

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: FOREST HILLS ELEMENTARY SCHOOL

District Name: Broward

Principal: Barbara Rothman

SAC Chair: Summer Escruceria

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Grade B Reading Mastery 56% Math Mastery 56% Science Mastery 48% Writing Mastery 78% at 3.0 and above Reading Gains in Reading 74% Reading Gains in Math 74%. Reading Gains for the lowest 25th percentile 75% Math Gains for the lowest 25th percentile is 49% as per FCAT 2.0 Spring 2012 administration 2010-2011 Grade B Reading Mastery: 75%, Learning Gains 61%, Lowest 25% Gains 41%, Math Mastery: 84%, Learning Gains: 68%, Lowest 25% Gains: 66% Science: 67% met mastery. Writing: 87% met mastery. AYP was not met in the area of reading-Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities AYP was not met in the area of math-Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students

Principal	Barbara Rothman	Ed.S. – Educational Leadership, Nova Southeastern University MS – Reading, Florida International University BS – Elementary Education, Florida International University Certifications: Principal K-12 Educational Leadership K-12 Reading K-12 Elementary Education 1-6 Primary Education K-3	2	10	<p>with Disabilities</p> <p>2009-2010 Grade B Reading Mastery: 81%, Learning Gains: 67%; Lowest 25% Gains: 48% Gains Math Mastery: 84%, Learning Gains: 75%; Lowest 25% Gains: 63%. Writing: 90% met mastery. Science: 69% met mastery. A.Y.P. was not met in the area reading – Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. A.Y.P. was not met in the area of math-Black, Economically Disadvantaged, and Students with Disabilities.</p> <p>2008-2009 Grade A. Reading Mastery: 61%, Learning Gains: 61%; Lowest 25% Gains: 57%. Math Mastery: 67%, Learning Gains: 74%; Lowest 25% Gains: 83%. Writing: 87% met mastery. Science: 38% met mastery. A.Y.P. was not met in the area reading and in the area of math. The Hispanic subgroup did meet criteria in math.</p> <p>2007-2008 Grade A. Reading Mastery: 65 %, Learning Gains: 69%; Lowest 25% Gains: 74%. Math Mastery: 69 %, Learning Gains: 78%; Lowest 25% Gains: 83%. Writing: 95% met mastery. Science: 29% met mastery. A.Y.P. was not met. All subgroups met criteria in the area of reading. All subgroups met criteria in the area of math except for English Language Learners.</p> <p>2006-2007 Grade A. Reading Mastery: 48%, Learning Gains: 77%; Lowest 25% Gains: 78% Math Mastery: 66%, Learning Gains: 65%; Lowest 25% Gains: 75% All subgroups met AYP in the area of math. Writing: 86% met mastery. Science: 33% met mastery. A.Y.P. was not met. In the area of reading, the White subgroup met criteria. Black, Hispanic, Economically Disadvantaged, and ELL did not meet A.Y.P. criteria. In the area of math, all subgroups met criteria for A.Y.P.</p> <p>2005-2006 Grade B. Reading Mastery: 58%, Learning Gains: 61%; Lowest 25% Gains: 59% Math Mastery: 59%, Learning Gains: 64%; Lowest 25% Gains: no information available % Writing: 79% met mastery. Science: no information available. A.Y.P. was provisional. In the area of reading, all subgroups met criteria. In the area of math, Hispanic, Economically Disadvantaged, and ELL met criteria. The Black subgroup did not meet criteria in math.</p> <p>2004-2005 Grade B. Reading Mastery: 57%, Learning Gains: 70%; Lowest 25% Gains: 63% Math Mastery: 61%, Learning Gains: 80%; Lowest 25% Gains: no information available. Writing: 62% met mastery. Science: no information available. A.Y.P. was provisional. In the area of reading, all subgroups met criteria. In the area of math, all subgroups met criteria.</p> <p>2003-2004 Grade C. Reading Mastery: 49%, Learning Gains: 67%; Lowest 25% Gains: 43% Math Mastery: 52%, Learning Gains: 69%; Lowest 25% Gains: no information available. Writing: 86% met mastery. Science: no information available. A.Y.P. was met in the area of reading and math for all subgroups.</p> <p>2002-2003 Grade B. Reading Mastery: 42%, Learning Gains: 64%; Lowest 25% Gains: 56% Math Mastery: 56%, Learning Gains: 74%; Lowest 25% Gains: no information available. Writing: 78% met mastery. Science: no information available. A.Y.P. was not met. In the area of reading, White, Black, Hispanic, and Economically Disadvantaged subgroups met criteria. ELL and SWD did not meet criteria in the area of reading. In the area of math, White,</p>
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					Black, Hispanic, Economically Disadvantaged, and ELL met criteria. SWD subgroup did not meet criteria in math.
Assis Principal	Marie Dominique Price-Dumervil	BS- Adelphi University Elemenatry Education Grades 1-6. Minors in French, Multicultural studies, Fine Arts, and Health MS- Barry University Masters of Education with a specialization in Montessori Education. Educational Specialist Ed.S- Nova Southeastern University- Educational Leadership K-12 ESOL Endorsement	3	7	<p>Forest Hills Elementary School 2011-2012 Grade B Reading Mastery 56% Math Mastery 56% Science Mastery 48% Writing Mastery 78% at 3.0 and above Reading Gains in Reading 74% Reading Gains in Math 74%. Reading Gains for the lowest 25th percentile 75% Math Gains for the lowest 25th percentile is 49% as per FCAT 2.0 Spring 2012 administration</p> <p>Forest Hills Elementary School 2010-2011-Grade A- 79% in reading 78% in math, 85% in writing, 51% in science. Did not make AYP in reading subgroups of Black and ELL. Did not make AYP in math subgroups of Total, Black, Hispanic, Economically Disadvantaged and SWD.</p> <p>2009-2010 Grade A- Reading 58%, Math 69%, writing 89%, and science 52% Did not make AYP in black, ELL and economically reading and math. SWD did not make AYP in math. Assistant Principal at Pompano Beach Elementary School 2008-2009 Grade A- Reading 64%, Math 75%, writing 90%, science 41%. Black and SWD did not make AYP in Reading. ELL did not make AYP in math.</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)
Reading	Ellen Klein	Bachelors of Science in Social Work Masters Degree in Elementary Education Certified in: Elementary Education 1-6, Pre-K to Age 3, ESOL Endorsement, Reading Endorsement K-12	4	9	<p>2011-2012 Grade B- Forest Hills Elementary Reading Mastery 56% Reading Gains 74% and Reading Gains from the lowest 25th percentile is 75% as per FCAT 2.0 Spring 2012 administration.</p> <p>2010-11 Forest Hills- A grade 79% in reading. Did not make AYP in reading subgroups of Black and ELL.</p> <p>Forest Hills Elementary 2009-10 Grade: A 74% proficient in reading. Did not make AYP in reading subgroups of Black, Hispanic, Economically Disadvantaged, and Students with Disabilities. SWD did not make AYP in math.</p> <p>Fairway Elementary School 2006-07 Grade: C 61% proficient in reading. 2007-08 Grade: C 59% proficient in reading. Tedder Elementary School-2007-08 Grade: B 65% proficient in reading. 2008-09 Grade: A 68% proficient in reading.</p> <p>Cypress Elementary School- 2007-08 Grade: A 70% proficient in reading. 2008-09 Grade A 65% proficient in reading.</p>

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. The school's student teacher coordinator will coordinate			

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
Jackie Rubin	Kathy Usiak Corrie Claussen	The mentor is the ESE Specialist and ESE Team Leader. She will be able to provide guidance throughout the school year, orient teachers regarding processes/procedures, and assist in ensuring a quality ESE program for students.	The group meets during planning time. The mentor will be able to answer questions and provide guidance on a regular basis. The group also meets regularly to discuss student progress information and curriculum.
Sharon Shavin	Aida Clark Mary Ann Sforza Shirley Davidson	The mentor is the team leader. The three mentees are new to the grade level. Aida Clark is an experienced third grade teacher; however, this is her first year at the school.	The group will meet weekly during grade level team meetings to plan curricular activities. The mentor will guide the group in order to keep the instructional focus and will be able to act as a resource when questions arise.
Linda Toemmes	Stephanie Kania	The mentee is a beginning teacher who began last school year. The mentor was her coach last school year and will continue.	The mentor will meet weekly with the mentee to act as a resource and provide guidance with concerns that arise. The mentee will also attend grade level team meetings to assist in planning curricular activities and maintain the necessary instructional focus.
Cara Aiello	Mindy Lofgren	The mentee is an experienced teacher; however, she is new to the school. The mentor is an experienced support staff member that can provide necessary guidance.	The mentor and mentee will meet on a regular basis to discuss topics such as school processes/procedures. The mentor will act as a resource and guide.
Ellen Klein	Joan Blanco Randi Marks	The mentees are new to the grade level. The mentor is the reading coach that is knowledgeable with second grade curriculum and common core.	The mentor and mentees will meet regularly. The mentor will act as a resource and guide the mentees to ensure the needed instructional rigor. The mentor will also make classroom visits and provide necessary coaching, modeling, and training on needed topics such as the administration of grade-level specific diagnostics and instructional delivery of curriculum.
		The mentee is an	

Lydia Pizzirusso	Hetty Davis	experienced teacher; however, she is new to the grade level. The mentor is the team leader for kindergarten who is knowledgeable with the curriculum and common core.	The mentor will meet weekly with the mentee to act as a resource and provide guidance with concerns that arise. The mentee will also attend grade level team meetings to assist in planning curricular activities and maintain the necessary instructional focus.
Jane Newman/Linda Bennis	Anamarie Pesce	The mentee is an experienced teacher; however, she is new to the grade level. The mentors are experienced Specialized PreK teachers who are knowledgeable in the content.	The mentor will meet weekly with the mentee to act as a resource and provide guidance with concerns that arise. The mentee will also attend grade level team meetings to assist in planning curricular activities and maintain the necessary instructional focus.
Summer Escruceria	Kelly Boulger Anna Matusik	The mentees are experienced teachers; however, both are new to the grade level. One is new to the school as well. The mentor is the team leader who is knowledgeable with the curriculum and school processes.	The group will meet weekly during grade level team meetings to plan curricular activities. The mentor will guide the group in order to keep the instructional focus and will be able to act as a resource when questions arise.

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 Liaison along with the principal monitors program compliance to ensure that federal guidelines are followed. Funds are utilized for necessary professional development training that in turn assist student achievement. Funds are used, for example, to provide teachers with release time to participate in necessary training. Funds are also used for parental involvement. Because communication between the home and school are important, necessary parental communication planners are provided to parents. Bi-lingual staff is also provided for parent educational workshops.

Title I, Part C- Migrant

At this time we do not have any students identified as migrant students.

Title I, Part D

N/A

Title II

Teachers participate in district training including training in Common Core Standards. Upon return from workshops, teachers share information with faculty in order to maximize benefits of the trainings.

Title III

ELL students are instructed in the areas of language arts and reading by ELL endorsed teachers. The district's multicultural department provided needed materials as well as guidance to assist in student academic progress.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of this program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management as services as well as linkages to their school social worker while maintaining school as the student's stable environment.

Supplemental Academic Instruction (SAI)

Fragile students are identified and are provided with additional opportunities for content attainment to assist students in meeting grade level expectations.

Violence Prevention Programs

Forest Hills Elementary adheres to the district's Code of Conduct and discipline matrix. At the beginning of each school year, students are oriented by the administration via an assembly. The teachers then provide class lessons. All teachers practice CHAMPS as it is part of the schoolwide discipline program. The school also follows the Anti-Bullying Policy. During open house, the school's guidance counselor provides parents with an anti-bullying presentation. The presentation and information regarding the Anti-bullying policy are posted on the school's website. Information is also included in the school's newsletter. Conflict-mediation sessions are implemented when needed by the school's guidance counselor. The School Resource Officer delivers the "G.R.A.D.E. Program" and provides grade-level specific lessons on various anti-violence topics. Parent workshops are also offered throughout the school year to provide information.

Nutrition Programs

The school nurse provides nutrition counseling to families as students are identified on the BMI assessment when heights and weights are conducted. Forest Hills Elementary School also participates in the Florida Family Nutrition Program, where students obtain resources, healthy snacks, and an assembly to reinforce a nutritious healthy lifestyle. This year, the school is also an Alliance for Healthy Students School and works together with partners in education to provide students with structures physical education and nutrition information when the Physical Education Coach is unavailable.

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult education programs are available at the community school.

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.

Principal, Assistant Principal, Guidance Counselor, ESE Specialist, ESOL Contact, Social Worker, School Psychologist, Reading Coach, Speech Pathologist, Classroom Teacher, and Resource Teacher (if applicable)

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?

During tier I and tier II, the classroom teacher meets with tier II RTI/Leadership team members: Principal/Assistant Principal, RTI Coordinator, guidance counselor, reading coach, and ESE Specialist. Student achievement data and diagnostics are reviewed along with attendance, behavior, physical, and social/emotional concerns. The concerned teacher along with the team recommends tier II interventions and plans. Necessary support is provided and parents are contacted if this has not already been accomplished. Student progress is collected. Scatter plots, anecdotal, observations, and support is provided if recommended. The team meets monthly to review progress and determine if student requires tier III. Student information is recorded on the school's database using the district's recommended format for rTi. A student rTi folder is also used to store all information and is kept by the RTI coordinator.

During rTi tier I and II meetings, students are recommended to the tier III process. Meetings are coordinated by the rTi Coordinator. The Tier III Team includes administration, RTI Coordinator/Guidance Counselor, reading coach, ESE Specialist, Social Worker, School Psychologist, and Speech/Language Pathologist (if needed). Current data and interventions are reviewed. Tier III interventions are then recommended along with any other necessary recommendations such as data collection through scatter plots, anecdotal, psycho-socials, diagnostics (DARs, DRAs, etc), and observations by one of the RTI members. Interventions are given sufficient amount of time to provide students with the ability to benefit from the Tier III interventions, and a second Tier III RTI meeting takes place to review the student's response to intervention.

School Counselor receives referrals from teachers, parents, or other staff. She sends the agenda to all participants in advance. Meetings are usually held twice a month. Coverage is provided for teachers to attend. Parents are invited when appropriate. Principal records notes on school data-base and terms. Data is collected monthly from the teachers, added to the database, and reviewed at case management meetings. All professionals are active participants. Case Manager reviews are conducted bimonthly. The discipline team meets monthly to review all behavioral referrals and assist in data collection and strategy recommendations. Students in Tier 2 and 3 data sources are reviewed and graphed to determine strategy effectiveness. Data used in reading includes mini-benchmark assessments, BAT, DAR, Fluency Assessments, Chapter Tests for Varied reading series, Running records, and IRI's. Math data includes the use of mini-benchmark assessments, BAT, TEMA, TOMA and chapter tests. Monthly writing prompts are used to measure student achievement. In science, grades 3-5 students take the mini-benchmark assessments. In grade 5, the Science BAT data is also used.

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

The School Improvement Plan is reviewed on a regular basis throughout the school year in order to make necessary changes and ensure implementation. The RTI team participates in this process and provides input in the development of the SIP as well. Data from the Rti discussions are used to develop a meaningful School Improvement Plan, determine necessary instructional strategies/programs, and relevant professional development opportunities so that student needs can be properly addressed.

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.

All data including individual tier II and III interventions are stored on the school's Filemaker database. Data includes all information including reading, writing, math, science, and behavioral concerns as well as previous Rti meetings and prescribed interventions.

Reading: Previous year's student achievement data and tier II/III interventions are reviewed. Current baseline data, reading diagnostics such as Rigby PMs and summative achievement data is analyzed to prescribe interventions.

Math and science: Previous year's student achievement data and tier II/III interventions are reviewed. Current baseline data including prerequisite and beginning of year math assessments are also reviewed prior to prescribing any interventions. In addition, summative achievement data is analyzed as well.

Writing: Previous year's student achievement data and tier II/III interventions are reviewed. Current baseline/August's writing sample as well as current reading diagnostics are reviewed prior to prescribing interventions.

Behavior: Previous year's behavioral data is reviewed using the Filemaker Database and Discipline Management System.

The Rti Coordinator stores all Rti information and is assisted by the ESE Specialist and Reading Coach. Trends are noted and

shared with the School Advisory Council as well as the vertical teams to make necessary modifications to the school improvement plan.

Describe the plan to train staff on MTSS.

The Leadership Team which includes all grade level chairs are trained in the RtI process. During one of the beginning of school year faculty meetings, staff is trained on the rTi process. All rTi members act as case managers and provide assistance to all staff as staff go through the rTi process.

Refresher workshops on "hot topics" such as scatter plots, anecdotal, specific research-based intervention programs are provided for needed staff members throughout the school year to provide needed assistance. rTi members also provide coaching when necessary to individual staff and attend grade level meetings for support.

Describe the plan to support MTSS.

The leadership team meets on a weekly basis to review student as well as staff needs which may include staff training, parental support, counseling services, attainment of resources, and/or necessary modifications to the rTi structure.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Members of the team are:

Lydia Pizzirusso-K team leader/ESOL
Tara Savio-1st grade team leader,
Joan Blanco- 2nd grade team leader
Sharon Shavin- 3rd grade team leader
Summer Escruceria- 4th grade team leader
Susan Pignato-5th grade team leader
Ellen Klein-Reading Coach
Jackie Rubin-ESE Specialist
Cara Aiello-Guidance Counselor
Barbara Rothman-Principal
Marie-Dominique Price-Dumervil-Assistant Principal

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

This team meets monthly as is chaired by the Reading Coach. She provides updates from her district level meetings, reviews school data and conducts strategy training. Classroom walkthroughs are conducted during the reading block monthly by the team. The reading coach will continue reviewing with the LLT the district K-12 reading plan to insure school compliance.

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

Continue training on differentiated reading instruction, strategies for using shared text, literacy circles, developing the reading/writing connection, and center activities. Data analysis will be used to monitor the effectiveness of instruction. Instruction and resources will be redesigned to meet student learning and intervention needs. Scientifically and research-based reading programs will be utilized with fidelity. (Foundations, Language for Learning, Elements of Vocabulary, Quick Reads, Phonics for Reading, Intermediate Rewards, and Super QAR)

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/27/2012)

*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.

Forest Hills has three Specialized Pre-Kindergarten classes.

- Kindergarten Round Up occurs three times a year.
- Daycare Sites in area display posters for K-Round Up.
- Screening for incoming Kindergarten students is provided prior to the beginning of the school year.
- Pre-Kindergarten is part of the Kindergarten team, they meet and plan together to best meet students' needs.
- Transition visits are conducted from Pre-Kindergarten to Kindergarten during the Spring semester.
- Forest Hills Elementary School staff collaborates with local preschools to coordinate field trips to provide students an authentic orientation and to assist with the transition from Pre-School to Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	2010-2011: 35%(82)scored at level 3 on the Reading 2009-2010: 28%(66)scored at level 3 on the Reading 2008-2009: 77% scored at or above level 3 on FCAT Reading. 2007-2008: 73% scored at or above level 3 on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.5%(71) students in grades 3-5 scored at Achievement Level 3 in Reading FCAT 2.0	30%(85)of the students in grades 3-5 will score at Achievement Level 3 in Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require differentiated instruction to meet specific needs.	Reading instruction will be differentiated to meet the needs of individual students based on student achievement data.	Reading Coach Principal	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, FAIR, Beginning of Year Treasures Test, Rigby PM, weekly chapter tests
2	There is a need for extended student vocabulary acquisition to improve reading comprehension.	Vocabulary building activities such as the Elements of Vocabulary, differentiated vocabulary banks, and instruction through use of exemplar reading materials will be used to target vocabulary needs.	Reading Coach Principal	Monthly data chats will occur to analyze student progress and effectiveness of strategy. Target for mastery will be 80% or above on weekly chapter tests as well as significant growth on the District's second Benchmark Assessment Test. Student artifacts such as vocabulary banks and differentiated vocabulary activities will be reviewed during administrative classroom visits.	Weekly chapter assessments and FAIR
3	Learners require pre, during, and post strategies to make necessary connections to complex text and gain comprehension.	Comprehension strategies such as graphic organizers, QAR, summarizing, note-taking, and reciprocal teaching will be implemented during reading instruction.	Reading Coach Administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors. iObservation reports will be shared with the leadership team to determine necessary training for professional growth opportunities as needed and effectiveness of strategy.	Student achievement progress on FAIR, Rigby PM, chapter tests, and unit tests will be used.
	Students require practice with varied complex text and multiple genres.	Exemplar texts and wide reading materials will be used for instruction.	Reading Coach Team Leaders	Monthly data chats will occur to analyze student progress and effectiveness of strategy. Target for	FAIR will be utilized to measure growth along with weekly chapter tests.

4				mastery will be 80% or above on weekly chapter tests as well as significant growth on the District's second Benchmark Assessment Test.	
5	Students need to interact with and process unfamiliar text.	Reading instruction will be aligned with Common Core Standards and include student reflection using varied strategies such as literary debates, written reflections/predictions, and comparing/contrasting two or more pieces.	Reading Coach Administration	Monthly data chats will occur to analyze student progress and effectiveness of strategy. Target for mastery will be 80% or above on weekly chapter tests as well as significant growth on the FAIR. Student activities will be reviewed during administrative classroom visits.	FAIR will be utilized to measure growth along with weekly chapter tests.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading. Reading Goal #2a:	During the 2011-12 school year, 44%(103) of the students scored at or above Achievement Level 4 as measured by the Reading FCAT 2.0 Gifted/High Achievers classes were developed at all grade levels during the 2010-2011 school year. Strategies for gifted students were embedded into the reading program to foster higher level thinking skills. This has been continued for the 2011- 2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011-2012 31.5% (84) of our students were at a level 4 and above on Reading FCAT 2.0	2012-2013 we predict that 35%(89) of our students will score at or above a level 4 in Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students require increased practice with critical thinking and cognitive complex tasks to further deepen knowledge of content/skills.	Students will engage in cognitively complex tasks involving hypothesis generation and testing using multi-media resources: Broward Enterprise Education Portal (BEEP), and Common Core online resources.	Reading Coach Administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors.	iObservation Reports and student achievement data (chapter tests, project-based learning rubrics, Benchmark Assessment Tests) will be used as evaluation tools.
2	Accelerated students require challenging instruction that fosters a deepening of knowledge and immerses them in cognitively complex tasks.	Select students will participate in the Junior Quantum Leap Innovative Program. Junior Quantum Leap teachers will collaborate to develop project-based learning activities and promote a fluid articulation from grades first through fifth.	Reading Coach administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors. The Junior Quantum Leap teachers will meet monthly to plan.	iObservation Reports and student achievement data (chapter tests, project-based learning rubrics, Benchmark Assessment Tests, FAIR-for reading) will be used as evaluation tools.
3	Students need to interact with and process unfamiliar text.	Reading instruction will be aligned with Common Core Standards and include student reflection using varied strategies such as literary debates, written reflections/predictions, and comparing/contrasting two or more pieces.	Reading Coach Administration	Monthly data chats will occur to analyze student progress and effectiveness of strategy. Target for mastery will be 80% or above on weekly chapter tests as well as significant growth on the FAIR. Student activities will be reviewed during administrative classroom visits.	FAIR will be utilized to measure growth along with weekly chapter tests.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	76% (143) of students demonstrated learning gains in
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Reading Goal #3a:	reading as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(143) have achieve learning gains on the 2012 FCAT 2.0 Reading test.	81% (189) of the students will achieve 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	There is a need for extended student vocabulary acquisition to extend reading comprehension.	Vocabulary building activities such as the Elements of Vocabulary, differentiated vocabulary banks, and instruction through use of exemplar reading materials will be used to target vocabulary needs.	Reading Coach	Monthly data chats will occur to analyze student progress and effectiveness of strategy. Target for mastery will be 80% or above on weekly chapter tests as well as significant growth on the FAIR. Student artifacts such as vocabulary banks and differentiated vocabulary activities will be reviewed during administrative classroom visits.	Weekly chapter assessments and FAIR
2	Individual student data indicates a need for remediation in the six areas of reading.	Students will be prescribed double and/or triple doses of interventions (i.e. Phonics for Reading, Direct Intensive Phonics, Foundations, Wilson, Super Qar, Intermediate Rewards, Triumphs, Quick Reads, Six Minute Solution)	Rtl Coordinator Reading Coach	Monthly data chats/rTi will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The rTi/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	Weekly chapter assessments and FAIR

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>2011-2012 78%(36) of struggling students made a year's growth in reading as measured by FCAT reading 2.0. 2010-2011 68% of struggling students made a years growth in reading. 2009-2010 52% of struggling students made a year's worth of progress in reading. This was an implementation year of new reading series (Treasures) in grade 3. 2008-2009 76% of struggling students made a year's worth of progress in reading. 2007-2008 73% of struggling students made a year's worth of progress in reading.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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78%(36) of struggling students made a year's growth in reading as measured by FCAT reading 2.0.	80%(41) of the students in the lowest 25th% will make learning gains .
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require multimodal opportunities.	The Broward Enterprise Education Portal links such as United Streaming and online textbook connections will be utilized for instruction.	Assistant Principal	Classroom visits will be used to monitor use of technology and multimodal strategies.	Student achievement progress on chapter tests, and (for reading only: FAIR), (for math only: District Benchmark Assessment Tests).
2	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in a proactive meeting with the RtI team. The team will provide at home strategies for the parent as well as other resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website).	Title I Liaison Guidance Counselor	The guidance counselor identifies the lowest 25% for both reading and math. The RtI team meets with the parents of targeted students to provide at home strategies.	Parent conference forms will be used to monitor use of strategy. Student achievement data such as chapter tests and FAIR (for reading only)/District Benchmark Assessment Tests (for math only) results will be monitored for effectiveness of strategy.
3	Students need fluency and comprehension practice at their independent level.	Students will use the Accelerated Reader Program to read various text at their independent level and will be provided with comprehension practice.	AR Coordinator	The AR Coordinator will print out reports bi-weekly. The leadership team will analyze data to measure effectiveness of program by reviewing student participation and accuracy of student responses.	Accelerated Reader reports
4	Individual student data indicates a need for remediation in the six areas of reading.	Students will be prescribed double and/or triple doses of interventions (i.e. Phonics for Reading, Foundations, Wilson, Super Qar, Intermediate Rewards, Triumphs, Quick Reads, Six Minute Solution, Direct Intensive Phonics)	rTi Coordinator Reading Coach	Monthly data chats/rTi will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The rTi/data chat teams will meet monthly to monitor progress and ensure a rigorous	Weekly chapter assessments and FAIR

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 # 35% of our students scored proficient in reading. Our strongest areas are in vocabulary and informational text (fiction/non-fiction). We will continue to maintain those content areas while we build up reading application and				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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:	During the 2011-2012 school year, 83%(44)of White, 56% (46)of Black, 74%(78)of Hispanic, 94% (15) of Asian , and 100% (2) American Indian students made AMO's. Subgroups identified needing improvement in reading: 2010-2011 Black and ELL 2009-2010 Black and Hispanic 2009-2009 All subgroups met this category. 2007-2008 All subgroups met this category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 25.6% (11) Black: 51.8% (43) Hispanic: 42.9% (45) Asian: 15.4% (2) American Indian (NA)	White: 30% (19) Black: 55% (52) Hispanic: 45%(50) Asian: 20 % (5) American Indian (NA) will improve and maintain achievement, 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	Individual student data indicates a need for remediation in the six areas of reading and/or Go Math Big Ideas.	Students will be prescribed double and/or triple doses of interventions (i.e. Phonics for Reading, Foundations, Wilson, Elements of Reading Vocabulary, Super Qar, Intermediate Rewards, Triumphs, Quick Reads, Six Minute Solution, Direct Intensive Phonics)	Reading Coach Principal	Monthly data chats/RTI will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The RTI/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	Student achievement progress on FAIR, Rigby PM, and chapter tests.
2	Students need extended learning opportunities to develop and practice new skills in reading.	Extended learning opportunities will be provided to select students not making satisfactory progress.	ELL Liaison ESE Specialist	Monthly data chats/RTI will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The RTI/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	Student achievement progress on FAIR, Rigby PM, and chapter tests.
3	Various learning modalities need to be taken into consideration.	The web-based program, iStation, will be used as an additional intervention for students not making satisfactory progress.	ELL Liaison ESE Specialist	During monthly data chats/RTI meetings, iStation reports will be used to determine effectiveness of intervention.	iStation reports will be used as the assessment tool.

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:	During the 2011-12 school year, 72% (31) of the ELL students made learning gains in reading. This subgroup has met the criteria for adequate yearly progress since 2006. Unfortunately, the ELL students did not make AYP at this school, this year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.4%(20) of the ELL students made learning gains as measured by FCAT 2.0.	75% (25) of the ELL students will make learning gains in reading as measured by Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students require additional language practice in both vocabulary development and content.	Instruction will include vocabulary building activities, peer assist and Content Academic Vocabulary Systems (CAVS), Reading Basics, manipulatives, iStation, and computer-based support from district website. Accommodations will be provided as needed.	ELL Liaison	A LEPSEP committee meeting will be held to discuss student progress and recommend interventions.	CELLA FAIR FCAT
2	Individual student data indicates a need for remediation in the six areas of reading.	Students will be prescribed double and/or triple doses of interventions (i.e. Phonics for Reading, Direct Intensive Phonics, Foundations, Wilson, Super Qar, Intermediate Rewards, Triumphs, Quick Reads, Six Minute Solution)	RtI Coordinator ELL Liaison	Monthly data chats/rTi will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	CELLA Weekly chapter assessments FAIR

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:	During the 2011-12 school year, 55%(29) of the SWD students made learning gains in reading. This subgroup has previously made AYP in reading. There was an implementation of a new reading series (Treasures) this year in third grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72.5% (29) of the SWD students made learning gains as measured by FCAT 2.0.	75% (34) of the SWD students will make learning gains in reading as measured by FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Individual student data indicates a need for remediation in the six	Students will be prescribed double and/or triple doses of	ESE Specialist Reading Coach	Monthly data chats/RtI will take place to analyze student progress and	Weekly chapter assessments and FAIR

1	areas of reading.	interventions (i.e. Phonics for Reading, Foundations, Wilson, Super QAR Intermediate Rewards, Triumphs, Quick Reads, Direct Intensive Phonics)		effectiveness of instruction. Data will guide instruction and necessary interventions. The RTI/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	
2	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in IEP meetings. The team will provide at home strategies for the parent as well as other resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website).	ESE Specialist	The ESE Specialist will meet annually with the IEP committee, including parent(s), to review annual goals and student progress. At this time, the ESE Specialist will provide the parent with at home resources.	IEP goals reviewed to measure student achievement.
3	ESE students require additional support with varying strategies.	As per the student's I.E.P., additional support will be provided by an ESE Certified Teacher on needed skills/content.	ESE Specialist ESE Teacher	The ESE Specialist will meet annually with the IEP committee, including parent(s), to review annual goals and student progress. At this time, there may be a determination that additional support/consult may be required using specific interventions/strategies.	IEP goals reviewed to measure student achievement.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	During the 2010-11 school year, 69%(136)of the economically disadvantaged students made AYP. 2009-2010 was the first year this subgroup did not make AYP in reading. A new reading series was implemented in third grade (Treasures).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45.4% (89) of the economically disadvantaged students did not meet expectations in reading as measured by the reading FCAT 2.0.	50% (93) of the economically disadvantaged students will make AMO's 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	Individual student data indicates a need for remediation in the six areas of reading.	Students will be prescribed double and/or triple doses of interventions: Phonics for Reading, Direct Intensive Phonics, Foundations, Wilson, Super QAR, Intermediate Rewards, Triumphs, Quick Reads, Six Minute Solution.	Principal Reading Coach	Monthly data chats/RTI will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The RTI/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	FAIR Reading Chapter Tests Rigby PM
2	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in a proactive meeting with the RTI team. The team will provide at home strategies for the parent as well as other	Title I Liaison Guidance Counselor	The guidance counselor identifies the lowest 25% for both reading and math. The RTI team meets with the parents of targeted students to provide at home	Parent conference forms will be used to monitor use of strategy. Student achievement data such as chapter tests (for reading

		resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website).		strategies	and math) and FAIR (for reading) results will be monitored for effectiveness of strategy.
3	Students require multimodal opportunities.	The Broward Enterprise Education Portal links such as United Streaming and online textbook connections will be utilized for instruction. Accelerated Reader software will also be used to motivate students while practicing fluency and comprehension skills.	Assistant Principal	Classroom visits will be used to monitor use of technology and multimodal strategies. Student progress will be monitored through student achievement data.	FAIR Reading Chapter Tests

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
Small group instruction training	K-5	District Training	Select Teachers New to grade level/school.	November 2012 as available by district	Administration will follow up through observing techniques and implementation in the classroom. Reading Coach will provide continued necessary support.	principal reading coach
Foundations	K ESE Teacher	Reading Coach Foundations Lead Teacher/s	Select Teachers New to grade level/school.	September 2012 afterschool training Participants will also be provided with release time to observe master teacher using program.	Administration will follow up through observing techniques and implementation in the classroom. Reading Coach or Lead Teacher will provide continued necessary support.	principal reading coach
Six Minute Solution	3 and select teachers	Reading Coach	Third grade teachers will be provided with training and on going modeling/coaching as needed.	November 2012 afterschool training	Administration will follow up through observing techniques and implementation in the classroom. Reading Coach will provide continued necessary support.	reading coach
Super QAR	3-5	Reading Coach	Select teachers and support staff of students demonstrating a need for the program	October/November 2012 afterschool training	Administration will follow up through observing techniques and implementation in the classroom. Reading Coach or Lead Teacher will provide continued necessary support.	reading coach
Quick Reads for fluency	2-5 ESE Teacher Select Support Staff Members	Reading Coach	Refreshers will be provided for select teachers. Teachers new to program or school will be provided with extensive training.	September/October 2012 afterschool training Participants will also be provided with release time to observe master teacher using program.	Administration will follow up through observing techniques and implementation in the classroom. Reading Coach or Lead Teacher will provide continued necessary support.	reading coach
					Administration will	

Phonics for Reading	3-5	Reading Coach	Select teachers and support staff of students demonstrating a need for the program	September/October 2012 afterschool training	follow up through observing techniques and implementation in the classroom. Reading Coach or Lead Teacher will provide continued necessary support	reading coach
Comprehension and fluency strategies/Common Core	K-5	Reading Coach	Entire faculty will participate in grade level appropriate reading professional development to target comprehension and fluency strategies that organize student to interact with new knowledge as well as deepen knowledge.	October 2012 Planning Day	Teachers will be provided with further professional development opportunities during grade level meetings. Administration will monitor implementation during classroom visits. Reading coach will provide select teachers will further coaching.	administration reading coach
PLC - using Marzano's instructional strategies and Common Core Standards for reading success	K-5	Reading Coach	Faculty will be invited to participate. This is a voluntary PLC.	Monthly beginning in November	Teachers will work together to explore high yield strategies, implement strategies in the classroom, and discuss best practices while reflecting on teaching techniques. Teachers will also be required to share lessons learned with his/her grade level as a portion of the follow up.	reading coach lead teacher
Direct Intensive Phonics	Grade 1 and select teachers	Reading Coach	Refreshers will be provided for select teachers. Teachers new to program or school will be provided with extensive training.	September/October	Administration will follow up through observing techniques and implementation in the classroom. Reading Coach will provide continued necessary support.	administration reading coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Challenging text for above grade level students.	junior great books	gifted	\$215.00
Super QAR	comprehension instruction	accountability	\$600.00
Intervention for fluency and comprehension	Triumphs	instructional materials	\$397.00
fluency and comprehension	Quick Reads	accountability	\$229.00
phonics	Phonics for Reading	instructional materials	\$400.00
fluency and comprehension	Intermediate Rewards	general budget	\$597.00
vocabulary strategies to strengthen reading skills	Elements of Vocabulary	accountability	\$980.00
			Subtotal: \$3,418.00
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
	Teachers will require substitutes for coverage. Teachers will attend in		

Training will be provided to teachers for reading strategies and data analysis.	house training or attend district trainings. If they attend district training, they will share what they have learned with staff upon return.	Title I	\$2,167.60
			Subtotal: \$2,167.60
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Resources for Gifted/High Achieving Classes through the Junior Quantum Leap Innovation Zone initiative in Coral Springs.	books, manipulatives, and supplies.	General Fund	\$333.33
			Subtotal: \$333.33
			Grand Total: \$5,918.93

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Students will be able to hear and understand simple vocabulary words and/or understand a simple sentence.			
2012 Current Percent of Students Proficient in listening/speaking:					
Of the 136 ELL students tested 38% (52) scored proficient in Listening/Speaking on CELLA 2012					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students require practice with listening and speaking skills in their non-native language.	Students will practice listening and speaking skills in a safe environment with various audiences: student to student, student to technology, student to teacher, and student to public.	ELL Liaison	The ELL Liaison and LEPSEP Committee will meet regularly to monitor student progress. The RtI/data chat team will meet monthly to monitor and analyze student progress. At this time, needed interventions including listening/speaking practice will be implemented.	CELLA FAIR FCAT IPT
2	ELL students require practice with listening skills in their non-native language.	iStation, a web-based program, will be used as an intervention for listening skills.	Administration ELL Liaison	Review iStation reports with teachers during data chat meetings.	CELLA FAIR FCAT IPT

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:	Students will be able to read and understand reading passages.
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2012 Current Percent of Students Proficient in reading:

Of the 136 ELL students tested 27% (37) scored proficient in Reading on CELLA 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for extended student vocabulary acquisition to extend reading comprehension.	Vocabulary building activities such as the Elements of Vocabulary, differentiated vocabulary banks, Content Academic Vocabulary System (CAVS), and instruction through use of exemplar reading materials will be used to target vocabulary needs.	ELL Liaison	Monthly data chats will occur to analyze student progress and effectiveness of strategy. Target for mastery will be 80% or above on weekly chapter tests as well as significant growth on the FAIR. Student artifacts such as vocabulary banks and differentiated vocabulary activities will be reviewed during administrative classroom visits. LESEP committee meetings will also take place annually to determine effectiveness of strategies.	CELLA IPT Reading/Writing FAIR FCAT
2	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in a proactive meeting with the RtI team. The team will provide at home strategies for the parent as well as other resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website). Information on ESOL parent meetings will be distributed to increase participation and provide additional resources.	ELL Liaison	LESEP committee meetings will take place annually to determine the effectiveness of strategies.	CELLA IPT Reading/Writing FAIR FCAT

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students will be able to write a simple story that has a beginning, middle and an ending.
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2012 Current Percent of Students Proficient in writing:

Of the 136 ELL students tested 24% (33) scored proficient in Writing on CELLA 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need exemplar text in a variety of genre to learn writing skills.	Students will be instructed using mentor text.	reading coach ELL Liaison	The leadership team will analyze student achievement data including CELLA data to measure effectiveness of strategy.	CELLA writing samples including baseline
2	Students need experiences with various writing formats.	Students will write for different purposes: journaling, reflection, persuasion, expository, summarizing, and storytelling.	ELL Liaison	The leadership team will analyze student achievement data including CELLA data to measure effectiveness of strategy.	CELLA writing samples including baseline
3	Students need adult modeling.	Instruction will include teacher modeling of the writing process.	ELL Liaison	The leadership team will analyze student achievement data including CELLA data to measure effectiveness of strategy.	CELLA writing samples including baseline

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Materials are provided by the district.		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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 school year, 27.3% (73) scored at level 3 on Math FCAT 2.0 Students who scored at level 3 on FCAT Math. 2010-2011 34%(79) 2009-2010 36%(85) 2008-2009 38%(84) 2007-2008 38%(82)
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.3% (73) scored at level 3 on Math FCAT 2.0	30% (80) of the students will score at level 3 on FCAT Math 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require differentiated instruction to meet specific needs.	Science instruction will be differentiated to meet the needs of individual students based on student achievement data.	science teacher leader Junior Quantum Leap Leader	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction. Necessary professional development will also be provided if needed.	Beginning of year criteria-referenced assessment, chapter tests, end of year test, District Benchmark Assessment Tests (September and December)
2	Students require differentiated instruction to meet specific needs.	Math instruction will be differentiated to meet the needs of individual students based on student achievement data.	math contact assistant principal	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction. Necessary professional development will also be provided if needed.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
3	Students need to be familiar with specific math vocabulary to understand concepts/skills.	Math instruction will incorporate specific, grade level appropriate vocabulary. A vocabulary bank of grade level appropriate words will be implemented during math instruction to help in the understanding of concepts and skills. NGSS and Common Core Standards along with the Go Math resources will be used to assist with the selection process.	Administration	iObservations are completed by administration and will assist with the evaluation of the strategy's effectiveness. Administrators will make notations regarding this strategy. The data chat/Rtl team will meet monthly with the classroom teacher to analyze student achievement data and progress.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
4	There is a need to focus attention on multi-step problem solving.	Using Go Math lessons students will think, solve and explain multi-step math problems. Students will be able to reflect on problem solving strategies through various processes.	Administration	iObservations are completed by administration and will assist with the evaluation of the strategy's effectiveness. Administrators will make notations regarding this strategy. The data chat/Rtl team will meet	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments

				monthly with the classroom teacher to analyze student achievement data and progress.	
5	Instruction must have rigor and be relevant: meet the new standards.	Primary students will be instructed using Common Core Standards. Intermediate students will be instructed using a blend of NGSS and Common Core Standards.	Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	Math: District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
6	Students not meeting mastery require additional learning opportunities.	Students who do not demonstrate mastery of skill/content will participate in teacher-directed, re-teaching opportunities.	Administration	Administration will conduct regular iObservations and will make note of re-teaching effectiveness.	iObservation reports will be used to analyze effectiveness of technique. District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments will be used to review student achievement data.
7	Students require multi-modal learning opportunities that are differentiated.	Think Central will be utilized to differentiate practice for each student.	Assistant Principal	Assistant Principal will run Think Central reports. Student achievement data from the Think Central reports will be analyzed by the data chat/RtI team on a monthly basis to determine effectiveness of the strategy.	Think Central Reports

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	2011-12 44%(104) scored at level 4 or above on FCAT Math. Student achieving at level 4 or 5 on FCAT Math were: 2010-2011 44% 2009-2010 47% 2008-2009 35% 2007-2008 33%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29.2% (78) scored at level 4 or above on math FCAT 2.0.	30% (80) students will score at or above a level 4 on Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require increased practice with critical thinking and cognitive complex tasks to further deepen knowledge of content/skills.	Students will engage in cognitively complex tasks involving hypothesis generation and testing using multi-media resources: Broward Enterprise Education Portal (BEEP), and Common Core online resources.	Reading Coach Administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors.	iObservation Reports and student achievement data (chapter tests, project-based learning rubrics, Benchmark Assessment Tests) will be used as evaluation tools.
2	Accelerated students require challenging instruction that fosters a deepening of knowledge and immerses them in cognitively complex tasks.	Select students will participate in the Junior Quantum Leap Innovative Program. Junior Quantum Leap teachers will collaborate to develop project-based learning activities and promote a fluid articulation from grades first through fifth.	Reading Coach administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors. The Junior Quantum Leap teachers will meet monthly to plan.	iObservation Reports and student achievement data (chapter tests, project-based learning rubrics, Benchmark Assessment Tests, FAIR-for reading) will be used as evaluation tools.
3	Students need to be instructed at their instructional level. Students need to be engaged and challenged.	The district's advanced instructional focus calendar will be followed (PEP) to meet the needs of students.	Assistant Principal	Using the school's database, teachers will input student data. The data chat/RtI team will meet monthly to analyze progress and make necessary recommendations for instruction. At this time, effectiveness of strategy will also be discussed.	District Benchmark Assessments Chapter Tests Big Idea Assessments FCAT
4	Students require multi-modal learning opportunities that are differentiated	Think Central will be utilized to differentiate practice for each student.	Assistant Principal	Assistant Principal will run Think Central reports. Student achievement data from the Think Central reports will be analyzed by the data chat/RtI team on a monthly basis to determine effectiveness of the strategy.	Think Central Reports
5	Opportunities for deepening knowledge of content/skills are necessary to assist students in learning process.	Instructional strategies will include note-taking and self-reflection using an essential question as part of math lessons.	Administration	iObservations will be conducted by administration and will be used to determine effectiveness of strategies. In addition, the data chat/RtI team will analyze student achievement data monthly as well to determine student progress.	iObservation reports and student achievement data (chapter tests, Benchmark Assessments, Big Idea Tests) will be used as an evaluation tool.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Math Learning Gain Progress as measured by FCAT Math: 2011-2012 71% FCAT 2.0 2010-2011 71% 2009-2010 77% 2008-2009 76% 2007-2008 78%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (141.9) of the students scored learning gains in math as measured by the math FCAT 2.0.	80% (150) of the students will achieve learning gains 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	Students require differentiated instruction to meet specific needs.	Instruction will be differentiated to meet the needs of individual students based on student achievement data.	Rtl Coordinator Principal	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction. Necessary professional development will also be provided if needed.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
2	Students not meeting mastery require additional learning opportunities.	Students who do not demonstrate mastery of skill/content will participate in teacher-directed, re-teaching opportunities.	Rtl Coordinator Principal	Administration will conduct regular iObservations and will make note of re-teaching effectiveness.	iObservation reports will be used to analyze effectiveness of technique. District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments will be used to review student achievement data.
	Students require multi-	Think Central will be	Assistant Principal	Assistant Principal will run	Think Central

3	modal learning opportunities that are differentiated.	utilized to differentiate practice for each student.		Think Central reports. Student achievement data from the Think Central reports will be analyzed by the data chat/Rtl team on a monthly basis to determine effectiveness of the strategy.	Reports
4	Students require various learning modalities that are differentiated.	Instructional tools such as virtual manipulatives, concrete manipulatives, 2-D representational pictures as well as step by step problem solving opportunities will be provided to students.	Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
5	Students require differentiated resources to meet specific needs.	Go Math Intervention Resources as well as Reteach materials will be used during mini-focus groups with targeted students.	Rtl Coordinator Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments, Chapter Tests B

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Learning gains of Lowest 25%ile: 2011-2012 50.5% (26) 2010-2011 67% 2009-2010 76% 2008-2009 67% 2007-2008 83%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50.6% (25.8) of the students in the lowest 25th %ile made learning gains as measured by math FCAT 2.0.	55% (33) of the students in the lowest 25th%ile made learning gains.

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 require multimodal opportunities.	The Broward Enterprise Education Portal links such as United Streaming and online textbook connections will be utilized for instruction.	Assistant Principal	Classroom visits will be used to monitor use of technology and multimodal strategies.	Student achievement progress on chapter tests, and (for reading only: FAIR), (for math only: District Benchmark Assessment Tests).
2	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in a proactive meeting with the RtI team. The team will provide at home strategies for the parent as well as other resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website).	Title I Liaison Guidance Counselor	The guidance counselor identifies the lowest 25% for both reading and math. The RtI team meets with the parents of targeted students to provide at home strategies.	Parent conference forms will be used to monitor use of strategy. Student achievement data such as chapter tests and FAIR (for reading only)/District Benchmark Assessment Tests (for math only) results will be monitored for effectiveness of strategy.
3	Students need additional resources to further Mathematics knowledge and skills practice.	Grade five students will use FCAT Explorer.	Assistant Principal	FCAT Explorer results will be reviewed by the classroom teacher. Data will also be discussed during data chats.	FCAT Explorer progress.
4	Students require multi-modal learning opportunities that are differentiated.	Think Central will be utilized to differentiate practice for each student.	Assistant Principal	Assistant Principal will run Think Central reports. Student achievement data from the Think Central reports will be analyzed by the data chat/RtI team on a monthly basis to determine effectiveness of the strategy.	Think Central Reports
5	Students not meeting mastery require additional learning opportunities.	Students who do not demonstrate mastery of skill/content will participate in teacher-directed, re-teaching opportunities.	Administration	Administration will conduct regular iObservations and will make note of re-teaching effectiveness.	iObservation reports will be used to analyze effectiveness of technique. District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments will be used to review student achievement data.
6	Students require differentiated instruction to meet specific needs.	Instruction will be differentiated to meet the needs of individual students based on student achievement data.	RtI Coordinator Principal	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
7	Students require multi-modal learning opportunities that are differentiated.	Instructional tools such as virtual manipulatives, concrete manipulatives, 2-D representational pictures as well as step by step problem solving opportunities will be provided to students.	Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments

8	Students require additional Math resources to meet specific needs.	Go Math Intervention Resources as well as Reteach materials will be used during mini-focus groups with targeted students.	Rtl Coordinator Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments, Chapter Tests B
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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%.		Elementary School Mathematics Goal # 34% of our students in grades 3-5 scored proficient in math. Our strongest area is in geometry and measurement. We will continue to maintain that content area while we build up				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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:	During the 2011-2012 school year, 89%(47) White, 60%(49) Black, 76%(80) Hispanic, Asian 81%(13) and 50%(1) American Indian students made adequate yearly progress. 2010-2011 The following subgroups did not meet this category: Total, Black, Hispanic, Economically Disadvantaged (ED), and Students with Disabilities (SWD). 2009-2010 All subgroups met this category 2008-2009 All subgroups met this category 2007-2008 Black students did not meet this category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 30.2% (13) Black: 57.8% (48) Hispanic: 41% (43) Asian: 7.7% (1) American Indian: NA	White: 35% (18) Black: 60% (54) Hispanic: 45% (47) Asian: 10% (3) American Indian: 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	Individual student data indicates a need for remediation in the Go Math Big Ideas.	Students will be prescribed double and/or triple doses of interventions math intervention resources, Destination Math, online Go Math resources.	Rtl Coordinator principal	Monthly data chats/Rtl will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The Rtl/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	District Benchmark Assessment Tests I and II chapter tests Big Idea tests
2	Students need extended learning opportunities to develop and practice new skills in math.	Extended learning opportunities will be provided to select students not making satisfactory progress.	ELL Liaison ESE Specialist	Monthly data chats/Rtl will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The Rtl/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	District Benchmark Assessment Tests I and II chapter tests Big Idea tests
	Students require	Instruction will be	Rtl Coordinator	The leadership team	District Benchmark

3	differentiated instruction to meet specific needs.	differentiated to meet the needs of individual students based on student achievement data.	Principal	along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction. .	Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments
4	Students not meeting mastery require additional learning opportunities.	Students who do not demonstrate mastery of skill/content will participate in teacher-directed, re-teaching opportunities using resources such as Go Math Intervention resources, intervention lessons on Broward Enterprise Education Portal (BEEP) Go Math Reteach materials.	Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests form A and B, Big Idea Assessments
5	Students require multi-modal learning opportunities that are differentiated.	Think Central will be utilized to differentiate practice for each student	Assistant Principal	Assistant Principal will run Think Central reports. Student achievement data from the Think Central reports will be analyzed by the data chat/Rtl team on a monthly basis to determine effectiveness of the strategy.	Think Central Reports

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	During the 2011-2012 school year, 72%(31) of the ELL students made adequate yearly progress in math. This subgroup has made adequate yearly progress for the last four years.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67.9% (19) of the English language students did not meet expectations as measured in math FCAT 2.0.	70% (24) of the English Language students will make AMO in math as measured by the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Sufficient manipulatives need to be available.	Manipulatives will be used during lessons to provide concrete hands-on opportunities. Content Academic Vocabulary Systems (CAVS) will also be utilized to further content knowledge.	Administration	Classroom walkthroughs will be conducted to monitor the use of manipulatives.	Big Idea and Chapter tests will be reviewed for effectiveness of strategy.
2	LEP committee meetings need to be held with parental support.	Students not making learning gains will be reviewed by the LEP committee to review and amend interventions to ensure student achievement.	ELL Liaison	The LEP /Leadership team will review student data from the filemaker database.	Big Idea and Chapter tests will be reviewed for effectiveness of strategy.
	Students require multi-modal learning opportunities that are differentiated.	Think Central will be utilized to differentiate practice for each student.	Assistant Principal	Assistant Principal will run Think Central reports. Student achievement data from the Think	Think Central Reports

3			Central reports will be analyzed by the data chat/RtI team on a monthly basis to determine effectiveness of the strategy.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	2006-2011 SWD student did not make adequate yearly progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52.5%(21) of the SWD students achieved adequate yearly progress in math.	58%(28) of the SWD 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	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in IEP meetings. The team will provide at home strategies for the parent as well as other resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website).	ESE Specialist	The ESE Specialist will meet annually with the IEP committee, including parent(s), to review annual goals and student progress. At this time, the ESE Specialist will provide the parent with at home resources.	IEP goals reviewed to measure student achievement.
2	ESE students require additional support with varying strategies.	As per the student's I.E.P., additional support will be provided by an ESE Certified Teacher on needed skills/content.	ESE Specialist ESE Teacher	The ESE Specialist will meet annually with the IEP committee, including parent(s), to review annual goals and student progress. At this time, there may be a determination that additional support/consult may be required using specific interventions/strategies.	IEP goals reviewed to measure student achievement.
3	Individual student data indicates a need for remediation in the Big Ideas Go Math.	Students will be prescribed double and/or triple doses of interventions: Go Math Interventions Resources, Go Math Online resources, manipulatives.	RtI Coordinator administration	Monthly data chats/rTi will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The rTi/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	Big Idea and chapter tests district Benchmark Assessment Tests I and II Beginning, middle, and end of year math tests
4	Students require multi-modal learning opportunities that are differentiated.	Think Central will be utilized to differentiate practice for each student.	Assistant Principal	Assistant Principal will run Think Central reports. Student achievement data from the Think Central reports will be analyzed by the data chat/RtI team on a monthly basis to determine effectiveness of the strategy.	Think Central Reports

5	Students require differentiated instruction to meet specific needs.	Go Math Intervention Resources as well as Reteach materials will be used during mini-focus groups with targeted students.	ESE Specialist Administration	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments, Chapter Tests B
6	Students require multi-modal learning opportunities that are differentiated.	Instructional tools such as virtual manipulatives, concrete manipulatives, 2-D representational pictures as well as step by step problem solving opportunities will be provided to students.	Administration ESE Specialist	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	District Benchmark Assessment Test, Go Math criteria referenced chapter tests, Big Idea 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students in the Economically Disadvantaged subgroup have made adequate yearly progress. This is the first year this subgroup has not made AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46.4%(91) of the economically disadvantaged students made adequate yearly progress in math.	50%(100) of the economically disadvantaged students will make 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	At home strategies and resources need to be shared. Parent participation needs continued reinforcement.	Parents will be invited to participate in a proactive meeting with the RtI team. The team will provide at home strategies for the parent as well as other resources (Title I Resource Center, ESE workshop calendar, Broward Library, district website).	Title I Liaison Guidance Counselor	The guidance counselor identifies the lowest 25% for both reading and math. The RtI team meets with the parents of targeted students to provide at home strategies	Parent conference forms will be used to monitor use of strategy. Student achievement data such as chapter tests (for reading and math) and FAIR (for reading) results will be monitored for effectiveness of strategy.
2	Individual student data indicates a need for remediation the Go Math Big Ideas.	Students will be prescribed double and/or triple doses of interventions: Think Central, Go Math online Resources, Destination Math, and manipulatives.	RtI Coordinator administration	Monthly data chats/RtI will take place to analyze student progress and effectiveness of instruction. Data will guide instruction and necessary interventions. The RtI/data chat teams will meet monthly to monitor progress and ensure a rigorous curriculum for students.	Math District Benchmark Assessment Test Go Math Big Idea and chapter test
3	Students require multimodal opportunities.	The Broward Enterprise Education Portal links such as United Streaming and online textbook connections will be utilized for instruction.	Assistant Principal	Classroom visits will be used to monitor use of technology and multimodal strategies. Student progress will be monitored District Benchmark Assessment I and II.	Math District Benchmark Assessment Test Go Math Big Idea and chapter test
	Students require	Go Math Intervention	Administration	The leadership team	District Benchmark

4	differentiated instruction to meet specific needs.	Resources as well as Reteach materials will be used during mini-focus groups with targeted students.	along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	Assessment Test, Go Math criteria referenced chapter tests, Big Idea Assessments, Chapter Tests B
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math Intervention resources training	K-5	district training	Select teachers new to grade level or school will be provided training when available by district.	November 2012	Administration will observe the implementation of newly learned strategies for monitoring purposes. If needed, additional assistance will be provided by master teachers. As an additional follow up, teachers attending training will be asked to share information with his/her grade level.	administration
Common Core and NGSS Blend workshops	3-5	district training	Select teachers will attend district training when available by district.	November and December 2012	Administration will observe the implementation of newly learned strategies for monitoring purposes. If needed, additional assistance will be provided by master teachers. As an additional follow up, teachers attending training will be asked to share information with his/her grade level.	administration
Small group, differentiated instruction	K-5	Math Contact	school-wide training	November 2012	Administration will observe the implementation of newly learned strategies for monitoring purpose. Follow up will include grade level team meeting discussions that reflect on teaching and focus on best practices. Teachers in need of further training will be permitted to observe master teachers (in school as well as in another school) for further training/assistance.	administration
Think Central refresher	K-5	ESE Specialist	school-wide training	November faculty meeting/s	Administration will analyze Think Central reports to monitor effectiveness of usage and differentiation of instruction while using program. Further training will be provided to teachers as needed.	ESE Specialist

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
Teachers will be trained on various math strategies, and data analysis opportunities will also be provided.	Substitute teacher to provide coverage while teacher is getting training.	Title I	\$2,167.60
			Subtotal: \$2,167.60
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Resources for Gifted/High Achieving Classes through Jr. Quantum Leap Program-Innovation Zone initiative.	math materials	General Fund	\$333.33
			Subtotal: \$333.33
			Grand Total: \$2,500.93

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:		2011-2012 36%(27) Science FCAT 2.0 There has been growth over the years in students achieving proficiency in Science based on the interventions 2010-2011 51% 2009-2010 57% 2008-2009 43% 2007-2008 40 %			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30.1% (28) of the fifth grade students scored a level 3 on science FCAT 2.0..		40% (39) of the fifth grade students will score at level 3 on science FCAT 2.0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require differentiated instruction to meet specific needs.	Science instruction will be differentiated to meet the needs of individual students based on student achievement data.	science teacher leader Junior Quantum Leap Leader	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction. Necessary professional development will also be provided if needed.	Beginning of year criteria-referenced assessment, chapter tests, end of year test, District Benchmark Assessment Tests (September and December)
2	Hands on learning opportunities are required to deepen student knowledge of science concepts and vocabulary.	Students will engage in a hands-on learning experience such as an experiment in all areas of science.	Administration	Monthly data will be inputted on the school's database for data chat/RtI review. Student performance on monthly assessments will be analyzed for effectiveness of instruction.	Beginning, middle, and post Fusion Science test, chapter tests, District Benchmark Assessments I and II
	Students need	Fifth grade students	Assistant	Monthly data will be	Beginning,

3	reference and research materials to explore vocabulary and concepts.	will utilize Sciencasaurus as a reference guide during science explorations.	Principal Science Contact	inputted on the school's database for data chat/RtI review. Student performance on monthly assessments will be analyzed for effectiveness of instruction. In addition, administration will conduct iObservations and will note use of reference and research material.	middle, and post Fusion Science test, chapter tests, District Benchmark Assessments I and II
4	Students need multimodal resources for science exploration and mastery of skills.	Instruction will include resources such as Science Alive, Science and Me, Think Central, FCAT Explorer for grade 5, distance learning, Broward Enterprise Education Portal (BEEP), and Weekly Readers.	Administration	Teachers will input monthly data on the school's database for analysis. The data chat/RtI team will meet monthly to review student progress.	Beginning, middle, and post Fusion Science test, chapter tests, District Benchmark Assessments I and II Think Central reports
5	Grade level specific science vocabulary must be included in all grade level science instruction.	Grade level specific vocabulary will be included in science instruction. Various resources will be implemented within lessons (i.e. United Streaming, Broward Enterprise Education Portal (BEEP) to provide visuals and examples of concepts/vocabulary.)	Assistant Principal Science Contact	The leadership team along with the classroom teacher will meet monthly for data chats. Individual student data will be analyzed to prescribe needed instruction.	Beginning, middle, and post Fusion Science test, chapter tests, District Benchmark Assessments I and II
6	Students need the ability to observe, reflect, and predict to acquire concepts.	Science journals will be used as a strategy to practice the scientific process as well as deepen knowledge of concepts.	Administration Science Contact	During iObservations, administration will look for evidence of strategy. Leadership team will review iObservation reports for use and to determine effectiveness of strategy.	iObservation Reports

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>During the 2011-2012 school year, 13.9% (13) of the students scored a level 4 or above on FCAT Science 2.0.</p> <p>Students who have achieved above proficiency levels 4 and 5 has remained consistent through the years.</p> <p>2010-2011 15% 2009-2010 13% 2008-2009 12% 2007-2008 13%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>14%(13) of the students scored a level 4 or above on FCAT Science 2.0</p>	<p>25% (17) of the grade 5 students will score at or above level 4 on Science FCAT 2.0</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require increased practice with critical thinking and cognitive complex tasks to further deepen knowledge of content/skills.	Students will engage in cognitively complex tasks involving hypothesis generation and testing using multi-media resources: Broward Enterprise Education Portal (BEEP), and Common Core online resources.	Reading Coach Administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors.	iObservation Reports and student achievement data (chapter tests, project-based learning rubrics, Benchmark Assessment Tests) will be used as evaluation tools.
2	Accelerated students require challenging instruction that fosters a deepening of knowledge and immerses them in cognitively complex tasks.	Select students will participate in the Junior Quantum Leap Innovative Program. Junior Quantum Leap teachers will collaborate to develop project-based learning activities and promote a fluid articulation from grades first through fifth.	Reading Coach administration	Administration will utilize iObservation as a tool to determine effectiveness of specific pedagogical strategies and behaviors. The Junior Quantum Leap teachers will meet monthly to plan.	iObservation Reports and student achievement data (chapter tests, project-based learning rubrics, Benchmark Assessment Tests, FAIR-for reading) will be used as evaluation tools.
3	Students need the ability to observe, reflect, and predict to acquire concepts.	Science journals will be used as a strategy to practice the scientific process as well as deepen knowledge of concepts.	Administration Science Contact	During iObservations, administration will look for evidence of strategy. Leadership team will review iObservation reports for use and to determine effectiveness of strategy.	iObservation Reports

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science journaling	K-5	Science Contact	school-wide	January 2013 planning day	Administration will observe the implementation of newly learned strategies for monitoring purposes. If needed, additional assistance will be provided by master teachers.	Science Contact
PLC - Project-based learning	1-5	Science Contact	Junior Quantum Leap teachers	Monthly meetings will occur beginning in October.	Administration will observe the implementation of newly learned strategies for monitoring purposes. If needed, additional assistance will be provided by master teachers.	Science Contact
Hands-on experiments	K-5	Science Contact	school-wide	December 2012 faculty meeting and January 2013 faculty meeting	During observations, administration will monitor use of newly learned information. Follow-ups will consist of grade level specific meetings for further discussions regarding teaching techniques and best practices. Teams will plan together to provide additional support.	administration
Grade level specific vocabulary	K-5	team leaders	Each grade level will act as its own PLC during this professional development opportunity.	February 2013 team leader day February faculty meetings (2)	During observations, administration will monitor use of newly learned information. Follow-ups will consist of grade level specific meetings for further discussions regarding teaching techniques and best practices. Teams will plan together to provide additional support.	administration

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
experiments	hands-on materials	science materials	\$752.00
			Subtotal: \$752.00
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
Science strategies, journaling, and hands-on experiment topics will be provided as staff development.	Substitute teachers to cover classes while teachers participate in district and in house training.	Title I	\$2,167.60
science journaling	professional books	inservice	\$72.00
			Subtotal: \$2,239.60
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,991.60

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	85%(63)of the fourth grade students scored at level 4 or above on FCAT Writes. 2010-2011 92% of students met the writing standard at Level 3 or above.2009-2010 86% of students met state writing standard (Level 3 and higher). The school met criteria.2008-2009 85% of students met state writing standard (Level 3 and higher).The school met criteria.2007-2008 90% of students met state writing standard (Level 3 and higher).The school did not meet the criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79.1% (72) of the fourth grade students scored at level 4 or higher on FCAT Writes 2.0	At least 85% (83) of the fourth grade students will score at or above a level 4 on FCAT Writes 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require daily writing practice and an opportunity for revision.	Students will engage in a daily writer's workshop that includes teacher modeling, mini-lessons focusing on targeted six traits, peer editing as well as teacher-student conferences.	Writing Lead Teacher Reading Coach	Monthly writing samples will be scored using a rubric. Writing samples will guide the following week's mini-lessons. Growth will be monitored by the data chat/RtI team using monthly writing samples.	Baseline writing samples Monthly writing samples

2	Students need exemplar text to use as a model.	Students will participate in daily mini-lessons using exemplar texts, Mentor Texts, Trait Crates, and previous year's FCAT 2.0 writing test CD.	Reading Coach Writing Lead Teacher	Monthly writing samples will be scored using a rubric. Writing samples will guide the following week's mini-lessons. Growth will be monitored by the data chat/RtI team using monthly writing samples.	Baseline writing samples Monthly writing samples
3	Effective pre-planning is necessary to a thorough writing piece.	Students will use a graphic organizer to plan a well organized writing piece.	Reading Coach Writing Lead Teacher	Monthly writing samples will be scored using a rubric. Writing samples will guide the following week's mini-lessons. Growth will be monitored by the data chat/RtI team using monthly writing samples. Preplanning sheets will be reviewed as well.	Baseline writing samples Monthly writing samples Graphic organizers/preplanning sheets will be reviewed.
4	Instruction must incorporate meaningful writing exercises.	Students will practice writing using various forms and audiences: journals, poetry, word play activities, expository essays, narrative essays.	Reading Coach Writing Lead Teacher	Monthly writing samples will be scored using a rubric. Writing samples will guide the following week's mini-lessons. Growth will be monitored by the data chat/RtI team using monthly writing samples. Preplanning sheets will be reviewed as well.	Baseline writing samples Monthly writing samples Graphic organizers/preplanning sheets will be reviewed.
5	Students require daily writing practice and an opportunity for revision.	Students will orally present their writing pieces to celebrate as well as to learn techniques from their peers.	Reading Coach Writing Lead Teacher	Monthly writing samples will be scored using a rubric. Writing samples will guide the following week's mini-lessons. Growth will be monitored by the data chat/RtI team using monthly writing samples. Preplanning sheets will be reviewed as well. Observations accomplished by administration will also assist in analyzing effectiveness of strategy.	Baseline writing samples Monthly writing samples iObservation reports
6	Students need an opportunity to practice proofreading and revising writing through a variety of exercises.	Students will actively participate in proofreading and revising activities independently as well as with peers.	Reading Coach Writing Lead Teacher	Grade level teams will work with the reading coach and writing lead teacher to develop needed proofreading and revision activities based upon writing analysis (monthly writing samples). The grade level team along with the writing lead teacher/reading coach will guide the discussion. Monthly writing samples will be scored and the leadership team will analyze student achievement/growth.	Baseline writing samples will be compared to monthly writing samples for growth using a 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 4 or higher in writing.				
Writing Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mentor Text	K-5	Reading Coach	Each grade level will participate in a grade level specific mentor text refresher. New teachers to grade level/school will be provided with an extended training.	September 2012 November 2012	Administration will monitor use of newly learned information through classroom observations. Follow-ups will consist of grade level specific meetings for further discussions regarding teaching techniques and best practices. Teams will plan together to provide additional support.	Reading Coach
Using exemplar text as models for writing	K-5	Reading Coach Writing Lead Teacher	Grade levels will participate in their own grade level specific trainings.	December 2012 during grade level meetings	During observations, administration will monitor use of newly learned information. Follow-ups will consist of grade level specific meetings for further discussions regarding teaching techniques and best practices. Teams will plan together to provide additional support.	administration
Graphic Organizers	K-5	Writing Lead Teacher	Grade levels will participate in their own grade level specific trainings. Team leaders will participate in vertical training during team leader release days.	October 2012 January 2013 team leader release day Grade level team meetings-monthly	Administration, through classroom visits, will monitor use of strategy. Student use of organizers will be monitored as evidenced by monthly writing sample collection. Continued follow-up will occur monthly during grade level team meetings that will include sharing of teaching techniques and best practices.	reading coach
			Primary group		During observations, administration will monitor use of newly learned information. Follow-ups will	

Grammar and Spelling	K-5	Writing Lead Teacher	and intermediate group	March faculty meetings (2)	consist of grade level specific meetings for further discussions regarding teaching techniques and best practices. Teams will plan together to provide additional support.	writing lead teacher
Common Core Language Standards and implementation	K-2	Reading Coach	Primary teachers will participate.	monthly	Administration will monitor evidence of implementation during observations and via lesson plans. As a follow up, grade level planning will occur to share best practices and maintain an adequate pace of instruction using resources introduced through the PD.	reading coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
exemplar text materials are used for mini-lessons/introduction to concepts/skills	common core exemplar text	media allocation	\$1,890.00
			Subtotal: \$1,890.00
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
Teachers will participate in district as well as school-based training.	Teacher require release time	Title I	\$2,167.60
Teachers will use professional resources from the professional library as a resource and source of independent study.	professional books (i.e. Razzle Dazzle, Trait Crate, etc)	inservice funds	\$200.00
			Subtotal: \$2,367.60
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,257.60

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal #1:	2% increase in daily attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
There was a 95.8% average daily of students in attendance for the year.	An increase of at least 2% is expected for average daily attendance achieving 98%.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
7%(44) Students had excessive absences.	5%(38) students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
25%(145) students had excessive tardies.	20%(100)students will have excessive tardies.

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	Parent communication is needed to provide truancy information.	Attendance is monitored by the data processor and truancy contact daily. Phone calls are made by automated telephone call when an absence is unexcused.	truancy coordinator	Attendance records are monitored daily by the truancy and data processor. Reports are provided to the principal for review quarterly. The reports are reviewed by the truancy coordinator, principal, and guidance counselor to measure effectiveness of strategy.	Attendance report Principal's quarterly report
2	Parents need to be informed of truancy policies and provided with resources.	Parent conferences will be initiated with parents of students with excessive absences/tardies. Parents will be provided with resources/assistance if needed.	truancy coordinator	Attendance of targeted students will be monitored by RTI team for effectiveness of strategy.	Attendance report Principal's quarterly report
3	Students require an extrinsic motivational system to be encouraged to attend school regularly.	Students will be recognized for perfect attendance quarterly. Additional incentives such as motivational activities throughout the school year will be implemented to motivate students to attend school regularly.	assistant principal	Attendance records are monitored daily by the truancy and data processor. Reports are provided to the principal for review quarterly. The reports are reviewed by the truancy coordinator, principal, and guidance counselor to measure effectiveness of strategy.	Attendance report Principal's quarterly 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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				meetings)		
Procedural Strategies	Truancy Group	principal	IMT Truancy Coordinator RTI Team	August 2012 planning day (1)	The principal will meet quarterly with group to discuss updates, analyze data, and promote a discussion regarding best practices.	principal
Proactive strategies to perfect student attendance	K-5	truancy coordinator	school-wide	March 2013 faculty meeting	Grade level teams will meet weekly and discuss proactive strategies. Leadership team will meet with truancy coordinator and administration for further discussions of best practices.	truancy coordinator

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
BTIP Coordinator	Personnel	Safe Schools/School Budget	\$2,965.46
Perfect Attendance Incentive Certificates.	Award Certificates	General Budget	\$50.00
			Subtotal: \$3,015.46
			Grand Total: \$3,015.46

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:	2010-2011 There was an decrease in suspensions both internal and external suspensions overall.Forest Hills Elementary has experienced a higher mobility rate during the 2009-2010 school year. xx% (2) students had suspensions at the Alternative to Suspension Site.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3%(10) students participated in-school suspension during the school year.	There will be no more than 1.3% (8) students participating in-school suspensions during the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

1% (6) students were suspended in school.	No more than 0.9% (5) students will be suspended in school during the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0% (0) students participated in school suspensions were made during 2011-12.	0% (0) students will be suspended out-of-school.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
No students were suspended out of school.	We will maintain that no students are suspended out of school this 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	Students need to have set expectations and procedures for consistency.	CHAMPS behavioral strategies will be implemented by all staff to maintain a standard of expected behavior.	assistant principal	Quarterly review of disciplinary referrals will be occur during leadership team meetings.	Data Warehouse Reports for disciplinary referrals
2	The positive management system may not be effective with the targeted students.	The RtI Team and/or Behavior Core Team along with the parent/guardian will provide interventions to students with repeated behavioral concerns.	RTI Coordinator	The RtI Team will meet monthly to review student data to determine effectiveness of strategy.	scatter plots anecdotal charts
3	Students require counseling to acquire needed strategies.	The guidance counselor will provide services to students and/or parents of students with behavioral concerns as an intervention. Services may include counseling groups by the guidance counselor or a referral to an outside counseling agency.	guidance counselor	The RtI Team will meet monthly to review student data to determine effectiveness of strategy. The leadership team will meet bi-weekly to discuss individual student data for effectiveness as well.	Data Warehouse Reports for disciplinary referrals

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
CHAMPS Mind Up Proactive strategies	K-5	Assistant Principal	Teachers new to school or in need of refresher	August preplanning (1)	As the assistant principal visits classroom, an observation will be made regarding classroom evidence of strategy usage. The assistant principal will provide further guidance and coaching to specific teachers as needed.	Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		There will be a 10% increase in parental involvement at school events.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
80% of our parents attended at least one school sponsored activity.		90% of our parents will attend at least one school sponsored activity.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents need to be provided with knowledge regarding school expectations and resources.	A Title I and Open House General Meeting will take place at the beginning of the school year to orient parents on curriculum, parent educational workshops, resources, and family events.	Principal	Summary counts of each school activity will be made to determine event effectiveness.	Attendance sheets of school events parent conference forms
	Parent need to be	Parents communication	Title I Coordinator	The Leadership Team	Sign in sheets

2	provided with information using various methods of delivery.	will take place daily using various methods: student planner, monthly newsletter, bi-weekly events flyer, automated parent calls, email notifications, school website postings.	assistant principal	will analyze attendance of events using parent sign ins.	
3	The school has a high population of parents whose native language is not English and require a translator.	Translators will be accessible for parent conferences and parent activities/educational workshops.	assistant principal	The Leadership Team will analyze attendance of events using parent sign ins.	Attendance sheets of school events
4	Parents need further information to understand the relevance of parental activities/involvement.	Parents will be personally invited to attend parental involvement activities and receive an explanation of the activity's relevance for parental buy-in. Parents will be invited during various opportunities such as parent conferences, visits to front office, and arrival/dismissal times.	assistant principal	The Leadership Team will analyze attendance of events using parent sign ins.	Attendance sheets of school events
5	Parents need to be provided with information using various methods of delivery.	Parent University Parents will be personally invited to attend activities and receive an explanation of the activity's relevance for parental buy-in. Parents will also attend workshops to help assist with homework assignments completing the home-to-school connection.	Principal	The Leadership Team will analyze attendance of events using parent sign ins.	Sign in sheets Parent's Ticket Out

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Planners for parent-school communication	K-5	Assistant Principal	school-wide	November grade level team meetings	The assistant principal will follow up with teachers during grade level team meetings through out the school year to provide guidance and support. Monitoring will occur during classroom visitations.	assistant principal
Customer Friendliness	PK-5	ESE Specialist	school-wide	September 2012 faculty meeting	During grade level team meetings as well as leadership team meetings, continued discussions of best practices will occur. Located in the front office is an marketing tool requesting visitors to rate their experience during their visitation. Comments will be monitored and utilized for	ESE Specialist

					further staff development if needed.	
Positive Parental Interactions	PK-5	ESE Specialist	school-wide	April 2013 faculty meeting	During grade level team meetings as well as leadership team meetings, continued discussions of best practices will occur. Located in the front office is an marketing tool requesting visitors to rate their experience during their visitation. Comments will be monitored and utilized for further staff development if needed.	ESE Specialist

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student planners are used for home and school communication.	student planner	Title I	\$2,500.00
Parent educational workshops	Teacher assistants will be paid to assist with child care so that parents can attend trainings	Title I	\$304.00
			Subtotal: \$2,804.00
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
Title I parent seminar	registration fee	Title I	\$80.00
			Subtotal: \$80.00
			Grand Total: \$2,884.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:		Our goal is to increase Science proficiency scores from 44% to 50%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Integrated instruction is needed to provide students with content.	Students will be instructed using a project-based learning approach that integrates science,	science contact administration	The RtI/data chat team will meet monthly to discuss student achievement data and the effectiveness of	district science benchmark assessment tests

1		technology, and mathematics while engaging in activities that foster critical thinking.		the strategy.	science chapter tests beginning, middle, and end science tests
2	Students require a rigorous curriculum that integrates science with available technology and math content.	Students in the Junior Quantum Leap Program (an innovative program) engage in an accelerated instruction that blends science, technology, and math instruction.	science contact Junior Quantum Leap Leader	The RtI/data chat team will meet monthly to discuss student achievement data and the effectiveness of the strategy.	district science benchmark assessment tests science chapter tests beginning, middle, and end science tests
3	Students need to make a connection between taught curriculum and real-life applications in order to be college and work force ready.	Students will be provided with learning opportunities that include exploring careers in STEM fields.	Junior Quantum Leap Leader administration	Students will be asked to reflect on learning and make connection between content and real-life careers and situations. Grade level team meetings will occur quarterly to analyze reflection journals. A scale will be used to rate reflection journals and measure effectiveness of strategy.	Reflection Journal data based upon scale ratings
4	Students require a hands-on learning approach to acquire content knowledge, real-life experiences, and STEM related vocabulary.	Hands-on science kits will be used for each science content strand.	science contact administration	The RtI/data chat team will meet monthly to discuss student achievement data and the effectiveness of the strategy.	district science benchmark assessment tests science chapter tests beginning, middle, and end science tests

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
STEM Strategies	science	district workshop	select k-5 teachers	November 2012	Teachers will implement strategies in the classroom. Administration will monitor implementation during observations/classroom visitations. PD participants will share information with grade level specific teachers.	principal
Junior Quantum Leap Teachers-project based learning for high achievers	1-5	Junior Quantum Leap Lead Teacher	Junior Quantum Leap PLC	monthly	PLC will meet monthly to discuss instructional pacing, provide a fluid/seamless curriculum, reflect on teaching practices, and share ideas. Additional district workshops will be provided to teachers as needed. Teachers will then share learned information with PLC.	Junior Quantum Leap Lead Teacher
				January 2013 faculty meeting		

STEM	PK-5	Science Lead Teacher	school-wide	March 2013 faculty meeting grade level specific meetings beginning December 2012 (2 per grade level)	Teachers will implement newly learned strategies as evidenced by administrative observations and lesson plans. Follow ups will include sharing of strategies and implementation during grade level meetings.	science lead teacher
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM hands-on activities	science kits	innovative programs	\$625.00
			Subtotal: \$625.00
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
STEM district and in house training	Teachers will need release time to participate in trainings.	Title I	\$2,167.60
			Subtotal: \$2,167.60
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Allocated to purchase materials for Junior Quantum Leap-Innovation Zone initiative.	Books, notebooks, and additional resources.	General Budget	\$333.34
			Subtotal: \$333.34
			Grand Total: \$3,125.94

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	Challenging text for above grade level students.	junior great books	gifted	\$215.00
Reading	Super QAR	comprehension instruction	accountability	\$600.00
Reading	Intervention for fluency and comprehension	Triumphs	instructional materials	\$397.00
Reading	fluency and comprehension	Quick Reads	accountability	\$229.00
Reading	phonics	Phonics for Reading	instructional materials	\$400.00
Reading	fluency and comprehension	Intermediate Rewards	general budget	\$597.00
Reading	vocabulary strategies to strengthen reading skills	Elements of Vocabulary	accountability	\$980.00
CELLA		Materials are provided by the district.		\$0.00
Science	experiments	hands-on materials	science materials	\$752.00
Writing	exemplar text materials are used for mini-lessons/introduction to concepts/skills	common core exemplar text	media allocation	\$1,890.00
Parent Involvement	Student planners are used for home and school communication.	student planner	Title I	\$2,500.00
Parent Involvement	Parent educational workshops	Teacher assistants will be paid to assist with child care so that parents can attend trainings	Title I	\$304.00
STEM	STEM hands-on activities	science kits	innovative programs	\$625.00
				Subtotal: \$9,489.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training will be provided to teachers for reading strategies and data analysis.	Teachers will require substitutes for coverage. Teachers will attend in house training or attend district trainings. If they attend district training, they will share what they have learned with staff upon return.	Title I	\$2,167.60
CELLA				\$0.00
Mathematics	Teachers will be trained on various math strategies, and data analysis opportunities will also be provided.	Substitute teacher to provide coverage while teacher is getting training.	Title I	\$2,167.60
Science	Science strategies, journaling, and hands-on experiment topics will be provided as staff development.	Substitute teachers to cover classes while teachers participate in district and in house training.	Title I	\$2,167.60
Science	science journaling	professional books	inservice	\$72.00
	Teachers will			

Writing	participate in district as well as school-based training.	Teacher require release time	Title I	\$2,167.60
Writing	Teachers will use professional resources from the professional library as a resource and source of independent study.	professional books (i.e. Razzle Dazzle, Trait Crate, etc)	inservice funds	\$200.00
STEM	STEM district and in house training	Teachers will need release time to participate in trainings.	Title I	\$2,167.60
				Subtotal: \$11,110.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Resources for Gifted/High Achieving Classes through the Junior Quantum Leap Innovation Zone initiative in Coral Springs.	books, manipulatives, and supplies.	General Fund	\$333.33
CELLA				\$0.00
Mathematics	Resources for Gifted/High Achieving Classes through Jr. Quantum Leap Program- Innovation Zone initiative.	math materials	General Fund	\$333.33
Attendance	BTIP Coordinator	Personnel	Safe Schools/School Budget	\$2,965.46
Attendance	Perfect Attendance Incentive Certificates.	Award Certificates	General Budget	\$50.00
Parent Involvement	Title I parent seminar	registration fee	Title I	\$80.00
STEM	Allocated to purchase materials for Junior Quantum Leap- Innovation Zone initiative.	Books, notebooks, and additional resources.	General Budget	\$333.34
				Subtotal: \$4,095.46
				Grand Total: \$24,694.46

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 8/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Reading, Math, Writing and Science support materials for instruction, enrichment, maintenance, and re-teaching for all AYP subgroups. Materials include but are not limited to Quick Reads, Phonics For Reading, and Science Journals. Data Analysis for School Improvement by subject, by learning gains, by Intervention groups for Intervention Workshops.	\$9,306.00
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Describe the activities of the School Advisory Council for the upcoming year

The SAC Team will monitor the implementation of the School Improvement Plan's goals. Monthly in house data will be reviewed at the meeting to provide on-going monitoring of student achievement and progress. Modifications will be made as needed to insure meeting the goals written.

BASIS will be used to disaggregate data and determine which students need to be included in the double and triple dose groups during the school day and the after-school tutorial programs. The reading coach will be the staff member assigned to monitor the tutorial programs.

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 FOREST HILLS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	78%	85%	51%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	71%			145	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?	68% (YES)	67% (YES)			135	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District FOREST HILLS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	83%	86%	57%	300	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	68%	77%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	76% (YES)			128	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested