2013 with quarterly competitions	* Classroom Walkthroughs * Professional Learning Community Minutes/ Attendance Roster	* Science Teacher * Department Science Teacher * Science Professional Learning community chairperson
Instructional Focus Calendar for K-5	School wide	Science Professional Learning Community Chair person	* Science department teachers, * Science Professional Learning Community, Reading Coach	September 2012- June 2013	* Classroom Walkthroughs * Science Test * Professional Learning Community minutes	* Science Professional Learning Community chairperson * Administration Science Department teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enrichment	Description of Resources	Funding Source	\$0.00
Enrichment	Hands on Science	Instructional Materials	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	FCAT Science Dailies	Instructional Materials	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science PLC	Teacher Stipend	Title 1	\$4,000.00
Instructional Focus	Substitutes	Title 1	\$1,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fair	Materials	Title 1	\$100.00
Science Fair	Teacher Stipend	Title 1	\$200.00
			Subtotal: \$300.00

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Based on the 2012 FCAT SSS Writing assessment, 75.7% (78) of the fourth grade students made 4.0 in writing. The goal for 2013 will be 90% an increase of 15% percentile points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75.7% (78 students) of students scored at a level 4.0 or higher.	90% (123 students) will score at a level 4.0 or higher.

### 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 demonstrate a limited amount of vocabulary skills to effectively produce grade level expository and narrative writing samples.	<ul style="list-style-type: none"> <li>* Teachers K-3 will provide students with daily exposure to Treasures vocabulary.</li> <li>* Teachers (4-5) will consistently increase contextual vocabulary knowledge through weekly novel study.</li> <li>* Implement word banks through content areas.</li> </ul>	<ul style="list-style-type: none"> <li>* Classroom Teachers</li> <li>* Reading Coach</li> <li>* Administration</li> </ul>	<ul style="list-style-type: none"> <li>* Classroom Walk-throughs</li> <li>* Lesson plan monitoring</li> </ul>	<ul style="list-style-type: none"> <li>* Teacher Observation</li> <li>* Teacher created assessments</li> <li>* Writing Samples and Rubric</li> </ul>
2	Lack of knowledge of the Writing traits.	<ul style="list-style-type: none"> <li>* Classroom teacher will utilize BEEP lesson plans for Writing Workshop.</li> <li>* Small groups</li> <li>* Timed writing</li> <li>* Writing cafe</li> <li>* Using ESOL Strategies such as charts, KWL list, story maps, time lines and Venn Diagrams</li> </ul>	<ul style="list-style-type: none"> <li>* Classroom Teacher</li> <li>* Reading Specialist</li> <li>* Administration</li> </ul>	<ul style="list-style-type: none"> <li>* Student Conferences</li> <li>* Writing samples</li> <li>* Student Journals/Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>* Writing samples</li> <li>Baseline Data</li> <li>* Writing prompts (Sept./Nov.)</li> <li>* Data results from monthly writing samples.</li> </ul>

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:	Based on the 2012 Florida Alternative Assessment, 100% (1) fourth grade student made a 4.0. on the FAA writing. The goal for 2013 will be 100% (1 student) will score a level 4.0 or higher on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 student) of students will score at a level 4.0 or higher.	100% (1 student) will score at a level 4.0 or higher on the 2013 Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Delivering meaningful instruction to meet the needs of various learning styles.	Through varying modalities, students will receive differentiated instructional strategies on writing practice strands. Also, be exposed to print rich environment, and become proficient in grade appropriate concepts and skills.	* Classroom Teacher * Reading Coach * Administration	Weekly	* Writing Samples * Teacher Observations

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Cafe	Fourth Grade	Fourth Grade Teachers	Fourth Grade Teachers	October 2012 - February 2013	* Classroom Walkthroughs * Student Notebooks * Writing Samples	* Science Teacher * Department Science Teacher * Science Professional Community
Instructional Focus Calendar for K-5	K-5	District Trainer	All Classroom Teachers	June 2012-June 2013	* Classroom Walk-throughs * Monitoring of Beep Writing lesson planning * Writing Samples	* Science Professional Learning Community * Administration

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
Writing Training	Teacher Stipend	Title 1	\$178.00
			Subtotal: \$178.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate for the 2011/12 school year was 95.3%. This school year, Fairway Elementary School will increase its goal to 98% of students in attendance on a daily basis, a 3% increase in percentile points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-12 school year was 95.3% (741 students)	The expected attendance rate for the school year 2012-13 is 98 % (665 students).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-12 school year, 98 students had excessive absences.	For the 2012-13 school year, the number of students with excessive absences will decrease by 20% (19 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-12 school year, 212 students had excessive tardies.	During the 2011-12 school year, the number of students with excessive tardies will decrease by 20 % (41 students).

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Incorrect home school (boundaries)	Frequently updating of students' home address.	* Data Processor * Principal * Assistant Principal * Guidance Department	Bi-weekly Monitoring of Attendance Reports	DATA Warehouse Attendance Report
2	Consistent tardies by many of the student population.	* Classroom incentives & rewards for improved tardiness * Teacher will contact parents regarding to many excessive tardies.	* Classroom Teachers * Assistant Principal * Principal	Daily Monitoring of Attendance Report	* Pinnacle * Terms * BASIS 2.0
3	Parental Cooperation	* Increase awareness between attendance and student achievement * Conference with parents regarding attendance as needed * Motivate students to arrive on time through classroom activities/participation	* Classroom Teacher * Assistant Principal * Guidance Counselor	Daily and monthly	* Pinnacle * Terms * BASIS 2.0



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
Training: BTIP, Tardies, Absences, and Pinnacle	K-5	Assistant Principal	School-Wide	August 2012	Being monitored by the Assistant Principal	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2011-2012 academic school year, Fairway Elementary had 14 suspensions. For the 2012-2013 school year, Fairway plans to decrease its suspension rate by 10% a total of 1.4 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011/12 school year, Fairway Elementary had 8 in-school suspensions.	In school suspensions will decrease by 20% (1.4 students) during the 2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

During the 2011/12 school year, Fairway Elementary had 8 in-school suspensions.	In school suspensions will decrease by 20 % (1.4 students) during the 2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011/2012 school year, 6 Out-Of-School Suspensions occurred.	Out-of-school suspensions will decrease by 40 % (2.4 students) during the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011/2012 school year, 6 Out-Of-School Suspensions occurred.	Out-of-school suspensions will decrease by 40 % (2.4 students) during the 2013 school year.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Frequent offenses	Discipline plan intervention, referrals, classroom management intervention	Assistant Principal, Principal,	Assistant Principal will keep a count of the number of referrals submitted by teacher	Discipline Matrix, referral count
2	Classroom management	* Discipline plan committee to oversee possible interventions and management school wide.	* Administration * Professional Learning Community School Wide	* Student referral report * Classroom Walkthroughs	Discipline matrix
3	Disruptive behavior on the bus to and from school.	* Student expectations will be clearly discussed with the students. * Effective communication between the bus driver and school administration.	Assistant Principal	Daily and Weekly reports from the bus driver.	Terms Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline	K-5	Assistant Principal	School-Wide	Monthly beginning in September 2012- June 2013	PLC minutes, referral count	* Principal * Assistant Principal
Champs Training	K-5	Assistant Principal	School-Wide	September - October	CWT, Monitoring	Assistant Principal
Referral process	K-5	Assistant Principal	School-Wide	Quarterly	PLC minutes and faculty meeting minutes	* Principal * Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Classroom Management	Training Professional Books	Title 1	\$600.00
Classroom Management	Books: "School Leadership That Works & MTSS Research Design"	Title 1	\$1,000.00
			Subtotal: \$1,600.00
<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
Classroom Management	Substitutes	Title 1	\$1,200.00
			Subtotal: \$1,200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management	Bullying Videos	Title 1	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$3,300.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Fairway believes that active parental involvement is essential to our students educational and social development. Through a variety of activities we encourage our parents to be a part of their child's world at school. We provide trainings opportunities, book fairs, Science fairs, PTA meetings, SAC meetings..
2012 Current Level of Parent Involvement:  About 10- 15% of our parents attend school activities.	2013 Expected Level of Parent Involvement:  We anticipate that with the plans in place for 2013, Fairway will increase its parental involvement by 20%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation	PTA membership drive	* PTA council * Parent Involvement * PLC	* PTA members roster attendance record * PTA minutes	* Parent survey * PTA membership cards
2	Time constraints and scheduling for working parents that is unable to assist within the school hours.	* Scheduling events at different locations. * Flexible times for PTA/SAC Meeting and school events. * Teachers are encouraged to provide opportunities for parents to participate during schools hours and after school hours	Administration	As needed based on activities	* Surveys * Sign-in Sheets

		programs by providing ample notification of upcoming events.			
3	Socio-Economic Changes	Seek additional community partnerships to provide assistance.	* SAC Chair * Parent Volunteer Coordinator * Partnership Liaison * Administration	As needed based on activities	* Increase in family participation in school activities * Number of registered volunteers * Community Partnership Data

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mega Skills	Materials	Title 1	\$200.00
Parent Resource Center	Book: Home and School Relations, Parent's Guide to Development Delay, Parent and Teachers working together	Title 1	\$500.00
Paired reading Training	Paired Reading Kit for Grades 3-5 "Help your Child Learn to Read"	Title 1	\$300.00
Reading to your child	Material: Dr. Seuss's Books	Title 1	\$200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Virtual Counselor/Compass Odyssey	Teacher Stipend	Title 1	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration	Title 1	\$240.00
			Subtotal: \$240.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mega Skills	Teacher Stipend	Title 1	\$200.00
Paired Reading Training	Teacher Stipend	Title 1	\$200.00
Parent University Literacy	Paraprofessional for childcare	Title 1	\$300.00
Parent University Literacy Training	Refreshments	Title 1	\$1,335.00
			Subtotal: \$2,035.00
			Grand Total: \$3,975.00

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

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

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

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

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

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

## STEM Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension	Materials Benchmark training kits Grade 3-5	Title 1	\$900.00
Reading	Literacy Professional Learning Community (PLC)	Literacy PLC Book: "Classrooms That Work, Where All Children Read and Write".	Title 1	\$800.00
Reading	Instructional Strategy	Book: "What Every Teacher Needs to Know About Reading".	Title 1	\$800.00
Science	Enrichment	Description of Resources	Funding Source	\$0.00
Science	Enrichment	Hands on Science	Instructional Materials	\$0.00
Suspension	Classroom Management	Training Professional Books	Title 1	\$600.00
Suspension	Classroom Management	Books: "School Leadership That Works & MTSS Research Design"	Title 1	\$1,000.00
Parent Involvement	Mega Skills	Materials	Title 1	\$200.00
Parent Involvement	Parent Resource Center	Book: Home and School Relations, Parent's Guide to Development Delay, Parent and Teachers working together	Title 1	\$500.00
Parent Involvement	Paired reading Training	Paired Reading Kit for Grades 3-5 "Help your Child Learn to Read"	Title 1	\$300.00
Parent Involvement	Reading to your child	Material: Dr. Seuss's Books	Title 1	\$200.00
				Subtotal: \$5,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science		FCAT Science Dailies	Instructional Materials	\$0.00
Parent Involvement	Virtual Counselor/Compass Odyssey	Teacher Stipend	Title 1	\$500.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Dissemination of Data	Training tracking progress	Title 1	\$1,400.00
Reading	Dissemination of Data	District center training (ongoing throughout year)	Title 1	\$1,200.00
Reading	Comprehension	Staff develop literacy skills teacher stipend	Title 1	\$1,200.00
Mathematics	Math Professional Learning Community	Math PLC to enrich math skills	Title 1	\$4,000.00
Mathematics	Go Math Training	Substitutes	Title 1	\$1,000.00
Science	Science PLC	Teacher Stipend	Title 1	\$4,000.00
Science	Instructional Focus	Substitutes	Title 1	\$1,000.00
Writing	Writing Training	Teacher Stipend	Title 1	\$178.00
Suspension	Classroom Management	Substitutes	Title 1	\$1,200.00
Parent Involvement	Annual Parent Seminar	Registration	Title 1	\$240.00
				Subtotal: \$15,418.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount



Mathematics	District Training-ongoing	Substitutes for Teachers on TDAs	Title 1	\$1,200.00
Science	Science Fair	Materials	Title 1	\$100.00
Science	Science Fair	Teacher Stipend	Title 1	\$200.00
Suspension	Classroom Management	Bullying Videos	Title 1	\$500.00
Parent Involvement	Mega Skills	Teacher Stipend	Title 1	\$200.00
Parent Involvement	Paired Reading Training	Teacher Stipend	Title 1	\$200.00
Parent Involvement	Parent University Literacy	Paraprofessional for childcare	Title 1	\$300.00
Parent Involvement	Parent University Literacy Training	Refreshments	Title 1	\$1,335.00
				Subtotal: \$4,035.00
				Grand Total: \$25,253.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/24/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

1. Monthly meetings will be held in compliance with meeting the goals and objectives of the school improvement plan.
2. School Advisory Council will be working with the school's Professional Learning Communities to assist with the monitoring of goals and objectives of the school improvement plan.
3. School Advisory Council will be working in conjunction with the PTA council to hold joint meetings.
4. School Advisory Council will be responsible for monitoring and implementing the goals and objectives of the parental involvement plan.
5. The committee will discuss the implementation of Common Core State Standards for reading and math.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District FAIRWAY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	59%	76%	31%	227	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	64%	58%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	64% (YES)			125	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					474	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District FAIRWAY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	83%	30%	240	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	59%	57%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	49% (NO)			107	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					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested