

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
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: PLANTATION ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Tonya Frost

SAC Chair: Mr. Rafael Harley & Ms. Michelle Hartman

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/25/2012

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 School Grade: C=462 points High Standards Performance: Reading-30% Math-43% Writing-75% Science-23% Learning Gains: Reading-61% Math-76% Lowest 25% Gains: Reading-73% Math-81% 2010-2011 School Grade: A=606 points High Standards Performance: Reading-87% Math-88% Writing-95%

Principal	Tonya Frost	BS, Elementary Education MS, Reading Ed. S., Ed. Leadership Endorsed, ESOL & School Leadership K12	1	17	<p>Science-68%</p> <p>Learning Gains: Reading-69% Math-65%</p> <p>Lowest 25% Gains: Reading-66% Math-68% AYP: No</p> <p>2009-2010</p> <p>School Grade: A=567 points High Standards Performance: Reading-80% Math-81% Writing-92% Science-61%</p> <p>Learning Gains: Reading-67% Math-64%</p> <p>Lowest 25% Gains: Reading-52% Math-60% AYP: No</p> <p>2008-2009</p> <p>School Grade: A=594 points High Standards Performance: Reading- 85% Math- 82% Writing- 94% Science- 61%</p> <p>Learning Gains: Reading- 74% Math- 67%</p> <p>Lowest 25% Gains: Reading- 63% Math- 68% AYP: No</p>
Assis Principal	Bree Miron	BA - Elementary Education, University of Florida & Florida Atlantic University MS - Educational Leadership, Florida Atlantic University Ed.S-Ed. Ldshp.- FAU Certifications- Educational Leadership (K-12), Elementary Education 1-6 and ESOL Endorsement	10	11	<p>2011-2012</p> <p>School Grade: C=462 points High Standards Performance: Reading-30% Math-43% Writing-75% Science-23%</p> <p>Learning Gains: Reading-61% Math-76%</p> <p>Lowest 25% Gains: Reading-73% Math-81%</p> <p>2010-2011</p> <p>School Grade: A=606 points High Standards Performance: Reading-87% Math-88% Writing-95% Science-68%</p> <p>Learning Gains: Reading-69% Math-65%</p> <p>Lowest 25% Gains: Reading-66% Math-68% AYP: No</p> <p>2009-2010</p> <p>School Grade: A=567 points High Standards Performance: Reading-80% Math-81% Writing-92% Science-61%</p> <p>Learning Gains: Reading-67% Math-64%</p>

					Lowest 25% Gains: Reading-52% Math-60% AYP: No 2008-2009 School Grade: A=594 points High Standards Performance: Reading- 85% Math- 82% Writing- 94% Science- 61% Learning Gains: Reading- 74% Math- 67% Lowest 25% Gains: Reading- 63% Math- 68% AYP: No
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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	Ms. Carla Mosley	Ed.Ed 1--6 Psychology 6-12	2	11	Broward District Accountability Department: Reading District Reading Trainer

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. New Educator Support System (NESS) provides to not only new teachers, but teachers that are new to the school and/ or grade levels	NESS Coordinator	Continuous	
2	2. Monthly stress relievers	Administration	Continuous	
3	3. Coaching/ Mentoring for Leadership positions	Administration	Continuous	
4	4. Teacher Empowerment	Principal	Continuous	

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
None	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
38	7.9%(3)	21.1%(8)	39.5%(15)	31.6%(12)	15.8%(6)	100.0%(38)	7.9%(3)	0.0%(0)	63.2%(24)

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
Administration and Relevant members of the new team.	Any new staff	Global guidance on federal, state, district and site-based policies and procedures.	Monthly meetings with admin. Monthly meetings with team.

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, Part A: Services provide additional teachers to assist students, particularly low performing students, with additional assistance during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/ her academic performance. The district coordinates with Title I, Title II and Title III in ensuring staff developments needs are provided.

- Local- Partnership with the SEAS program (Student Enrichment of the Arts) of Broward County improves our student(s) academic achievement through the arts.
- Our school will continue to implement an anti- bullying program to further reduce the incidences of bullying on our campus

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participated in district level workshops in differentiated instruction and academic standards training. School-based summer training was conducted in RtI, using Title I funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural Department provides ESOL instructional materials to be used with ELL students.

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 the Homeless Education Program is to identify homeless

students,remove barriers to their education,including school enrollment,provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

Additional funds from SAI provide additional instructional staff for academic improvement, such as additional reading support.

Violence Prevention Programs

Plantation Elementary implements the county's Code of Conduct and utilizes the District Discipline Matrix. Our school enforces the District's Anti-Bullying policy and has a zero tolerance for bullying and violence. Our school builds a violence prevention culture through small groups and classroom instruction in anger management, conflict resolution, and bullying prevention and the Broward County adopted character traits. Furthermore, a buddy-mentoring system, consisting of 5th grade students who meet the academic and Code of Conduct criteria,is being developed to work with students exhibiting social, academic and behavioral need. In addition to the classroom instruction, all teachers received training in the Anti-Bullying policy and CHAMPS I training.

Nutrition Programs

Nutritional Programs and Health Education programs are an integral part of our Unified Arts Program, specifically through the Physical Education Curriculum. Additionally, the Fitness Mandate requires these healthy conversations.

Housing Programs

N/A

Head Start

To ensure school readiness, the Head Start program provides literacy, math and science curriculum that aligned with the K-3 national standards to improved educational outcomes. This connection between curricular and child expectations has contributed to better prepare students to succeed in Kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' on-going assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the Head Start students' progress in the program.

Adult Education

N/A

Career and Technical Education

Career guidance classroom education

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

School counselor, ESE Specialist, school social worker, school psychologist, school speech pathologist, principal, asst. principal, curriculum coaches

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?

A training for all teachers was provided at the start of the school year and resources were provided to assist in the process. Teachers document, observe and graph student academic and or/ behavioral progress, utilizing bar or linear graphs. Students are referred according to the RtI guidelines provided during said training. Students consistently scoring below 70% on formal and informal assessments will be referred to the RtI process. Parents are involved and invited to Collaborative problem Solving Meetings held during all stages of the process, as students progress through the tiers. Curriculum Coaches attend to assist.

- The Guidance Counselor & ESE Specialist coordinate bi-monthly meetings, contacts parents, procures additional

resources, and monitors the process.

- Rtl Leadership Team discusses student data,monitors and collaboratively determines the appropriate steps in the academic/behavioral tier process.
- Rtl Team will monitor and review student progress and the implementation of training through walk-throughs
- Case Manager (Team Leaders and/or designee) will be assigned for each student.

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 SIP was developed with evidence from previous and current year's RtI student data. Continuous monitoring and collaboration of the action steps in the SIP will result in the effectiveness of the overall process. Overall trends will be used to used to identify additional professional development needs.

MTSS Implementation

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

Data will be compiled in the new district database entitled BASIS, once training is provided. In the meantime, mini assessments, benchmark assessments, daily classwork, and informal assessments will be compiled by the teacher and case manager. Intervention records will be compiled and maintained by the RTI Leadership team. For behavior, we will continue to use the district behavior management system (DMS) to monitor and provide interventions as needed.

Baseline: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test Reading, Math and Science), and Florida Comprehensive Assessment Test

Baseline: Progress Monitoring and Reporting Network (PMRN)

Guidance Counselor & ESE Specialist will organize and maintain records of all students who have been viewed.

Tier 1 data will be routinely inspected in the areas of reading, math, writing, science and behavior. The data will be used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students.

The data will also be used to screen at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

Tiers 2 and 3 data sources will have Intervention Records and progress monitoring graphs generated for the individual students.

Behavior charts maintained by teachers will be used as sources to routinely inspect behavior.

Describe the plan to train staff on MTSS.

The summer committee that overhauled the current RTI processes will be rolling out training within the second week of school.

Coaches will conduct professional development during teachers' preplanning week. Additional small session professional development will also occur at Leadership Team meetings throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RTI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. Calendar Math, Go Math staff review and struggling readers strategies and training will be provided in house. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, Reading Coach, Guidance Counselor, Primary Reading Curriculum Members, Content Area Teachers, Media Specialist, ESE Specialist

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

The LLT will meet monthly to focus on literacy initiatives, programs, student performance data, and literacy concerns throughout the school. The primary goal of the team is to ensure that all stakeholders support and understand the work of the reading coach and the school's literacy goals through a whole school approach.

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

To more closely align teaching and learning, the LLT is going to promote, engage, and support staff in regular ongoing literacy professional development. In addition, RtI and PLC workshops will be provided so that teachers are able to address areas of weakness through researched based strategies and best practices.

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.

With the implementation of the new literacy, math, and science curricula, the Head Start program is aligned with the K-3 national standards and includes academic and behavioral instruction focusing on daily explicit instruction, modeling, guided practice, and independent practice of all skills so that students can make a smooth transition into the elementary program. The Head Start team provides support services through ongoing conferences and communication between the school and home in addition to maintaining student data records. The community and parents are made aware of this program through flyers provided by the school district, SAC meetings, Title I Public Meetings, and school newsletters.

Additionally, the staff hosts an annual Kindergarten Open House for families of students coming the following year. This session gives parents and daycare centers an opportunity to visit the school and hear from staff on academic expectations in kindergarten. Communication is sent to the entire community via notices in local stores, flyers home with students, school newsletters, and Parent Link automated calls.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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



PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students in grades 3,4 & 5 will increase achieve a level 3 on the 2013 FCAT. Achievement will improve by by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (37) Students in grades 3,4 & 5 achieved a level 3 on the 2012 FCAT.	19% (52) Students in grades 3,4 & 5 will achieve a 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	Students are lacking adequate vocabulary skills.	<p>Implementation with fidelity:</p> <ul style="list-style-type: none"> Teachers will utilize the Frayer model during whole group and small group instruction as well as in centers. Teachers will provide additional practice outside of the core reading program (ex. tally vocabulary words as used throughout the day) Teachers will provide daily modeling and guided practice of targeted vocabulary strategy from the core reading program. Teachers will provide a reading challenge with business partners Interactive Word/Vocabulary walls will be used with graphic organizers such as four square and webs to reinforce vocabulary skills Teachers will provide vocabulary centers in which students will work with flashcards to create stories or review Words. Teachers will provide engaging activities in small group settings and or learning centers such as the use of flipcharts, crossword puzzles, 	Reading Coach and Administration	<ul style="list-style-type: none"> Utilize tally marks to indicate appropriate usage of vocabulary words daily Grade level team meetings weekly. Grade level subject area meetings weekly and as needed. Reading teachers participate in data chat meetings bi-weekly with administration and support staff. Generate and evaluate FCAT Explorer and Riverdeep reports bi-weekly CWT's weekly Teacher/ student lead Data chat. 	<ul style="list-style-type: none"> Mini Benchmark Assessments Benchmark Assessment Tests Instructional software reports FAIR Testing FCAT Test Maker

		concentration cards to reinforce their vocabulary			
2					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students in grades 3, 4, and 5 will increase proficiency on 2013 FAA by 25 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) of students in grades 3, 4, and 5 achieved proficiency on FAA.	50%(2) of students in grades 3, 4, and 5 will increase proficiency on 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking adequate vocabulary skills.	Implementation with fidelity: <ul style="list-style-type: none"> • Word Sorts • Semantic mapping • Centers aligned with the core reading series • FCAT Explorer weekly • Interactive Word/Vocabulary walls • Homework Practice 	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade level team meetings weekly. • Grade level subject area meetings weekly and as needed. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • CWT's weekly to focus on the effective use of vocabulary strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. 	

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:	16%(43)of students in grades 3, 4, and 5 will score above proficiency on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(29) of students in grades 3, 4, and 5 achieved above proficiency on 2012 FCAT.	16%(43)of students in grades 3, 4, and 5 will score above proficiency on 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
	Students are lacking	Implementation with	Reading Coach and	• Grade level team	• Mini Benchmark

1	adequate vocabulary skills.	fidelity: <ul style="list-style-type: none"> • Word Sorts • Semantic mapping • Centers aligned with the core reading series • FCAT Explorer weekly • Interactive Word/Vocabulary walls • Homework Practice 	Administration	meetings weekly. <ul style="list-style-type: none"> • Grade level subject area meetings weekly and as needed. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • CWT's weekly to focus on the effective use of vocabulary strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. 	Assessments <ul style="list-style-type: none"> • Benchmark Assessment Tests • Instructional software reports • FAIR Testing • FCAT Test maker • Data Charts • Bi-weekly assessments and ongoing monitoring.
2	Students need to develop higher order thinking skills	<ul style="list-style-type: none"> • Cold Read Assessments • After school book club • Book reports • Project-Based Learning activities • Reciprocal Teaching • PD for Higher Order Thinking Skills (HOTS) • PD for WEBBS Depth of Knowledge 	Reading Coach and Administration	<ul style="list-style-type: none"> • Weekly leadership meetings to discuss progress/concerns • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • CWT's weekly to focus on the effective use of higher order thinking skills and strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • Teacher observations • FAIR Testing • Rubrics to evaluate book reports and Project-Based Learning activities • Bi-weekly assessments and ongoing monitoring.

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:	50% (2) of students in grades 3, 4, and 5 will achieve above proficiency on 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of students in grades 3,4, and 5 achieved above proficiency on 2012 FAA.	50% (2) of students in grades 3, 4, and 5 will achieve above proficiency on 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need to develop higher order thinking skills	<ul style="list-style-type: none"> • Cold Read Assessments • After school book club • Book reports • Project-Based Learning activities • Reciprocal Teaching • PD for Higher Order Thinking Skills (HOTS) 	Reading Coach and Administration	<ul style="list-style-type: none"> • Weekly leadership meetings to discuss progress/concerns • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • Teacher observations • FAIR Testing

1		<ul style="list-style-type: none"> • PD for WEBBS Depth of Knowledge 	<p>Data chat quarterly.</p> <ul style="list-style-type: none"> • CWT's weekly to focus on the effective use of higher order thinking skills and strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. 	<ul style="list-style-type: none"> • Rubrics to evaluate book reports and Project-Based Learning activities • Bi-weekly assessments and ongoing monitoring.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	63%(171) of students will make learning gains in Reading on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(86) of students made learning gains in Reading on 2012 FCAT.	63%(171) of students will make learning gains in Reading on 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	Students are lacking adequate vocabulary development.	Implementation with fidelity: <ul style="list-style-type: none"> • Word Sorts • Semantic mapping • Word chains • Frayer model • Center focused weekly core reading series • FCAT Explorer weekly • Destination reading • Cool Cat word of the day 	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • CWT's weekly 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • FAIR Testing
2	Students are demonstrating difficulties in the area of reading comprehension.	Implementation with fidelity: <ul style="list-style-type: none"> • Utilization of the Elements of Reading Anthology to promote higher order thinking skills • Think aloud's • Center aligned with the core reading series • Identify the weak benchmarks and assign student activities in Riverdeep • Utilize the read aloud's in Text talk to target critical thinking skills • FCAT Explorer weekly • Use of the Super QAR daily to make connections and provide opportunities for more open-ended question experiences. • Reading strategies example: underlining, highlighting, circling etc.. 	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • Student/ teacher led data conferences • CWT's weekly 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • FAIR Testing

3	Students are demonstrating difficulties in the area of reading stamina and comprehension of substantial length passages.	Utilization of three to five Cold Read Assessment passages with 100 to 600 words for approximately 45 minutes on a bi-weekly basis to develop test taking strategies and build stamina.	Reading Coach and Administration	<ul style="list-style-type: none"> Grade level team meetings weekly. Reading teachers participate in data chat meetings bi-weekly with administration and support staff. Teacher/ student lead Data chat quarterly. Student/ teacher led data conferences CWT's weekly 	<ul style="list-style-type: none"> Mini Benchmark Assessments Benchmark Assessment Tests Instructional software reports End of the selection tests FAIR Testing
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	53% (144) of students in grades 3, 4, and 5 will make learning gains in reading on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of students in grades 3, 4, and 5 made learning gains in reading on the 2012 FAA.	53% (144) of students in grades 3, 4, and 5 will make learning gains in reading on the 2013 FAA.

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 reading. Reading Goal #4:	75%(56) of the lowest quartile of students in grades 3, 4, and 5 will make learning gains in Reading on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(26) of the lowest quartile of students in grades 3, 4, and 5 made learning gains in Reading.	75%(56) of the lowest quartile of students in grades 3, 4, and 5 will make learning gains in Reading on 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
Students are demonstrating difficulties in the area of phonics skills	<ul style="list-style-type: none"> Utilization of Phonics for Reading for repetition, drill and remediation of vowels, consonants and blends. Use of Words Their Way for repetition, review and drill of blends, digraphs and diphthongs. 	Reading Coach and Administration	<ul style="list-style-type: none"> Grade level team meetings weekly. Grade level subject area meetings weekly and as needed. Reading teachers participate in data chat meetings bi- 	<ul style="list-style-type: none"> Great Leaps Progress Monitoring FAIR Testing DAR

1		<ul style="list-style-type: none"> Utilization of Great Leaps to review, drill and remediate phonetic skills Elkonin/ sound boxes word sorts utilization of Treasures daily phonics activities PD on Diagnostic Assessment of Reading (DAR) 		weekly with administration and support staff. • Teacher/ student lead Data chat quarterly.	
2	Students are demonstrating difficulties in the area of vocabulary development.	Implementation with fidelity: <ul style="list-style-type: none"> Utilization of word sorts, word chains, semantic mapping and the Frayer Model when implementing the Elements of Reading Vocabulary, Text Talk and the core reading program. Center aligned with the core reading series FCAT Explorer weekly Reading Weekly Homework/Practice 	Reading Coach and Administration	<ul style="list-style-type: none"> Grade level team meetings weekly. Grade level subject area meetings weekly and as needed. Reading teachers participate in data chat meetings bi-weekly with administration and support staff. Teacher/ student lead Data chat quarterly. CWT's 	Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • Teacher observations • FAIR Testing • Bi- weekly assessments • FCAT Test maker
3	Students are lacking adequate comprehension skills.	Implementation with fidelity: <ul style="list-style-type: none"> Utilization of the Elements of Reading Vocabulary Anthology to develop higher order thinking skills Think alouds Center focused weekly core reading series FCAT Explorer weekly Reading Weekly Use of the Super QAR daily to make connections and provide opportunities for more open-ended question experiences. 	Reading Coach	<ul style="list-style-type: none"> Grade level team meetings weekly. Grade level subject area meetings weekly and as needed. Reading teachers participate in data chat meetings bi-weekly with administration and support staff. Teacher/ student lead Data chat quarterly. Student / teacher led data conference CWT's 	<ul style="list-style-type: none"> Mini Benchmark Assessments Benchmark Assessment Tests Instructional software reports End of the selection tests FAIR Testing

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 #				
		By June 2017, the percentage of students proficient will be 68%				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		39%	44%	50%	55%	

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:	The following subgroups of students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 2013 FCAT. 69%(239) of black 70% (25) of hispanic
2012 Current Level of Performance:	2013 Expected Level of Performance:

The following subgroups of students in grades 3, 4, and 5 did not make adequate yearly progress in Reading on 2012 FCAT. 71%(202) of black 73% (11) of hispanic	The following subgroups of students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 2013 FCAT. 74% (239) of black 76% (25) of hispanic
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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	White: N/A Black: Students are lacking adequate vocabulary skills. Hispanic: N/A Asian: N/A American Indian: N/A	Implementation with fidelity: • Word Sorts • Semantic mapping • Word chains • Frayer model • Center focused weekly core reading series • FCAT Explorer weekly • Reading Weekly	Reading Coach and Administration	• Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • CWT's	• Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • FAIR Testing • Bi- weekly assessments • FCAT Test maker
2	White: N/A Black: Students are lacking adequate comprehension skills. Hispanic: N/A Asian: N/A American Indian: N/A	Utilization of three to five Cold Read Assessment passages with 100 to 600 words for approximately 45 minutes on a bi-weekly basis to develop test taking strategies and build stamina.	Reading Coach and Administration	• Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Student / teacher led data conference • CWT's bi-weekly	• Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • FAIR Testing • Bi- weekly assessments • FCAT Test maker
3	White: N/A Black: Students are demonstrating difficulties in the area of reading stamina and comprehension of substantial length passages. Hispanic: N/A Asian: N/A American Indian: N/A	Utilization of three to five Cold Read Assessment passages with 100 to 600 words for approximately 45 minutes on a bi-weekly basis to develop test taking strategies and build stamina.	Reading Coach and Administration	• Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • CWT's bi-weekly	• Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • FAIR Testing • Bi- weekly assessments • FCAT Test maker

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:	93%(46) of ELL students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96%(27) of ELL students in grades 3, 4, and 5 did not make adequate yearly progress in Reading on 2012 FCAT.	93%(46) of ELL students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 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
	Students have a lack of exposure to academic vocabulary	Increased use of Realia, visuals, interactive word walls, and audio versions of core literature	Administration Reading Coach ESOL Contact Classroom teacher	Analysis of assessments by RtI, Literacy Team and grade levels to determine the	Formative: Bi-weekly Benchmark assessments, oral exams, student

1		as a step in background building and as strategies to enhance students' connection to what is read, use of bi-lingual dictionaries, use of language master.		effectiveness of instruction in the continuous cycle of instruction, assessment and remediation/enrichment	work samples. Summative: 2011 FCAT Assessments
2	Students inability to utilize reading comprehension skills due to language barriers	Increased the use of before, during, and after reading strategies such as building background knowledge, graphic organizers, note-taking, and summarizing. At the primary levels, ELL students will be provided with instruction in sheltered classes taught by teachers either certified in ESOL or ESOL endorsed to insure effective instruction and learning of age and grade appropriate vocabulary. Instruction in intermediate classes will be delivered by instructors who have obtained the ESOL endorsement to insure effective teaching and learning. Also, staff members fluent in the students' languages and trained to assist are available to help in basic subject area, especially the acquisition of age and grade appropriate vocabulary using effective ESOL strategies and techniques, as well as communication with parents and caregivers.	Administration Reading Coach ESOL Contact Classroom teacher	Analysis of assessments by RtI, Literacy Team and grade levels to determine the effectiveness of instruction in the continuous cycle of instruction, assessment and remediation/enrichment Analysis of assessments by RtI, Literacy Team and grade levels to determine the effectiveness of instruction in the continuous cycle of instruction, assessment and remediation/enrichment	Formative: Bi-weekly Benchmark assessments, oral exams, student work samples. Summative: 2011 FCAT 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	79%(28) of SWD students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(14) of SWD students in grades 3, 4, and 5 did not make adequate yearly progress in Reading on 2012 FCAT.	79%(28) of SWD students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 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
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	69%(190) of ED students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(153) of ED students in grades 3, 4, and 5 did not make adequate yearly progress in Reading on 2012 FCAT.	69%(190) of ED students in grades 3, 4, and 5 will not make adequate yearly progress in Reading on 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	Students are lacking adequate vocabulary skills.	Implementation with fidelity: <ul style="list-style-type: none"> • Word Sorts • Semantic mapping • Word chains • Frayer model • Center focused weekly core reading series • FCAT Explorer weekly 	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • CWT's weekly 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • FAIR Testing • Bi- weekly assessments • FCAT Test maker • Text Talk
2	Students are lacking adequate comprehension skills.	Implementation with fidelity: <ul style="list-style-type: none"> • Utilization of the Elements of Reading Vocabulary Anthology to develop higher order thinking skills • Think alouds • Center focused weekly core reading series • FCAT Explorer weekly • Use of the Super QAR daily to make connections and provide opportunities for more open-ended question experiences 	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade level team meetings weekly. • Reading teachers participate in data chat meetings bi-weekly. • Teacher/ student lead Data chat quarterly. • Student / teacher led data conference 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • CWT's • FAIR Testing • Bi- weekly assessments • FCAT Test maker • Text Talk
3	Students are demonstrating difficulties in the area of reading stamina and comprehension of substantial length passages.	Utilization of three to five Cold Read Assessment passages with 100 to 600 words for approximately 45 minutes on a bi-weekly basis to develop test taking strategies and build stamina.	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade level team meeting weekly. • Reading teachers participate in data chat meetings bi-weekly with administration and support staff. • Teacher/ student lead Data chat quarterly. • CWT's weekly 	<ul style="list-style-type: none"> • Mini Benchmark Assessments • Benchmark Assessment Tests • Instructional software reports • End of the selection tests • Teacher observations • FAIR Testing • Bi- weekly assessments • FCAT Test maker

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
Supplemental Reading Programs (ie Buzz About It, Achieve 3000)	K-5	Reading Coach / District	Reading Intervention Teachers	Early Release; Planning Days	Administrative observation	Administration
Grade Specific CCSS	K-5	Reading Coach / District	All teachers	Early Release; Team Release	Administrative observation	Administration
Reading through Content Instruction	K-5	Reading Coach / District	All teachers	Early Release; Team Release	Administrative observation Parent Nights	Administration
Accelerated Reader	K-5	Micro Tech	All teachers	Early Release	Administrative usage monitoring Student reports	Administration
Daily 5	2	Reading Coach	Grade 2 Teachers	Release Days; Planning Periods	Administrative observation	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Double Dose Instruction	Treasures Supplements	Accountability	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Rennaisance Reading Inc	Accountability	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ongoing Training/Subs	CCSS for Reading Instruction	Title I	\$1,250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,250.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.
1. Students scoring proficient in listening/speaking.

CELLA Goal # 1: 45% of CELLA students will be proficient in listening and speaking skills.

2012 Current Percent of Students Proficient in listening/speaking:

40% of current students are proficient in listening and speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to academic vocabulary	Students will unwrap the kid friendly benchmarks to provide them with the opportunity to understand exactly what is being asked	Lina Palacios and Gail Pluchino	Analysis of benchmark assessments	BATI and BATI I Weekly benchmark assessments
2	Lack of exposure to mathematics language and usage	Students will use the program "The Language of Mathematics"	Gail Pluchino and Sandra Ruise	Analysis of written responses to questions requiring usage of mathematics language to demonstrate understanding	Workbook activities for "The Language of Mathematics" and journals
3	Lack of grade level specific mathematics language usage	Students will use grade test item specifications to develop an understanding of the questions for grade level assessments	Sandra Ruise	Analysis of test responses aligned to grade level item specifications	Leadership Test Prep for mathematics and test item specifications

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

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:	30% (81) of students in grades 3, 4, and 5 will need to achieve proficiency in Math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(62) of students in grades 3, 4, and 5 achieved a Level 3 in Math on 2012 FCAT.	30% (81) of students in grades 3, 4, and 5 will need to achieve proficiency in Math on 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	Students are lacking adequate vocabulary to successfully compute and comprehend word problems	Classrooms teachers will utilize the following with fidelity: <ul style="list-style-type: none"> • Interactive Math Word Wall • Daily vocabulary based center rotations • Homework/practice • Use of Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage. • Small group differentiated instruction. 	Administration and Math Coach	<ul style="list-style-type: none"> • Weekly grade level team meetings. • CWT's weekly to focus on the effective use of vocabulary strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. • PLC meetings bi-weekly and as needed that will include CWT feedback. • Monitoring of the implementation of "Go Math" vocabulary activities weekly. • Monitoring of online resources that compliment the "Go Math" program • Review online generated reports • Use the Math Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage and comprehension. 	<ul style="list-style-type: none"> • "Go Math" vocabulary assessments • "Go Math" Chapter tests • "Go Math" Big Idea Assessments • CWT's • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources • Math Journal • Ongoing data chats and progress monitoring based on 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:	28% (3) of students in grades 3, 4, and 5 will need to achieve proficiency in Math on 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(1) of students in grades 3, 4, and 5 achieved proficiency in Math on 2012 FAA.	28% (3) of students in grades 3, 4, and 5 will need to achieve proficiency in Math on 2013 FAA.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are demonstrating difficulties computing multiple step word problems	<ul style="list-style-type: none"> • Implementation of the "Go Math" series. • Homework/Practice • Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage and math application. • Small group differentiated instruction. 	Administration and Math Coach	<ul style="list-style-type: none"> • Weekly grade level team meetings. • PLC meetings bi-weekly and as needed that will include CWT feedback. • CWT's weekly to focus on the effective use of comprehension strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. • Monitoring of the implementation of "Go Math" vocabulary activities weekly • Review online generated reports 	<ul style="list-style-type: none"> • "Go Math" Big Idea assessments • "Go Math" Chapter tests • CWT's • Mini- BAT • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	18%(49) of students achieved a level 4 or 5 in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(34) of students achieved a level 4 or 5 in math on the 2012 FCAT.	18%(49) of students achieved a level 4 or 5 in math 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	Level 4 and 5 students are not provided with an adequate enrichment	<ul style="list-style-type: none"> • These high level learners will utilize the enrichment resources of the "Go Math" series. • Students will consistently utilize the First in Math computer software. • Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of enrichment activities. • Students will participate in project-based learning with an established rubric to determine expected outcomes. 	Administration and Reading Coach	<ul style="list-style-type: none"> • Teacher/student data chats. • Weekly grade level team meetings. • PLC meetings bi-weekly and as needed to be inclusive of CWT feedback. • Monitoring of implementation "Go Math" enrichment activities weekly • Review online generated reports • Rubrics to determine expected outcomes • CWT's weekly to focus on the effective use of enrichment strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of 	<ul style="list-style-type: none"> • Practice tests will be administered monthly and student progress will be charted. • Project rubrics will be utilized after each Big Idea.

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:	50%(2) of students will achieve above proficiency on the 2012-2013 math portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) of students achieved above proficiency on the 2012 math portion of the FAA.	50%(2) of students will achieve above proficiency on the 2012-2013 math portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are demonstrating difficulties computing multi-step word problems.	<ul style="list-style-type: none"> Classroom teachers will utilize problem-solving strategies. Implementation of the "Go Math series. Calendar Math 	Administration and Reading Coach	<ul style="list-style-type: none"> Grade level team meetings weekly Math teachers participate in data chat meetings monthly with PLC. Monitoring of implementation "Go Math" activities weekly Review online generated reports 	<ul style="list-style-type: none"> Mini benchmark Assessments Tests Benchmark Assessment Tests Instructional software reports CWT's Project based Learning FCAT Test Maker Destination Math Soar to Success Go Math Resources

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:	79%(214) percent of students in grades 3, 4, and 5 will need to make learning gains in Math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(107)Students in grades 3,4,and 5,made learning gains in Math on 2012 FCAT	79%(214) percent of students in grades 3, 4, and 5 will need to make learning gains in Math on 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
	Students are lacking adequate vocabulary skills to successfully compute and Comprehend word problems.	Classroom Teachers will utilize the following with fidelity: <ul style="list-style-type: none"> Interactive Math Word Walls Graphic Organizers Daily Vocabulary Assignments 	Administration and Reading Coach	<ul style="list-style-type: none"> Grade level team meetings weekly Math teachers participate in data chat meetings bi-weekly Monitoring of implementation "Go Math" vocabulary activities 	<ul style="list-style-type: none"> Benchmark Assessment Tests Instructional software reports End of chapter tests CWT's FCAT Test Maker

1		<ul style="list-style-type: none"> • Calendar Math • Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage. • Provide Interactive real world multi- step problems 		weekly <ul style="list-style-type: none"> • CWT's weekly to focus on the effective use of vocabulary strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. • PLC meetings bi-weekly and as needed that will include CWT feedback • Review online generated reports for item analysis, review and progress monitoring. 	<ul style="list-style-type: none"> • Destination Math • Soar to Success • Go Math Resources • Online intervention
2	Students are lacking skills to successfully compute, Comprehend and complete multi-step math word problems.	Classroom Teachers will utilize the following: <ul style="list-style-type: none"> • Highlighting • Daily Word Wall review implementation and monitoring • "Go Math" problem solving activities daily 	Administration and Reading Coach	<ul style="list-style-type: none"> • Math teachers participate in data chat meetings monthly • Monitoring of implementation "Go Math" activities weekly • CWT's weekly to focus on the effective use of vocabulary strategies used in the classroom. • Team leader will meet with administration and coach to review CWT and develop a plan of action. • PLC meetings bi-weekly and as needed that will include CWT feedback • Review online generated reports for item analysis, review and progress monitoring. 	<ul style="list-style-type: none"> • Benchmark Assessment Tests • Instructional software reports • End of selection tests • CWT's • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources • Online intervention

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:	50%(2) percent of students in grades 3, 4, and 5 will need to make learning gains in Math on 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)Students in grades 3,4,and 5,made learning gains in Math on 2012 FAA.	50%(2) percent of students in grades 3, 4, and 5 will need to make learning gains in Math on 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are lacking skills to successfully compute, Comprehend and complete multi-step math word problems.	Classroom Teachers will utilize the following: <ul style="list-style-type: none"> • Highlighting • Daily Word Wall review implementation and monitoring • "Go Math" problem solving activities daily 	Administration and Reading Coach	<ul style="list-style-type: none"> • Math teachers participate in data chat meetings monthly • Monitoring of implementation "Go Math" activities weekly • CWT's weekly to focus on the effective use of vocabulary strategies used in the classroom. 	<ul style="list-style-type: none"> • Benchmark Assessment Tests • Instructional software reports • End of selection tests • CWT's • FCAT Test Maker • Destination Math

1			<ul style="list-style-type: none"> • Team leader will meet with administration and coach to review CWT and develop a plan of action. • PLC meetings bi-weekly and as needed that will include CWT feedback • Review online generated reports for item analysis, review and progress monitoring. 	<ul style="list-style-type: none"> • Soar to Success • Go Math Resources • Online intervention
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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 mathematics. Mathematics Goal #4:	84% (62) of students in the lowest quartile will need to make learning gains in math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (29) of students in the lowest quartile made learning gains in math on 2012 FCAT.	84% (62) of students in the lowest quartile will need to make learning gains in math on 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	Students are lacking adequate vocabulary skills to successfully compute and Comprehend word problems.	Classrooms will utilize the following with fidelity: <ul style="list-style-type: none"> • Interactive Math Word Walls • Graphic Organizers • Daily Vocabulary Assignments • Calendar Math • Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage. 	Administration and Reading Coach	<ul style="list-style-type: none"> • Math teachers participate in data chat meetings bi-weekly • Monitoring of implementation "Go Math" vocabulary activities weekly • Review online generated reports for item analysis, prescriptions, review, and progress monitoring. 	<ul style="list-style-type: none"> • Mini benchmark Assessments Tests • Benchmark Assessment Tests • Instructional software reports • End of selection tests • CWT's • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources

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 #					
	By June 2017, the percentage of students proficient will increase					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		45%	51%	57%	62%	

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	The following subgroups of students in grades 3, 4, and 5 will
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satisfactory progress in mathematics. Mathematics Goal #5B:	not make adequate yearly progress in Math on 2013 FCAT. 61%(211) of black 56% (20) of hispanic
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following subgroups of students in grades 3, 4, and 5 did not make adequate yearly progress in Math on 2012 FCAT. 58%(118) of black 53% (8) of hispanic	The following subgroups of students in grades 3, 4, and 5 will not make adequate yearly progress in Math on 2013 FCAT. 61%(211) of black 56% (20) of hispanic

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	FRL: Students are lacking adequate vocabulary skills to successfully compute and Comprehend word problems	Classrooms will utilize the following with fidelity: <ul style="list-style-type: none"> • Interactive Math Word Walls • Graphic Organizers • Daily Vocabulary Assignments • Calendar Math • Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage. 	Administration and Math Coach	<ul style="list-style-type: none"> • Math teachers participate in data chat meetings bi-weekly with administration and Math Coach. • Monitoring of implementation of "Go Math" vocabulary activities weekly through CWT's and Math journals/ rubric • Team leader will meet with administration and coach to review CWT and develop a plan of action. • Review online generated reports for item analysis and review, and progress monitoring. 	<ul style="list-style-type: none"> • Mini benchmark Assessments Tests • Benchmark Assessment Tests • Instructional software reports • End of chapter tests • CWT's • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources reports • End of selection tests • Classroom walk through.
2	AYP Subgroup Black: Students are lacking adequate vocabulary skills to successfully compute and Comprehend word problems	Classrooms will utilize the following with fidelity: <ul style="list-style-type: none"> • Interactive Math Word Walls • Graphic Organizers • Daily Vocabulary Assignments • Calendar Math • Math Journal with an established Rubric to determine expectations that will promote frequency and accuracy of vocabulary usage. • Differentiated instruction through Math ability grouping. • Flexible skill based groups for remediation and enrichment. 	Administration and Math Coach	<ul style="list-style-type: none"> • Math teachers participate in data chat meetings bi-weekly with administration and Math Coach inclusive of CWT feedback. • Monitoring of implementation of "Go Math" vocabulary activities and strategies weekly through CWT's and Math journals/ rubric • Team leader will meet with administration and coach to review CWT and develop a plan of action. • Review online generated reports for item analysis and review, and progress monitoring. 	<ul style="list-style-type: none"> • Mini benchmark Assessments Tests • Benchmark Assessment Tests • Instructional software reports • End of chapter tests • CWT's weekly • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources • Online data reports weekly

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:	65%(32) of ELL students in grades 3, 4, and 5 will not make adequate yearly progress in Math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(19) of ELL students in grades 3, 4, and 5 did not make	65%(32) of ELL students in grades 3, 4, and 5 will not make

adequate yearly progress in Math on 2012 FCAT.			adequate yearly progress in Math on 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	Students have a lack of exposure to academic vocabulary	Increased use of Realia, visuals, interactive word walls, and audio versions of core literature as a step in background building and as strategies to enhance students' connection to what is read.	Administration Math Coach ESOL Contact	Analysis of assessments by RtI, Literacy Team and grade levels to determine the effectiveness of instruction in the continuous cycle of instruction, assessment and remediation/enrichment	. Formative: Bi-weekly Benchmark assessments, oral exams, student work samples. Summative: 2011 FCAT Assessments
2	Students inability to utilize reading comprehension skills due to language barriers	. Increased the use of before, during, and after reading strategies such as building background knowledge, graphic organizers, note-taking, and summarizing. At the primary levels, ELL students will be provided with instruction in sheltered classes taught by teachers either certified in ESOL or ESOL endorsed to insure effective instruction and learning of age and grade appropriate vocabulary. Instruction in intermediate classes will be delivered by instructors who have obtained the ESOL endorsement to insure effective teaching and learning. Also, staff members fluent in the students' languages and trained to assist are available to help in basic subject area, especially the acquisition of age and grade appropriate vocabulary using effective ESOL strategies and techniques, as well as communication with parents and caregivers.	Administration Math Coach ESOL Contact	Analysis of assessments by RtI, Literacy Team and grade levels to determine the effectiveness of instruction in the continuous cycle of instruction, assessment and remediation/enrichment Analysis of assessments by RtI, Literacy Team and grade levels to determine the effectiveness of instruction in the continuous cycle of instruction, assessment and remediation/enrichment	Formative: Bi-weekly Benchmark assessments, oral exams, student work samples. Summative: 2011 FCAT 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	74%(26) of SWD students in grades 3, 4, and 5 will not make adequate yearly progress in Math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(13) of SWD students in grades 3, 4, and 5 did not make adequate yearly progress in Math on 2012 FCAT.	74%(26) of SWD students in grades 3, 4, and 5 will not make adequate yearly progress in Math on 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	Not applicable based on data.	Not applicable based on data.	Not applicable based on data.	Not applicable based on data.	Not applicable based on data.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	55%(152) of ED students in grades 3, 4, and 5 will not make adequate yearly progress in Math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(123) of ED students in grades 3, 4, and 5 did not make adequate yearly progress in Math on 2012 FCAT.	55%(152) of ED students in grades 3, 4, and 5 will not make adequate yearly progress in Math on 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	Economically Disadvantaged Students are lacking adequate vocabulary skills to successfully compute and Comprehend word problems.	Classrooms will utilize the following with fidelity: <ul style="list-style-type: none"> • Interactive Math Word Walls • Graphic Organizers 	Administration and Math Coach	<ul style="list-style-type: none"> • Math teachers participate in data chat meetings bi-weekly • Teachers will implement and monitor "Go Math" problem solving activities weekly • Review online generated reports for item analysis, prescription, review, and progress monitoring. 	<ul style="list-style-type: none"> • Benchmark Assessment Tests • Instructional software reports • End of chapter tests • CWT's • FCAT Test Maker • Destination Math • Soar to Success • Go Math Resources

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
CCSS for Math Instruction	K-5	District	All staff	As scheduled by district	Administrative observation	Administration
First In Math Enrichment Program	K-5	Company	All staff	Early Release; Planning	Administrative monitoring of student progress reports	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Supplemental instructional resourced	First In Math	General Budget Funds	\$2,520.00
			Subtotal: \$2,520.00
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
Staff Development - Training/Sub	CCSS for Math Instruction	Title I	\$1,250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,770.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		23% (18) of students will need to achieve proficiency on the Science portion of the 2012-2013 FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20%(15) of students achieved proficiency on the Science portion of the 2011-2012 FCAT.		23%(18)of students will need to achieve proficiency on the Science portion of the 2012-2013 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	Students come with limited knowledge of Science concepts and specifically Body of Knowledge: The Nature of Science	<ul style="list-style-type: none"> All grade levels will implement science daily with fidelity. Teachers will utilize the Delta Hands-on Kits to perform experiments weekly. Utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by instructional Focus Calendar. 	Reading Coach and Administration	<ul style="list-style-type: none"> Utilization of the student assessments. CWT's weekly to focus on hands- on activities, Science journals, higher order questions Team leader will meet with administration and coach to review CWT and develop a plan of action. Data chats between administration, Science teachers / students and Science 	<ul style="list-style-type: none"> Mini- BAT Assessments BAT Assessments BAT I and BAT II Chapter Tests Lab Performance Assessments Science Journals Project based assessments with established rubrics Fair Game assessment FCAT Test Maker Exam View Review of Science journals

		<ul style="list-style-type: none"> • Interactive Science Word Walls on a daily basis. • Teachers will incorporate more inquiry based questions and activities as related to the hands-on Delta-Kits • Science Journals will be used in fidelity and to respond to the Scientific Method. • Utilization of BEEP lessons 		<p>Coach bi-weekly.</p> <ul style="list-style-type: none"> • Evaluation of mini-assessments as determined by Core Curriculum via BEEP lessons • Science Journal and Rubric review as a part of data chat and CWT 	and rubric
2	Students come with limited experiences in application of Science centers	<ul style="list-style-type: none"> • Teachers will utilize hands-on activities weekly in centers. • Teachers will Utilize Technology centers i.e. science clips, united streaming etc.. • In-house field trips. • Science Journals used in fidelity. 	Reading Coach and Administration	<ul style="list-style-type: none"> • Grade Level team meetings bi-weekly. 	<ul style="list-style-type: none"> • Science Lab • Journal • Teacher • Observation • Lab report • FCAT Test Maker Exam View
3	Lack of age and grade level appropriate content area vocabulary	During whole or small group instruction each morning, teacher will include interactive word wall strategies for vocabulary development. Weekly readers/science textbooks, and authentic vocabulary development activities daily, which will help to build students' knowledge of word meaning, and context clues strategies	Administration, Reading coach	<p>Administrative classroom Walk-throughs and on-going classroom assessments focusing on students' knowledge of word meanings, and context clues.</p> <p>Analysis of bi-monthly assessments by grade levels with grade level teachers and RtI team</p>	<p>Formative : Bi-monthly Mini Benchmark Assessments</p> <p>Summative: 2013 FCAT Assessment</p>
4	As students progress through grade levels, the lack of collaborative efforts in grades K-5 does not yield appropriate scaffolding of Science instruction.	Develop a Professional Learning Community (PLC) with all Science personnel to insure vertical teaming. The Science PLC will research proven strategies/resources, and plan grade appropriate inquiry-based instruction.	Administration, Reading coach	Review and analyze assessment data across grade levels to promote student achievement regarding science standards.	<p>Formative : Bi-monthly Mini Benchmark Assessments, Science Journals/Experiment logs</p> <p>Summative: 2013 Science FCAT Assessment</p> <p>Data Chats with grade level science teachers.</p>
5	Lack of familiarity with the newly adopted science textbook series and ancillary resources.	<p>District training on new text and materials</p> <p>Next Generation Sunshine State Standards (NGSS) aligned with morning prompts for daily openers.</p>	Administration, Reading Coach	Leadership team monthly review of common assessments by grade level	Instructional Focus Calendars; analysis of assessment data tools from Science Fusion textbook series.
6	The implementation of new NGSSS science standards	Teachers will be trained by the district. Teachers will attend PLC to understand exactly what the standards require of the students in terms of knowledge and	Administration, Reading coach.	Leadership team monthly review, CWTs to observe standards, teacher conversations with Science coach.	Tracking of teacher training logs, lesson plan checks. Analysis of assessment results (both district and textbook).

	production (unwrapping the benchmarks).			
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	36%(4) of students will achieve proficiency on the Science portion of the 2012-2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(1) of students achieved proficiency on the Science portion of the 2011-2012 FAA.	36%(4) of students will achieve proficiency on the Science portion of the 2012-2013 FAA.

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:	4% (3) of students in grade 5 will achieve a level 4 or 5 on the 2012-2013 Science portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1) of students in grade 5 achieved a level 4 or 5 on the 2011-2012 Science portion of the FCAT.	4% (3) of students in grade 5 will achieve a level 4 or 5 on the 2012-2013 Science portion of the 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	Students have not mastered Body of Knowledge: The Nature of Science in its entirety	<ul style="list-style-type: none"> All grade levels will implement science daily with fidelity. Teachers will utilize the Delta Hands- on Kits to perform experiments weekly. Utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by instructional Focus Calendar. Interactive Science Word Walls on a daily basis 	Science Contact and Administration	<ul style="list-style-type: none"> Grade Level team meetings bi-weekly. 	<ul style="list-style-type: none"> Strand N Body of Knowledge Mini- BAT Assessments BAT I and BAT II Science Fair Projects Lab report FCAT Test Maker Exam View

		<ul style="list-style-type: none"> Project based learning 			
2	Students come with limited experiences in Higher Order Application of Learning	<ul style="list-style-type: none"> Teachers will utilize the Delta Hands- on Kits to perform experiments weekly. 	Science Contact and Administration	<ul style="list-style-type: none"> Grade Level team meetings weekly. Science Teachers participate in data meetings bi-weekly. 	<ul style="list-style-type: none"> Strand N Body of Knowledge Mini-BAT Assessments BAT I and BAT II Science Fair Projects Lab Performance FCAT Test Maker Exam View
3	Lack of familiarity with the newly adopted science textbook series and ancillary resources.	Lesson modeling and collaborative team planning incorporating Next Generation Sunshine State Standards (NGSSS) with Science Coach.	Science Coach	Curriculum Leadership Team bi-monthly review of common assessments by grade level.	Instructional Focus calendars; Analysis of assessment data tools from Science Fusion textbook series.
4	Lack of Familiarity with new NGSSS standards that will be implemented this year.	Teachers will unwrap the benchmarks as a Science PLC activity to ensure that they understand what is required of the students by the benchmark.	Administration, Science Coach	Leadership review of assessments and products resulting from student projects.	Analysis of assessment results and restructuring as needed.

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:	36% (4) of students in grade 5 will achieve a level 4 or 5 on the 2012-2013 Science portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1) of students in grade 5 achieved a level 4 or 5 on the 2011-2012 Science portion of the FAA.	36% (4) of students in grade 5 will achieve a level 4 or 5 on the 2012-2013 Science portion of the FAA.

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 Resource Training	K-5	District	Science Special Teacher	As posted by District	Administrative observation Student science notebooks	Administration
Reading through Content Instruction	All	Reading Coach / District	All	Early Release; Planning Days; Team Release Days	Administrative observation Progress Monitoring Results	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on experiences	High Touch, High Tech Field Trips	School budget	\$0.00
Hands on experiences	Replacement consummable materials	School budget	\$500.00
			Subtotal: \$500.00
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
Training for new science series	Subs	Title I	\$1,250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,750.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	78%(75)of students will achieve a 4.0 or above on the 2013 writing portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(50)of students achieved a 3.0 or above on the 2012 writing portion of the FCAT.	78%(75)of students will achieve a 4.0 or above on the 2013 writing portion of the 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	Students come with limited exposure to writing structure	<ul style="list-style-type: none"> All grade levels will implement writing daily with fidelity. Writing portfolios will be properly maintained Scored prompts will be turned in to the administrative staff for monitoring and training purposes. Interactive Word Wall usage on a daily basis will occur. Review of the writing process and Essay format continuation throughout grade levels Peer Writing will be identified in lesson plans weekly. Teachers will conduct bi-monthly writing conferences with students to provide explicit and specific feedback. Teacher utilization of BEEP lesson plans to develop a focus, provide practice and address areas of improvement/enrichment for writing skills. Writing Seminar with student participation and teacher demonstration weekly. Administer an End-of-year writing prompt to the current third graders for placement. 	Reading Coach Administrators	<ul style="list-style-type: none"> Student writing samples will be evaluated weekly Writing prompts will be analyzed using the FCAT writing rubric beginning in September and continuing through May, bi-monthly. CWT's to be conducted based on focus of writing seminar. Vertical alignment meetings Peer conferencing with writers checklist and proofreaders mark Published writing samples monthly Data chats 	<ul style="list-style-type: none"> 6- Traits Rubric Graphic Organizers FCAT writing Rubric Writing Expository and Narrative Prompts
2	Students come with a lack of exposure to age and grade level vocabulary, literature and learning experiences	<ul style="list-style-type: none"> Increase direct instruction in vocabulary building strategies for all content areas. Schedule read alouds and discussions of grade-level literature into reading programs to foster a reading-writing connection Provide opportunities to use new vocabulary 	Reading Coach, Admin.	<ul style="list-style-type: none"> Classroom walkthroughs Analysis of assessments, •Review of the continuous cycle of instruction, •Student work samples 	<ul style="list-style-type: none"> Evaluate writing samples through the FCAT Writes Rubric and the 6 Traits of Writing. Tracking of progress of ELL students in Reading, Math, Science, and Writing. Formative: FCAT Writes 2012
3					

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

Writing Budget:

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

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:	According to 2011-2012 attendance data, 43 students possessed excessive absences. Additionally, 130 students possessed excessive tardies. Our goal at Plantation Elementary for the 2012-2013 school year, is to reduce the absence and tardy rate by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (90,050) of students attend school regularly at Plantation Elementary, according to 2011-2012 attendance data.	The expected attendance rate for 2013-2014 will be a 1 percentage point increase, from 96% to 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
According to 2011-2012 attendance data, 43 students possessed excessive absences.	The expected number of students with excessive absences for 2012-2013 will be 38.7 students, a 10% decrease.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
According to 2011-2012 attendance data, 130 students possessed excessive tardies.	The expected number of students with excessive tardies for 2012-2013 will be 117 students, a 10% decrease.

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 arriving to school late	<ul style="list-style-type: none"> Continued parent contact, Social Worker involvement, BTIP conferences prior to excessive accumulation of absences/tardies, Monitoring of in-boundary Status. Teachers greeting students at the door Parent Link parents thanking them for being on time Monthly Certificates for being on time for over 50% of the month Alarm clock drive Incentives from community partners for students to arrive on time Students that are consistent with their attendance or improve their attendance will have their name mentioned on the morning announcements. 	BTIP Coord., IMT, Social Worker, classroom teacher, administration and guidance.	Reduction in absences/tardies to be calculated quarterly	TERMS data will be analyzed weekly to determine if a minimum of a 25% reduction in absences/tardies is occurring

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	For the 2012-2013 school year, the total amount of in-school suspensions will reduce by 10%, from 81 to 73. Additionally, the amount of students in-school suspended will reduce by 10%, from 44 to 40.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
According to 2011-2012 suspension data, the total number of in-school suspensions was 81.	For the 2012-2013 school year, the expected in-school suspensions will reduce by 10%, from 81 to 73.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

According to 2011-2012 suspension data, 44 students were suspended in-school.	For the 2012-2013 school year, the amount of students in-school suspended will reduce by 10%, from 44 to 40.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
According to 2011-2012 suspension data, the total number of out-of-school suspensions was 08.	For the 2012-2013 school year, the total amount of out-school suspensions will reduce by 10%, from to 08 to 7.2.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
According to 2011-2012 suspension data, 06 students were suspended out-of-school.	For the 2012-2013 school year, the total amount of out-school suspended students will reduce by 10%, from 06 to 5.4.

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	Positive to negative staff interactions with students	<ul style="list-style-type: none"> In-service refresher using CHAMPS, unified discipline plan Implementation Use suspension data to determine specific CHAMP's areas to revisit for CHAMP's learning communities. 	Assistant Principal	Monitoring of all suspension data each quarter. Review of in-house data for pattern trends.	<ul style="list-style-type: none"> Suspension data CHAMPS Rubric Basic 5

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		The expected level of parent involvement at 2012-2013 SAC meetings, based on attendance records, will be an average of 95% (14) of current 15 SAC members. However, total school involvement may increase to due to implementation of school-wide participation in events such as Open House and Title I Public Meetings and activities.			
*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:			
Based on the 2011-2012 SAC attendance records, an average of 90% (10) of the ten SAC members attended each meeting.		The expected level of parent involvement at 2012-2013 SAC meetings, based on attendance records, will be an average of 95% (14) of current 15 SAC members. However, total school involvement may increase to due to implementation of school-wide participation in events such as Open House and Title I Public Meetings and 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	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		15% of students grades 3-5 achieve a level 4 for FCAT Science and 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' lack of prior knowledge of STEM components.	<ul style="list-style-type: none"> Classroom and Science Special will collaborate on "best practices" and strategies for student success. Students will consistently utilize the First in Math computer software. Utilize Science Alive and Soaring through FCAT Science via videos and United Streaming as determined by instructional Focus Calendar. 	Science Special Technology Specialist Classroom Teacher Administration	Rubrics Data Chats PLC's CWT's Documented teacher observations	Science Journals Completion of Webquests Teacher observation (delta hand-on science kit activities) Assessments (science Fusion)

	<ul style="list-style-type: none"> • Interactive Science Word Walls on a daily basis. • Teachers will incorporate more inquiry based questions and activities as related to the hands-on Delta-Kits • Science Journals will be used in fidelity and to respond to the Scientific Method. • Utilization of BEEP lessons 			
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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
Integration of Science Technology and Math.	K-5	Ackimo Charles	All	Planning Days	Lessons implemented	Administration

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
Training for new science processes	Subs	Title I	\$1,250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,250.00

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	Double Dose Instruction	Treasures Supplements	Accountability	\$500.00
Mathematics	Supplemental instructional resourced	First In Math	General Budget Funds	\$2,520.00
Science	Hands on experiences	High Touch, High Tech Field Trips	School budget	\$0.00
Science	Hands on experiences	Replacement consummable materials	School budget	\$500.00
				Subtotal: \$3,520.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Rennaisance Reading Inc	Accountability	\$2,500.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ongoing Training/Subs	CCSS for Reading Instruction	Title I	\$1,250.00
Mathematics	Staff Development - Training/Sub	CCSS for Math Instruction	Title I	\$1,250.00
Science	Training for new science series	Subs	Title I	\$1,250.00
STEM	Training for new science processes	Subs	Title I	\$1,250.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$11,020.00

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.

[View uploaded file](#) (Uploaded on 10/25/2012)

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
All SAC (Accountability) funds will be used for student body academic enrichment. Distribution will be determined by a vote of SAC members.	\$3,000.00

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

Monthly meetings will review progress monitoring of student achievement, upcoming community and family involvement initiatives, student incentive programs/events, and district updates. Voting members will participate in decision-making regarding purchases for school-wide programs, materials and supplies. PTO (Parent Teacher Organization) will also present updates.

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 PLANTATION ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	56%	88%	25%	220	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	43%	41%			84	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?	49% (NO)	44% (NO)			93	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					397	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District PLANTATION ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	64%	83%	27%	229	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	51%	49%			100	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?	56% (YES)	64% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					449	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested