

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: COLLINS ELEMENTARY SCHOOL

District Name: Broward

Principal: Lincoln Pasteur

SAC Chair: Cesar Seirotti

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lincoln Pasteur	M.S. - ED. LEADERSHIP	6	6	<p>2011-2012 School Grade A Reading Mastery 53% Math Mastery 68% Writing Mastery 97% Science Mastery 20% Learning Gains - Reading 67% Learning Gains - Math 75% AMO Progress - Reading Target Met 51% AMO Progress - Math Target Met 68% Lowest 25%: Reading 76%/Math 102%</p> <p>2010-2011 School Grade A Reading Mastery 65% Math Mastery 79% Writing Mastery 97% Science Mastery 44% Learning Gains - Reading 64% Learning Gains - Math 76% Lowest 25%: Reading 67%/Math 80% AMO Progress - Reading 46% AMO Progress - Math 61%</p> <p>2009-2010 School Grade B Reading Mastery 62%</p>

				<p>Math Mastery 74% Writing Mastery 94% Science Mastery 21% Learning Gains - Reading 59% Learning Gains - Math 62% Lowest 25% - Reading 63%/Math 61%</p> <p>2008-2009 School Grade A Reading Mastery 59% Math Mastery 70% Writing Mastery 96% Science Mastery 51% Learning Gains - Reading 67% Learning Gains - Math 67% Lowest 25% - Reading 67%/Math 83%</p>
Assis Principal	Tracy Jackson	M.S. - ED. LEADERSHIP	1	<p>2011-2012 School Grade A Reading Mastery 53% Math Mastery 68% Writing Mastery 97% Science Mastery 20% Learning Gains - Reading 67% Learning Gains - Math 75% AMO Progress - Reading Target Met 51% AMO Progress - Math Target Met 68% Lowest 25%: Reading 76%/Math 102%</p> <p>2010-2011 School Grade A Reading Mastery 65% Math Mastery 79% Writing Mastery 97% Science Mastery 44% Learning Gains - Reading 64% Learning Gains - Math 76% Lowest 25%: Reading 67%/Math 80% AMO Progress - Reading 46% AMO Progress - Math 61%</p> <p>2009-2010 School Grade B Reading Mastery 62% Math Mastery 74% Writing Mastery 94% Science Mastery 21% Learning Gains - Reading 59% Learning Gains - Math 62% Lowest 25% - Reading 63%/Math 61%</p> <p>2008-2009 School Grade A Reading Mastery 59% Math Mastery 70% Writing Mastery 96% Science Mastery 51% Learning Gains - Reading 67% Learning Gains - Math 67% Lowest 25% - Reading 67%/Math 83%</p>

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					<p>2011-2012 School Grade A Reading Mastery 53% Math Mastery 68% Writing Mastery 97% Science Mastery 20% Learning Gains - Reading 67% Learning Gains - Math 75% AMO Progress - Reading Target Met 51% AMO Progress - Math Target Met 68% Lowest 25%: Reading 76%/Math 102%</p> <p>2010-2011 School Grade A Reading Mastery 65% Math Mastery 79% Writing Mastery 97% Science Mastery 44% Learning Gains - Reading 64% Learning Gains - Math 76%</p>

Reading	Terri Braynon Glasford	M.S. READING (K-12)	3	7	<p>Lowest 25%: Reading 67%/Math 80% AMO Progress - Reading 46% AMO Progress - Math 61%</p> <p>2009-2010 School Grade B Reading Mastery 62% Math Mastery 74% Writing Mastery 94% Science Mastery 21% Learning Gains - Reading 59% Learning Gains - Math 62% Lowest 25%: Reading 63%/Math 60%</p> <p>2008-2009 School Grade A Reading Mastery 59% Math Mastery 70% Writing Mastery 96% Science Mastery 51% Learning Gains - Reading 67% Learning Gains - Math 67% Lowest 25%: Reading 67%/Math 83%</p>
Math	Maureen Keenan	MIDDLE GRADES MATH (5-9)	8	2	<p>2011-2012 School Grade A Reading Mastery 53% Math Mastery 68% Writing Mastery 97% Science Mastery 20% Learning Gains - Reading 67% Learning Gains - Math 75% AMO Progress - Reading Target Met 51% AMO Progress - Math Target Met 68% Lowest 25%: Reading 76%/Math 102%</p> <p>2010-2011 School Grade A Reading Mastery 65% Math Mastery 79% Writing Mastery 97% Science Mastery 44% Learning Gains - Reading 64% Learning Gains - Math 76% Lowest 25%: Reading 67%/Math 80% AMO Progress - Reading 46% AMO Progress - Math 61%</p> <p>2009-2010 School Grade B Reading Mastery 62% Math Mastery 74% Writing Mastery 94% Science Mastery 21% Learning Gains - Reading 59% Learning Gains - Math 62% Lowest 25%: Reading 63%/Math 60%</p> <p>2008-2009 School Grade A Reading Mastery 59% Math Mastery 70% Writing Mastery 96% Science Mastery 51% Learning Gains - Reading 67% Learning Gains - Math 67% Lowest 25%: Reading 67%/Math 83%</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	1. REGULAR MEETINGS WITH NEW STAFF MEMBERS	TRACY JACKSON ASSISTANT PRINCIPAL	Ongoing	
2	2. PARTNERING NEW TEACHERS OR TEACHERS WITH LESS THAN 2 YEARS OF EXPERIENCE AT COLLINS ELEMENTARY WITH VETERAN TEACHERS	NESS LIAISON	Ongoing	
3	3. ADMINISTRATION WILL ATTEND PROFESSIONAL DEVELOPMENT ON RETAINING HIGHLY QUALIFIED TEACHERS	LINCOLN PASTEUR, PRINCIPAL	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	N/A

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
24	8.3%(2)	16.7%(4)	50.0%(12)	25.0%(6)	58.3%(14)	100.0%(24)	25.0%(6)	8.3%(2)	79.2%(19)

## 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
Lena Leon	Amanda Napolitano	EXPERTISE IN PRIMARY EDUCATION	WEEKLY MEETINGS PLANNING
Eleanna Hurst	Frances Curry	EXPERTISE IN READING	WEEKLY MEETINGS PLANNING

## 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

LOCAL: The use of Title I Funds cover 100% of the cost of 2 classroom teachers, professional development activities, and parent involvement.

The professional development activities that have been planned for this year are as follows:

Instructional Focus - \$3,660.00

Professional Conferences - \$5,000.00

The parent involvement activities that have been planned for this year are as follows:

Math (11/13/12), Reading (10/31/12), and Global Fair (5/31/13) Family Nights - \$315.00

Agendas as a Communication Tool - \$817.00

Refreshments for Parent Trainings - \$338.00

Annual Parent Seminar - \$80.00

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with the Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the day.

Violence Prevention Programs

The District offers a non-violence and anti-drug program to students, which include field trips, community service, and counseling. The school offers an anti-bullying program.

Nutrition Programs

Housing Programs

Head Start

Currently, Head Start and Place programs are used to assist preschoolers in attaining academic readiness skills. Parents are provided an overview of Kindergarten expectations and District requirements before their children leave for the spring.

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Lincoln Pasteur/Principal, Tracy Jackson/Assistant Principal, Terri Glasford/Reading Coach, Edil DeLeon/ESE Specialist, Nuria Casamitjana/Guidance Counselor, Betsy Motisi/Speech Pathologist/ ELL/Esol Coordinator (if needed), and classroom teacher involved.

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

The school-based MTSS Leadership Team will meet to review individual student needs and classroom needs. In addition, review teacher input and evaluate student progress. The school-based MTSS team will meet weekly (Data Chats) to discuss AYP data, Benchmark Assessments, tier 2 and 3 students and individual student's data. The team will also monitor on-going progress and make recommendations for instructional success.

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 MTSS Leadership team will provide data/curriculum programs for students whom are struggling in academics and behavior. The MTSS Team will assess students, design interventions, analyze student data, and continuously monitor student progress. instructional/intervention decisions will be based on review and analysis of student data.

### MTSS Implementation

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

The classroom teacher maintains a data binder, which is monitored by the Leadership Team and discussed during data analysis meetings.

Leadership Team will conduct classroom walkthroughs, data chats, and meet with each grade level team, as well as monitoring data on BASIS and DWH.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Achievement Test (FCAT), Broward Assessment Tests (BAT 1 & 2) for math, reading and science, Oral Reading Fluency, Writing Baseline, Reading and Math Placement Tests.

Progress Monitoring: Developmental Reading Assessment, Oral Reading Fluency, FAIR, Informal Reading Inventory (IRI), Math Unit Tests and FBA. In addition, the data resources for Tiers 2 and 3 will include Progress Monitoring Graphs generated for individual students. Teachers will have professional development on comprehension strategies using Soar to Success (District Struggling Readers Chart recommended intervention).

Mid year: Florida Assessment of Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR), Oral Reading Fluency, TEMA or TOMA, Running Records.

End of the Year: FAIR and FCAT, EOY Primary Reading and Math

Data Analysis : Meetings will be held on a monthly basis.

Describe the plan to train staff on MTSS.

Professional Development for MTSS will be provided in September for teachers and involved staff, as well as required based on the need of the students/school, as determined by data.

Describe the plan to support MTSS.

Leadership team has developed a CAB icon where RTI information is provided to the staff in relationship to forms, letters, and multi-steps guidelines for RTI. We have assigned staff members by grade level, as case managers, in order to consult with teacher and assist in any way needed through the MTSS process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Lincoln Pasteur, Principal, Tracy Jackson, Assistant Principal, Terri Glasford (Reading Coach), Nuria Casamitjana (Guidance), Nancy Slingwine (1st Grade Teacher) and Nancy Zamor (2nd Grade Teacher)

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

The LLT functions as a resource team for reading instruction, materials, monitors and administers OPM assessments, and supports PLC follow up.

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

The major initiative for the LLT this year is to provide resources and support instruction that will increase the rigor of initial instruction.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those school.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

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?

Collins Elementary students will have an opportunity to explore career options through our guidance program. Additionally, all fifth grade students will participate in the Junior Achievement curriculum which is a 20 hour economic curriculum focused on career opportunities.

## Postsecondary Transition

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

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





## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	To increase the level 3 proficiency in reading by 11%, as evidenced by the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (38) scored a level 3, as evidenced by the 2012 FCAT Reading Assessment.	45% will score a level 3 on the FCAT Reading Assessment for the 2012-2013 school year.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Third Grade students are lacking comprehension strategies for complex text.	1A.1. PLC with 3rd Grade teachers using "Strategies That Work"	1A.1. PLC Coordinator Reading Coach Assistant Principal	1A.1. PLC Log Walk Through	1A.1. FCAT BAT
2	1A.2. Fourth and Fifth Grade students are unable to handle the text complexity of FCAT reading materials.	1A.2. Facilitate a book study using "Rigor Made Easy".	1A.2. Reading Coach Assistant Principal Team Leader	1A.2. Book Study sign-in sheet Walk Through Observations	1A.2. Bi-weekly monitoring assessments using complex text. BAT
3	1A.3. Lack of complex text available for instruction	1A.3. Seek support from PTA and community partners	1A.3. Assistant Principal Community Liaison	1A.3. PTA and SAC Board Minutes Material Order Forms	1A.3. Resource Room Sign Out Log

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To increase the level 4 and 5 proficiency in reading by 18%, as evidenced by the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (19) students scored a level 4 or 5, as evidenced by the FCAT Reading Assessment.	35% will score a level 4 or 5 on the FCAT Reading Assessment for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Reading materials that support a rigorous curriculum	2A.1. Seek community support and grant funding	2A.1. Assistant Principal Community Liaison School Based Leadership Literacy Team	2A.1. Classroom Material Inventory	2A.1. FCAT
2	2A.2. Teachers do not know how to implement strategies that facilitate students through complex text.	2A.2. Facilitate a book study using "Rigor Made Easy".	2A.2. Reading Coach	2A.2. Walk Through Teacher Observations	2A.2. Bi-weekly on-going Progress Monitoring Assessments
3	2A.3. Implementation of formative of assessments document student progress.	2A.3. During a PLC, teachers will share, discuss, and develop a formative assessment	2A.3. School Based Leadership Literacy Team Reading Coach PLC Coordinator	2A.3. Data Chats Student Portfolio Data Binder (documentation of student progress) Teacher Observations	2A.3. Student Report Cards

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the percentage of students making learning gains in reading by 6%, as evidenced by the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (56) made learning gains, as evidenced by the 2012 FCAT Reading Assessment.	75% of students will make learning gains in reading on the 2013 FCAT Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Daily attendance in school	3A.1. Classroom teachers closely monitor student attendance record	3A.1. N. Casamitjana (Attendance Coord.) Social Worker	3A.1. Data Chats	3A.1. School Attendance Report
2	3A.2. Daily implementation of intervention program	3A.2. Outline role and responsibilities of the teachers implementing the intervention programs	3A.2. T. Glasford, Reading Coach T. Jackson, Assistant Principal	3A.2. Data Chats Classroom Observations Push-In Schedule	3A.2. Bi-weekly Progress Monitoring Assessments BAT FCAT
3	3A.3. Daily attendance in Extended Learning Activities	3A.3. Offer incentives to students who attend the Extended Learning Activities	3A.3. Glasford, Reading Coach Jackson, Assistant Principal Keenan, Math Coach Ford, Community Liaison	3A.3. ELO Attendance Log Homework Logs	3A.3. Bi-weekly Progress Monitoring Assessments BAT FCAT

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	To increase the percentage of students making learning gains in reading by 6%, as evidenced by the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (15) made learning gains, as evidenced by the 2012 FCAT Reading Assessment.	85% of students will make learning gains in reading on the 2013 FCAT Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Daily attendance in school	4.1. Classroom teachers closely monitor student attendance record	4.1. N. Casamitjana (Attendance Coord.) Social Worker	4.1. Data Chats	4.1. School Attendance Report
2	4.2. Daily implementation of intervention program	4.2. Outline role and responsibilities of the teachers implementing the intervention programs	4.2. T. Glasford, Reading Coach T. Jackson, Assistant Principal	4.2. Data Chats Classroom Observations Push-In Schedule	4.2. Bi-weekly Progress Monitoring Assessments
3	4.3. Daily attendance in Extended Learning Activities	4.3. Offer incentives to students who attend the Extended Learning Activities	4.3. T. Glasford, Reading Coach T. Jackson, Assistant Principal M. Keenan, Math Coach J. Ford, Community Liaison	4.3. ELO Attendance Log Homework Logs	4A.3. Bi-weekly Progress Monitoring Assessments

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 #					
	To increase our overall proficiency level by 50% over 6 years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49% Current (5	51%	46%	41%	36%	

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:	To decrease the percentage of students not demonstrating proficiency in each of our subgroups by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33% (3)	White: 21%

Black: 51% (45)  
 Hisp: 50% (6)  
 Asian: N/A  
 American Indian: N/A

Black: 39%  
 Hisp: 38%  
 Asian: N/A  
 American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Subgroups not specifically targeted for interventions  White Black Hispanic Asian American Indian	5B.1. Specifically identify the subgroup that applies to each student. Ensure that an appropriate number of students from each subgroup are represented in homework club and FCAT camp or other intervention activities.	5B.1. Reading Coach (T. Glasford)	5B.1. ELO Attendance Sign-In	5B.1. FCAT BAT Bi-Weekly Progress Monitoring 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	To decrease the percentage of ELL students not making satisfactory progress in reading by 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (2) of ELL students did not make satisfactory progress in reading.	36% of ELL students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Vocabulary development	5C.1. Use pictorial representation for vocabulary and comprehension lessons	N/A	N/A	N/A
2	5C.2. Teachers are unaware that students count this year	5C.2. Staff meeting reviewing new guidelines of FCAT 2.0			

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:	To decrease the SWD not making satisfactory progress in reading by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (13) of SWD students did not make satisfactory progress in reading.	50% of SWD students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Daily attendance in school	5D.1. Classroom teachers closely monitor student attendance record	5D.1. N. Casamitjana (Attendance Coord.) Social Worker	5D.1. Data Chats	N/A
2	5D.2. Daily implementation of intervention program	5D.2. Outline role and responsibilities of the teachers implementing the intervention programs	5D.2. T. Glasford, Reading Coach T. Jackson, Assistant Principal	5D.2. Data Chats Classroom Observations Push-In Schedule	5D.2. Bi-Weekly Progress Monitoring 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 reading.  Reading Goal #5E:	Decrease the percentage of SWD not making satisfactory progress in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (52) of Economically Disadvantaged students did not make satisfactory progress in reading.	39% of Economically Disadvantaged students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Daily attendance in Extended Learning Activities	5E.1 Offer incentives to students who attend the Extended Learning Activities.	5E.1 T. Glasford, Reading Coach T. Jackson, Assistant Principal M. Keenan, Math Coach J. Ford, Community Liaison	5E.1 ELO Attendance Log Homework Logs Start Smart Attendance	5E.1 Bi-Weekly Progress Monitoring Assessments

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
Rigor Made Easy	K-5	Reading Coach	3-5th Grade Classroom Teachers	Biweekly afterschool and early release days		
Strategies That Work	K-5	Reading Coach	3rd Grade Teachers	Team Meetings		
CCSS (Defining the Core)	K-5	Reading Coach	K-5 Classroom Teachers	Biweekly afterschool and early release days		

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate a book study using Rigor Made Easy	Professional resource materials	Title I	\$110.00
			Subtotal: \$110.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate a book study using Rigor Made Easy	Professional resource materials	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$110.00</b>

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:		To increase English Language Learning students scoring proficient by 47%, as evidenced by the 2013 CELLA assessment.			
2012 Current Percent of Students Proficient in listening/speaking:					
40% (7) achieved proficiency, as evidenced by the 2012 CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students do not speak fluent English.	Provide translators from school-based personnel	ESOL Contact Guidance Counselor	Data Chats Classroom Observations Push-In Schedule	By-Weekly Progress Monitoring Assessments BAT CELLA FCAT

Students read in English at grade level text in a manner similar to non-ELL students.
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2. Students scoring proficient in reading. CELLA Goal #2:		To increase English Language Learning students scoring proficient by 76%, as evidenced by the 2013 CELLA assessment.			
2012 Current Percent of Students Proficient in reading:					
73% (12) achieved proficiency, as evidenced by the 2012 CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students do not read English	Daily implementation of intervention programs Use of dictionaries	Classroom Teacher Leadership Team	Data Chats Classroom Observations Push-In Schedule	By-Weekly Progress Monitoring Assessments BAT CELLA 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:		To increase English Language Learning students scoring proficient by 17%, as evidenced by the 2013 CELLA assessment.			
2012 Current Percent of Students Proficient in writing:					
7% (1) achieved proficiency, as evidenced by the 2012 CELLA assessment.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students do not write fluent English.	Daily implementation of additional writing instruction Use of dictionaries	4th Grade Teacher/Cynthia Swanson	Data Chats Classroom Observations Push-In Schedule	By-Weekly Progress Monitoring Assessments Writing Rubric-6 Traits CELLA FCAT

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			



Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	To increase the percentage of students scoring at achievement level 3 to 50% (69).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (44) of students scored at achievement level 3 in mathematics, as evidenced by the 2012 FCAT.	50% (69) of students will score at achievement level 3 on the 2013 FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Current math block does not provide adequate time for whole, small, and intervention grouping.	1A.1. Increase the math block to a minimum of 90 minutes in all grade levels.	1A.1. Math Coach (M. Keenan)	1A.1. Monitoring of results from bi-weekly benchmark assessments during data chats	1A.1. Bi-weekly benchmark assessments
2	1A.2. 5th grade students not prepared for the rigor of FCAT 2.0	1A.2. Implementation of the 8 mathematical practices daily in instruction	1A.2. Math Coach (M. Keenan)	1A.2. Observation of teachers and students implementing the practices	1A.2. Bi-weekly benchmark assessments
3	1A.3. Variation of teacher strength in the area of mathematics	1A.3. Departmentalize 4th/5th grades. All students will have the most successful math teachers.	1A.3. Administration (L. Pasteur/T. Jackson)	1A.3. Data chats regarding bi-weekly benchmark results	1A.3. Bi-weekly benchmark assessments

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

1b. Florida Alternate Assessment: 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:	Increase the percentage of students scoring levels 4 and 5 in mathematics to 40% (55).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (33) of students scored a level 4 or 5, as evidenced by the 2012 FCAT Math Assessment.	40% (55) will score a level 4 or 5 on the FCAT Math Assessment for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teachers are not teaching the depth of knowledge required to attain higher proficiency levels on the FCAT.	2A.1. Teachers and students implement and participate in the 8 mathematical practices on a daily basis to improve conceptual understanding.	2A.1. Math Coach (M. Keenan)	2A.1. Classroom walkthroughs to observe practices	2A.1. Bi-weekly benchmark assessments
2	2A.2. Higher performing students are not provided enough time for projects and collaboration.	2A.2. Monthly team mathematics competitions and weekly math team meetings with math coach	2A.2. Math Coach (M. Keenan)	2A.2. Monitoring of activities	2A.2. Bi-weekly benchmark assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Increase the percentage of students making learning gains by 10% (71)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (64) of students made learning gains in mathematics, as evidenced by the 2012 FCAT.	90% (71) of students will make learning gains in math, as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Parents are unable to assist intermediate math students due to lack of knowledge or familiarity with methodology of instruction.	3A.1. Create short video segments of teachers conducting lessons to post on school website.	3A.1. Math Coach (M. Keenan) and administration (L. Pasteur/T. Jackson)	3A.1. Monitor homework participation and completion.	3A.1. Homework participation and completion
2	3A.2. Level 4 and 5 students not monitored and provided interventions when benchmark scores fall into an average range	3A.2. Set higher expectations for "passing" percentage on bi-weekly assessments and intervene when not reaching 90% mastery.	3A.2. Math Coach (M. Keenan)	3A.2. Monitoring of results from bi-weekly benchmark assessments	3A. Bi-weekly benchmark assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	To achieve 100% (22) learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
102% of the students in the lowest 25% in math made learning gains, as evidenced by the 2012 FCAT scores.	100% (22) of the students in the lowest 25% will make learning gains in math, as evidenced by the 2013 FCAT scores.

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	4A.1. Students do not receive the necessary homework support from parents.	4A.1. Homework Club offered to all of our lowest 30th after first FTE. These same students will carry on into FCAT Camp in January.	4A.1. Math Coach (M. Keenan)	4A.1. Monitoring of improvement of homework participation and bi-weekly benchmark assessments	4A.1. Bi-weekly benchmark assessments
2	4A.2. Students in this category often feel they are incapable of succeeding in mathematics.	4A.2. More emphasis on student strengths. Benchmark targets will be those that the student is finding at least minimal success with.	4A.2. Math Coach (M. Keenan)	4A.2. Monitoring of improvement of homework participation and bi-weekly benchmark assessments	4A.2. Bi-weekly benchmark assessments
3	4A.3. Teachers may be unaware of who these students are and fail to provide additional monitoring and support.	4A.3. After FTE, this list will be generated and each student from this list will be specifically addressed at weekly team meetings and monthly data chats.	4A.3. Math Coach (M. Keenan)	4A.3. Monitoring of improvement of homework participation and bi-weekly benchmark assessments	4A.3. Bi-weekly benchmark assessments

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 #					
	To reduce the percentage of students not demonstrating proficiency in mathematics by 50% by 2016-2017.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	19.25	17.5	15.75	14	12.25	

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:	To decrease the percentage of students not demonstrating proficiency in each of our subgroups 50% by 2016-2017.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Below are the percentages of student subgroups by ethnicity who did not make satisfactory progress in math, as evidenced by the 2012 FCAT.  White: N/A Black: 32% Hispanic: 38% Asian: N/A American Indian: N/A	Below are the expected percentages of student subgroups by ethnicity who will not make satisfactory progress in math, as evidenced by the 2013 FCAT.  White: N/A Black: 34% Hispanic: 38% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.

1	Subgroups not specifically targeted for interventions:  White Black Hispanic Asian American Indian	Specifically identify the subgroup that applies to each student. Ensure that an appropriate number of students from each subgroup are represented in Homework and FCAT Camp or other intervention activities.	Math Coach (M. Keenan)	Monitoring of bi-weekly benchmark assessment results	Bi-weekly benchmark assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	To decrease the percentage of SWD students not making satisfactory progress in mathematics by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (14) of students with disabilities did not make satisfactory progress in math, as evidenced by the 2012 FCAT.	48% of students with disabilities will not make satisfactory progress in math, as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students often miss part or all of their math lesson to attend ESE pull-out class.	5D.1. Teacher and specialist will work closely together to lessen the time away from core subject areas and make up any instructional time lost.	5D.1. ESE specialist (E. DeLeon)	5D.1. Monitoring of instructional time	5D.1. Bi-weekly benchmark assessments
2	5D.2. IEP goals and grade level FCAT goals do not always align.	5D.2. VE teacher will work to align goals and benchmarks wherever possible.	5D.2. VE teacher (E. DeLeon) and Math Coach (M. Keenan)	5D.2. Monitoring of VE instructional time.	5D.2. Bi-weekly benchmark 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:	To decrease the percentage of students not making satisfactory progress in mathematics by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (34) of Economically Disadvantaged students did not make satisfactory progress in math, as evidenced by the 2012 FCAT.	33% of Economically Disadvantaged students will not make satisfactory progress in math, as evidenced by the 2013 FCAT.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students do not have enough resources (parental or otherwise) after the school day ends to be successful in mathematics.	5E.1. Provide students with extended learning opportunities through Homework Club, start smart morning groups, and FCAT Camp.	5E.1. Math Coach (M. Keenan) and administration (Pasteur/Jackson)	5E.1. Monitoring of participation in extended learning opportunities	5E.1. Bi-weekly benchmark assessments
2	5E.2. Students often do not feel that math is important to them.	5E.2. Provide students with more real world connections for math.	5E.2. Math Coach (M. Keenan)	5E.2. Monitoring of performance questions for students	5E.2. Bi-weekly benchmark assessments

*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
8 mathematical practices	Prek-2	E. Hurst/M. Keenan	PreK-2 teachers	Bi-weekly after school and early release days	Classroom walkthroughs to observe teachers and students engaged in practices	Math Coach (M. Keenan) and administration (L. Pasteur/T. Jackson)
8 mathematical practices	3-5	E. Hurst/M. Keenan	Teachers in grades 3-5	Bi-weekly after school and early release days	Classroom walkthroughs to observe teachers and students engaged in practices	Math Coach (M. Keenan) and administration (L. Pasteur/T. Jackson)

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Performance -Task Assessments	Performance-Task Assessments, Rubrics, and Exemplars	ASP (On-site vendor)	\$700.00
			Subtotal: \$700.00
			<b>Grand Total: \$700.00</b>

*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:			To increase the percentage of students scoring at achievement level 3 in science by 18%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
17% (7) of the students achieved a level 3 on the 2012 FCAT Assessment.			35% of the students will achieve a level 3 on the FCAT 2013 Assessment.		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 The time devoted to science instruction in 4th and 5th grade is insufficient.	1A.1 Departmentalize 4th/5th grade, providing a science-only teacher. All 4th/5th students will spend at least 1.5 hours in science daily.	1A.1 Science Contact Administration (L. Pasteur/T. Jackson)	Data Chats Weekly Assessments Pacing Guide check	Data Chats Classroom Observations Mini BATs Science Projects FCAT- Grade 5
2	1A.2 Students lack the science background from the primary grades necessary for success on the FCAT.	1A.2 Primary teachers will follow the science instructional focus calendar provided by the district.	1A.2 Science Contact Administration (L. Pasteur/T. Jackson)	Data Chats Weekly Assessments Pacing Guide check	Data Chats Classroom Observations Mini BATs Science Experiments
3	1A.3 Students do not participate in scientific discourse.	1A.3 Science journaling will be implemented in all grade levels.	1A.3 Science Contact Administration (L. Pasteur/T. Jackson)	Data Chats Weekly Assessments Pacing Guide check	Data Chats Classroom Observations Mini BATs Science Experiments

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the percentage of students scoring achievement levels 4 and 5 by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1) of the students scored a level 4 and 5 on the 2012 FCAT Assessment.	5% of the students will score a level 4 and 5 on the 2013 FCAT Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1 Students are not provided with ample opportunities to participate in science experiments.	2A.1 Students will participate in one to two science experiments each week.	2A.1 Science Contact and Administration (L. Pasteur/T. Jackson)	Data Chats Weekly Assessments Pacing Guide check	Data Chats Classroom Observations Mini BATs Science Experiments
2	2A.2 Students are not provided ample enrichment opportunities in science.	2A.2 Higher achieving students will participate in Saturday Camp enrichment program.	2A.2 Science Contact and Administration (L. Pasteur/T. Jackson)	Data Chats Weekly Assessments Pacing Guide check	Data Chats Classroom Observations Mini BATs Science Projects FCAT- Grade 5
3	2A.3 Students are not provided with frequent benchmark assessments to monitor progress.	2A.3 Mini-benchmark assessments will be utilized to monitor progress.	2A.3 Science Contact and Administration (L. Pasteur/T. Jackson)	Data Chats Weekly Assessments Pacing Guide check	Data Chats Classroom Observations Mini BATs Science Projects FCAT- Grade 5

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

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

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 Vocabulary/Technology	KG - 5 Teachers	Reading Coach	KG - 5 Teachers	August - November 2012	Classroom Walkthroughs to see implementation of strategies	Tracy Jackson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase students' knowledge of 4th and 5th grade standards	New Generation Science Science Boot Camp	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To differentiate individual needs	FCAT Explorer		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	To increase the number of students achieving 3 and higher in writing by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% (32) achieved level 3 and higher in writing, as evidenced by the 2012 FCAT.	99% will achieve a level 3 and higher in writing on the 2013 FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The student's understanding of similes, metaphors, and the writing process.	1A.1. All students in 3rd-4th grades will be engaged in the use of similes and metaphors. All students will receive additional instruction on the writing process daily. All writing will be dated and recorded in the Collins data binders.	4th Grade Teacher - Cynthia Swanson Reading Coach	Monthly prompts On-going progress monitoring Data Chats with support teams	Prompts Students Data Writing Rubric- 6 Traits FCAT Grade 4 Writing
2	1A.2. Students have limited vocabulary skills and word meaning in content when writing	1A.2. Students will actively use their writing tools as a reference for all writing.  Students will maintain a personalized word bank to use as a reference to include: definitions, illustrations and sentences.	4th Grade Teacher - Cynthia Swanson Reading Coach	Monthly prompts On-going progress monitoring Data Chats with support teams	Prompts Students Data Writing Notebooks/Folders will be scored using the Writing Rubric- 6 Traits FCAT Grade 4 Writing
3	1A.3 Students lack sentence structure in their writing.	1A.3 Identify students in 4th grade writing at proficient level and provide instruction focused on personification, details, and elaboration.	1A.3 Support Staff 4th Grade Teacher-Cynthia Swanson	1A.3 Classroom Walkthroughs Review writing prompts	1A.3 Scheduled school-wide Prompts FCAT Grade 4 Writing

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Writing Process	3rd and 4th grade	C. Swanson	3rd and 4th Grade Classroom Teachers	Monthly	Students writing samples will be reviewed and scored weekly by the teacher. The results will be analyzed, and the analysis will be utilized to drive instruction. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.	Reading Coach-Terri Glasford Assistant Principal-Tracy Jackson
Similes/Metaphors	3rd-4th grades	D. Edney	3rd-4th Grade Classroom Teachers	Monthly	Students writing samples will be reviewed and scored weekly by the teacher. The results will be analyzed, and the analysis will be utilized to drive instruction. Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.	Reading Coach-Terri Glasford Assistant Principal-Tracy Jackson

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To teach variation of figurative language	Writing Samples	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To teach variation of figurative language and the writing process.	Writing Samples	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:	To increase the attendance rate from 93.8% to 95% for the 2012-2013. That makes a 1.2% increase.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance rate was 93.8%, including Pre-K to 5th grade.	Expected goal is a 1.2% increase: 95% Pre-K to 5th grade
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
For 2012 school year, 70 students from Pre-K to 5th had 10 or more excessive absences.	For the 2013 school year, 63 students will have 10 or more excessive absences. A decrease of 10%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
For the 2012 school year, 45 students had 10 or more excessive tardies.	For the 2013 school year, 40 students will have 10 or more excessive tardies. A decrease of 10%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent collaboration to bring students on time to school.	1.1. Parent involvement through various opportunities to learn the expectation of the 5.5 attendance policy, like the Math or Pajama Night.	1.1. Attendance Clerk	1.1. Data taken from Parent Link and DWH.	1.1. Comparing data from last year.
2	1.2. Students arrive tardy to school.	1.2. Policy reinforced thorough education and awareness that a student is tardy after 8:05 a.m.	1.2. Office Staff	1.2. Data taken from Parentlink and DWH.	1.2. Comparing data from last year.
	1.3.	1.3.	1.3.	1.3.	1.3.

3	Attendance rate may decrease after the month of May.	Attendance contest and special activities will be held to motivate students to come to school.	Leadership Team	Data taken from DWH and BASIS	Comparing data from last year
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	Pre-K to 5th Grade	Leadership Team	Staff, Parents and Students	We will meet once a month and discuss attendance as part of grade chair meetings.	Monitor data from Parent Link and DWH.	Administration and Attendance Clerk

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*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:	Our goal is to decrease the number of suspensions during this school year.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
7 days	5 days
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6 students	4 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
15 students	10 days
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
15 students	10 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lack of parental involvement	1.1 Have more frequent meetings with parents when inadequate behaviors from students occur.	1.1 Administration and Guidance	1.1 Review suspension matrix and discipline strategies	1.1 ETS
2	1.2 Fidelity of implementation of school-wide discipline plan.	1.2 Refresh strategies at grade chair meetings. Students will attend an anti-bullying assembly and classroom discussions with Guidance Counselor and SRO officer.	1.2 Team Leaders and Assistant Principal	1.2 Classroom walkthrough	1.2 Review

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NED Anti-Bullying Program	On-line teacher and student resource materials	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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:		To increase the percentage of parents who participated in school activities by 5% (24) as evidenced by the Parent Improvement Plan.			
*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:			
55% (174) out of 318 students' parents who participated in school activities.		60% (190) out of parents will participate in school activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 School will use paperless means to communicate with parents	1.1 Update email, website, home and cell phone numbers quarterly	1.1 Title One Coordinator/ website contact	1.1 Activity Sign-In Sheets	1.1 Parent Survey Results
2	1.2 Parents send students to parent activities with no adults.	1.2 Notify parents that students must be accompanied by a parent or guardian.	1.2 Title One Coordinator	1.2 Parent Sign-In Sheets	1.2 Parent Survey Results



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
Annual Parent Seminar	Head Start - 5th Grade	Title I Coordinator	Parents of Head Start - 5th grade students	November 2012	Monitoring parent survey	Title I Coordinator Head Start Parent Educator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	N/A	Title I	\$418.00
			Subtotal: \$418.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Notify parents	Student Agendas	Title I	\$817.00
Math, Reading, and Global Fair Family Nights	N/A	Title I	\$315.00
			Subtotal: \$1,132.00
			<b>Grand Total: \$1,550.00</b>

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

## 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	Facilitate a book study using Rigor Made Easy	Professional resource materials	Title I	\$110.00
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	To increase students' knowledge of 4th and 5th grade standards	New Generation Science Science Boot Camp	N/A	\$0.00
Writing	To teach variation of figurative language	Writing Samples	N/A	\$0.00
Attendance	N/A			\$0.00
Suspension	NED Anti-Bullying Program	On-line teacher and student resource materials	N/A	\$0.00
Parent Involvement	N/A			\$0.00
				Subtotal: \$110.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	To differentiate individual needs	FCAT Explorer		\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Facilitate a book study using Rigor Made Easy	Professional resource materials	Title I	\$0.00
CELLA	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	To teach variation of figurative language and the writing process.	Writing Samples	N/A	\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	Annual Parent Seminar	N/A	Title I	\$418.00
				Subtotal: \$418.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
CELLA	N/A			\$0.00
Mathematics	Performance -Task Assessments	Performance-Task Assessments, Rubrics, and Exemplars	ASP (On-site vendor)	\$700.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	Notify parents	Student Agendas	Title I	\$817.00

Parent Involvement	Math, Reading, and Global Fair Family Nights	N/A	Title I	\$315.00
				Subtotal: \$1,832.00
				Grand Total: \$2,360.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/18/2012)

## 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
Student materials, incentives	\$1,960.00

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

- \* Needs assessment provided to students, parents, business partners, stakeholders
- \* Review data for areas of weakness
- \* Create a draft of the SIP plan
- \* SIP is shared with all stakeholders for input and revisions
- \* Final SIP plan is submitted
- \* SIP plan is posted to the school website after it is Board approved

# 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 COLLINS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	79%	97%	44%	285	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	76%			140	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?	67% (YES)	80% (YES)			147	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					572	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COLLINS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	74%	94%	21%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	62%			121	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?	63% (YES)	60% (YES)			123	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					495	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested