FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LIBERTY ELEMENTARY SCHOOL

District Name: Broward

Principal: David Levine

SAC Chair: Deborah Sicard

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/31/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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)
		BA-Elem Ed MA-Elem. Ed			2011-2012 Liberty Elementary Grade B Reading Mastery 54% Math Mastery 50% Science Mastery 45% 2010-2011 Liberty Elementary Grade A Reading Mastery 76% Math Mastery 76% Writing Mastery 91% Science Mastery 46% AYP: All subgroups made AYP in Reading by Safe Harbor; White subgroup made AYP in Math 2009-2010 Liberty Elementary Grade A Reading Mastery 68%, Math Mastery 75%, Writing Master 91%, Science Mastery 47% AYP: No

Principal	David J. Levine	Ed.S. Ed. Leadership- ESE Certification ESOL	5	12	2008-2009 Liberty Elementary Grade A Reading Mastery 66%, Math Mastery 81%, Writing Mastery 91%, Science Mastery 45% AYP: No 2007-2008 Liberty Elementary Grade A Reading Mastery 69%, Math Mastery 77%, Writing Mastery 87%, Science Mastery 45% AYP: No 2006-2007 Liberty Elementary Grade A Reading Mastery 69%, Math Mastery 89%, Writing Mastery 83%, Science Mastery 34% AYP: No
Assis Principal	Donna Styles	BS- Business Administration MS-Reading Ed. Leadership Certification Reading Certification ESOL	2	2	2011-2012 Liberty Elementary Grade B Reading Mastery 54% Math Mastery 50% Science Mastery 45% 2010-2011 Tedder Elementary Grade C Reading Mastery 59%, Math Mastery 58%, Writing 73%, Science Mastery 33% AYP Students with Disablities made AYP in Reading through Safe Harbor 2009-2010 Tedder Elementary Grade C Reading Mastery 61%, Math Mastery 66%, Writing Mastery 76%, Science Mastery 28%. AYP: Hispanic Subgroup made AYP in Math 2008-2009 Tedder Elementary Grade: A Reading Mastery 68%, Math Mastery 79%, Writing Mastery 90%, Science Mastery 41%. AYP: All subgroups except Students with Disabilities met AYP. 2007-2008 Tedder Elementary Grade: B Reading Mastery 65%, Math Mastery 71%, Writing Mastery 81%, Science 31%. AYP: All subgroups except English Language Learners and Students with Disabilities met AYP 2006-2007 Tedder Elementary Grade: B Reading Mastery 60%, Math Mastery 69%, Writing Mastery 8%, Science Mastery 25%. AYP: All subgroups except English Language Learners met AYP

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)
		Bachelor of Science in Education, West Chester University,			2011-2012 Liberty Elementary Grade B Reading Mastery 54% Math Mastery 50% Science Mastery 45% 2010-2011 Liberty Elementary Grade A Reading Mastery 76% Math Mastery 76%

Reading	Lourdes Rivera	PA,Masters in Education, Kutztown University, PA Certification:Elem. Ed. 1-6 ESOL Endorsement Working on reading endorsement	9	4	Writing Mastery 91% Science Mastery 46% AYP: All subgroups made AYP in Reading by Safe Harbor;White subgroup made AYP in Math 2009-2010 Liberty Elementary Grade A Reading Mastery 68%, Math Mastery 75%, Writing Master 91%, Science Mastery 47% AYP: No Liberty Elementary- 2007 Grade 5- A AYP Yes 2008 Grade 5- A AYP 97%

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	NESS New Educator Support System	Dawn Horodecki	6/13	
2	Mentors for teachers new to school or grade level.	Team Leaders	6/13	
3	Reading Coach give support by modeling lessons	Rivera	6/13	
4	Professional Learning Communities & Thursday trainings	Levine/Styles	6/13	
5				

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
No data submitted	

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
59	1.7%(1)	15.3%(9)	62.7%(37)	28.8%(17)	44.1%(26)	89.8%(53)	42.4%(25)	11.9%(7)	98.3%(58)

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

Kathy Shionis	Deborah Sicard	New to grade level	Classroom Observation Co-Planning
Cindy Zinderman	Christine Livensperger	New to grade level	Classroom Observation Co-Planning
Allison Shapanka	Jodi Hobbs	New to grade level	Classroom Observation Co-Planning
Natasha Garcia	Chantel Davidson	New to grade level	Classroom Observation Co-Planning
Paula Faroh	Patrick Lawson	New to grade level	Classroom Observation Co-Planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

We use Title 1 money to fund , teacher salaries, parental activities, and before and after school tutoring. Parent workshops are focused on developing skills that will assist parents in helping their child improve his/her academic performance. Additionally, some professional development is paid for with Title I funds (Substitutes for district and school based training).

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

This funds some teaching positions.

Violence Prevention Programs

The School Board of Broward County approved an Anti-Bullying Policy. This policy was designed by the District's Office of Prevention Programs and Student Support Services under the Safe Schools Healthy Students Grant initiative. This policy sets forth guidelines for the identification and reporting of bullying – as the overall goal of the initiative is the protection of students and their increased feelings of safety and belonging. The school participates in Anti-Bullying activities that consists of PSA's public service announcement, Kids of Character Hall of Fame, and CHAMPS (School and Classroom Management Strategies). The school has a Prevention Liaison and Prevention Team. The prevention liaison will represent the school at District Trainings will share prevention strategies throughout the year, with anti-bullying being one subject.

DARE is presented to 5th grade by our SRO.
Guidance provides assistance to classroom teachers as needed.
The prevention team plans anti-violence and anti-bullying activities.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Other

Social Worker – provides support and information to families in need and sits in on CSPT meetings.
Community Liaison makes home visits, coordinates mentoring program, and works with business partners.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Collaborative Problem Solving (CPS) Team at the school will form the core of the RtI team
Principal – David J. Levine
Assist. Principal – Donna Styles
ESE specialist – Gina Turchiaro
Reading Coach – Lourdes Rivera
School Social Worker – Cindy Appell
School Psychologist- Melanie Levine
Guidance – Vicky Deptel
ASD Coach – Susan Coccia

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

The RtI team will function like the CPS team. The team will use the district provided data management system along with the Liberty database.This File Maker Pro database will be used to store and track students in the RtI process. This is a three tiered model with increased support for students at each level.
The team meets every other Tuesday to discuss students in need of assistance.
Grade level case managers share information from classroom teacher and bring suggestions back to the classroom teacher.
Teachers complete academic or behavioral intervention records. The case manager then supports the teacher in finding resources/ideas for interventions. Teacher data and observations are key to the problem solving process.

If needed the RtI team recommends further assessment of the student by the school psychologist.

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 leadership team was involved in collaborating with all staff in the spring and reviewing SIP plan in June.

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.

Liberty Elementary has an in school database where teachers record quarterly assessment data in reading, math, and writing. Administrators meet quarterly with each teacher to discuss the progress of each student, suggestions, observations, and strategies are recorded in the database. The ESE specialist also records information in a narrative section of the database during the RtI meeting. Additionally, teachers K-5 receive a spread sheet 2 xs per year of all student data (current

and end of last year). Teachers collaborate to review this data at grade level data meetings

Baseline data – Florida Comprehensive Assessment Test (FCAT) and Broward Assessment Test (BAT), beginning of year assessment in Reading (DRA, IRI, Rigby, DAR as needed), fluency assessment, Math (Harcourt Inventory), and Writing Progress Monitoring – Quarterly reading and math assessments for below level students (Rigby) and mid year fluency assessment, monthly writing prompts, Mini benchmarks, Math chapter tests and Go Math Quarterly Benchmarks, Writing simulation (Dec.)

End of year – FCAT and all 4th quarter assessments as indicated.

Tier 1 students will be the majority of students-standard curriculum using all high yield teaching strategies in all academic areas, school wide and classroom behavior system developed.

Tier II students will be double dosed in all academic areas, increased level of frequency of teacher time and small groups. Use of Struggling Reading and Math chart for intervention programs such as Soar to Success. Individual behavior plans would be put in place for students having behavioral difficulties.

Tier III- triple dosing in academic areas. Increase frequency and time in small group, one on one in most difficult subjects. Small group number decreased. Behavioral concerns at tier III would require a PBIP and FBA.

Graphs are used to clearly define the progress or lack of progress in comparison to at level students.

Describe the plan to train staff on MTSS.

Teachers receive training during preplanning week and continued staff development throughout the school year to review the RtI process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Coach, and 1 representative from each grade level serves on the Literacy Team

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

The Literacy Team meets once a month on Mondays and focuses on enhancement and development of school-wide literacy initiatives, PLC's, staff development, Accelerated Reader implementation, Book of the Month, Literacy Nights, Book Fairs, Literacy Week.

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

Literacy Nights, Literacy Week, Accelerated Reader implementation, rewards, and recognition.

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.

Kindergarten Round-Up is held in the spring of each year to assist parents and their children in the transition to Liberty Elementary. The community is notified via the school newsletter, marquee, and our website. Flyers are also placed in the local area day care centers and Publix. Several local daycare providers make the Kindergarten Round-up a field trip for their 4-year old classes. Kindergarten team leaders give parents a brief orientation to a typical kindergarten day, a tour of classrooms in session, and suggestions for ways to get their children ready for school.

Discover Liberty tours were offered to the local community from April - August. Scheduled presentations and tours were

conducted to recruit students.

Students and parents are also invited to "drop-in" and meet the teacher on the Friday before school begins.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2012 FCAT Reading Assessment 29% of Standard Curriculum Students scored a level 3. In 2013, 60% of Standard Curriculum students will score 3 on the FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (133) students scored at achievement level 3 in Reading.	By June 2013, 60% of students will score level 3 on the 2013 FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting all the needs of individual students	Teachers K-5 will differentiate instruction using research based strategies as determined by needs from assessment data results. Teachers will teach small focus lessons and provide double dose instruction based on assessment data.	Administration and reading coach	Weekly CWT (Marzano Domans 1-4) focusing on small group instruction, quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Monthly and Quarterly Assessments, BAT 1 & 2, mini bats, FCAT
2	Teacher knowledge and application of new standards and materials, and Marzano evaluation tools	Teachers wil implement Treasures and Triumphs K-5 with fidelity and utilize Marzano protocals as a best practice teaching tool	Administration and reading coach	Weekly CWT(Marzano-Domains 1-4) focusing on evidence of Treasures implementation, monthly and quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Monthly and Quarterly Assessments BAT 1 & 2 , mini BATS, FCAT, chapter/unit tests from Treasures
3	Student time on task reading	All teachers will implement Accelerated Reader on a daily basis in grades 1-5. Selected teachers will implement CAFE, DAILY 5, and Book Whisperer on a daily basis.	Administration and reading coach	Weekly CWT focusing on AR rotations and charts, quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Monthly and Quarterly Assessments BAT 1 & 2 , mini BATS, FCAT, AR weekly/monthly reports
4	Meeting all the needs of individual students	Teachers K-5 will differentiate instruction using research based strategies as determined by needs from assessment data results. Teachers will teach small group focus lessons and provide double dose instruction based on assessment data.	Administration & reading coach	Weekly CWT focusing on small group instruction, quarterly teacher /administrator data conferences with ongoing progress monitoring and feedback	Monthly and Quarterly Assessments BAT 1 & 2, mini bats FCAT
	Teacher knowledge and	Teachers will implement	Administration &	Weekly CWT focusing on	Monthly and

5	application of new standards and materials.	Treasures K-5 with fidelity.	reading coach	evidence of Treasures implementation, monthly and quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Quarterly Assessments BAT 1 & 2, mini bats FCAT,chapter/unit tests from Treasures
6	Student time on task reading	Teachers will implement Accelerated Reader on a regular basis in grades 1-5.	Administration & reading coach	Weekly CWT focusing on AR rotations, quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Monthly and Quarterly Assessments BAT 1 & 2, mini bats FCAT, AR weekly/monthly reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	0% (0) of students scored at levels 4,5, and 6 in reading on the 2012 Florida Alternate Assessment. In 2013, 20% of students will score at levels 4,5, and 6 on the Florida Alternate Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students scored at levels 4,5, and 6 in reading on the 2012 Florida Alternate Assessment.	By June 2013, 20% of students will score at levels 4,5, and 6 on the Florida Alternate Assessment in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student exposure to higher level materials and thinking skills.	Teachers will implement Accelerated Reader on a regular basis in grades 1-5. Teachers will implement the CRP Treasures K-5 with fidelity using challenge and extension activities as well as supplemental reading materials from the resource room.	Administration & reading coach	Weekly CWT, quarterly individual teacher data conferences	Quarterly Assessments, AR reports, BAT 1 & 2 FCAT, CWT logs
2	Students not in high achieving class getting appropriate academic challenges	Teachers K-5 will differentiate instruction using research based, and high yield strategies as determined by needs from assessment data results. Selected teachers will take Gifted Endorsement Courses	Administration & reading coach	Weekly CWT, quarterly individual teacher data conferences	Quarterly Assessments, AR reports, BAT 1 & 2 FCAT, CWT logs.
3	Behavior	Implementation of PBIP and positive reinforcement	Administration & Autism Coach	Quarterly individual teacher data conferences, weekly assessments, DRA, Rigby	FAA, AR, iStation reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	On the 2012 FCAT Reading Assessment 27% of Standard Curriculum Students scored at or above level 4. In 2013 40%

	Reading Goal #2a:		of Standard Curriculum students will score level 4 and above on FCAT Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (123) of students scored at or above achievement levels 4 in reading.	40% of students will score level 4 and above on the 2013 FCAT 2.0 Reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student exposure to higher level materials and thinking skills.	Teachers will implement Accelerated Reader on a regular basis in grades 1-5. Teachers will implement the CRP Treasures K-5 with fidelity using challenge and extension activities as well as supplemental reading materials from the resource room. Students will also utilize graphic organizers.	Administration & reading coach	Weekly CWT focusing on higher level questioning, quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Quarterly Assessments, AR reports, BAT 1 & 2 FCAT, CWT logs.
2	Students not in high achieving class getting appropriate academic challenges	Teachers K-5 will differentiate instruction using research based, and high yield strategies as determined by needs from assessment data results. Teachers will share best practices of strategies during team meetings and implement project based learning. Selected teachers will take Gifted Endorsement Courses	Administration & reading coach	Weekly CWT focusing on evidence of differentiation, quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback	Quarterly Assessments, AR reports, BAT 1 & 2 FCAT, CWT logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2012 FCAT Reading Assessment 72% of students made learning gains. In 2013 77% of Standard Curriculum students will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (226) of students made Learning Gains on the FCAT 2012 Reading assessment.	By June 2013, 77% of students will make Learning Gains on FCAT Reading assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Meeting all the needs of individual students	Each quarter, teachers meet with administration data conferences to review student data and identify student needs. Teachers K-5 will differentiate instruction using research based strategies based on needs assessment. Teachers will be refreshed and trained on RTI process	Administration	Data collected, notes reviewed in internal database.	BAT 1 and 2, quarterly progress monitoring assessments, and FCAT 2.0
2	Teacher knowledge of NGSSS, Test Specs, IFC's, and new reading materials	Professional Development, PLC's, and team planning Teachers will collaborate across grade level	Administration Reading coach	Data collected, notes reviewed in internal database.	Quarterly Reading Assessments, BATS 1 and 2 Primary mid and end of year reading assessment
3	Lack of fluency in reading grade appropriate text	Teachers will utilize read alouds, shared reading, independent reading and guided reading groups to develop individual reading fluency	Reading Coach	Teacher observation and review of fluency probe results	Fluency probes administered in August, December and May
4	Meeting all the needs of individual students	Each quarter, teachers meet with administration for individual data conferences to review student data and progress and identify student needs including diagnostic assessments Teachers K-5 will differentiate instruction using research based strategies as determined by needs from	Administration	Data collected, notes reviewed in internal database.	BAT 1 and 2, quarterly progress monitoring assessments, and FCAT

				assessment data results. Teachers will be refreshed and trained on RtI process			
5	Teacher knowledge of NGSSS, Test Specs, IFCs, and new reading materials	Professional Development, PLC's, and team planning Teachers will collaborate across grades levels	Administration & reading coach	Data collected, notes reviewed in internal database.	Quarterly Reading Assessments, BAT 1 and 2, Primary mid and end of year reading assessment
6	Lack of fluency in reading grade appropriate text	Teachers will utilize read alouds, shared reading, independent reading and guided reading groups to develop individual reading fluency	Academic Coach	Teacher observation and review of fluency probe results	Fluency probes given in August, December, and May

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:	100% of students made learning gains in reading on the 2012 Florida Alternate Assessment in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student made learning gains on the 2012 Florida Alternate Assessment	By June 2013, 100% of students will make a learning gain in reading on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's limited ability to demonstrate listening comprehension skills	Teacher utilizes Think Alouds during reading instruction	ESE Specialist Administration	Lesson Plans and iObservation Evidence of instruction using access points	IEP Goals Quarterly assessment

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:	On the 2012 FCAT Reading Assessment 70% of lowest 25% of students made learning gains. In 2013, 75% of lowest 25% of students will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (56) of Lowest 25% of students made Learning Gains on the FCAT 2012 Reading assessment.	75% of the Lowest 25% of students will make Learning Gains on FCAT 2.0 2013 Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited vocabulary.	Professional Development, PLC's, and team planning.	Administration and Reading Coach	Weekly CWT (Marzano design questions), quarterly administration/teacher data conferences	Quarterly Reading Assessments, BAT 1 and 2, Primary mid and end of year reading assessment

	Problem	Strategy	Responsible	Monitoring	Evaluation Tool
2	Students have a lack of phonics skills	Selected students will utilize Month to Moth Phonics, Phonics for Reading,and Soar to Success Teachers utilize Triumphs with fidelity and incorporate team planning	Administration and Reading Coach	Weekly CWT focusing on evidence of phonics instruction, quarterly individual teacher data conferences	Quarterly Reading Assessments, BAT 1 and 2, Primary mid and end of year reading assessment
3	Time on Task Reading	Teachers will implement AR reading at student's independent reading levels and alot time for Sustained Silent Reading, Daily Five, and Whisperer PLC implementation Students will read in the hallways while waiting for the morning bell	Administration, Reading Coach and teachers	Weekly CWT (Marzano) focusing on observations of students engaging in independent reading, quarterly individual teacher data conferences with ongoing progress monitoring and feedback	AR assessments/reports
4	Students reading below grade level	Selected students will utilize the Destination Reading and iStation ILS. Students will also receive a double dose of reading instruction based on their area of need. Students will utilize QAR techniques	Administration, Reading Coach and teachers	Weekly CWT (Marzano) focusing on students working on ILS' during center rotations and in the technology lab. Teacher/administrator and teacher/student data conferences with ongoing progress monitoring and feedback	Monitoring monthly Destination/iStation reports, Mini-bats, Treasures end of selection assessments
5	Students limited vocabulary.	Professional Development, PLC's, and team planning. Teachers will have active word walls and instruct utilizing Elements of Vocabulary.	Administration & reading coach	Weekly CWT focusing on Word Walls, quarterly individual teacher data conferences with ongoing progress monitoring and feedback	Quarterly Reading Assessments, BAT 1 and 2, Primary mid and end of year reading assessment
6	Students have a lack of phonics skills.	Selected students will utilize Month to Month Phonics, Phonics for Reading, and Soar to Success Teachers utilize Triumps with fidelity and incorporate team planning	Administration & reading coach	Weekly CWT focusing on evidence of phonics instruction, quarterly individual teacher data conferences	Quarterly Reading Assessments, BAT 1 and 2, Primary mid and end of year reading assessment
7	Time on task reading	Teachers will implement AR reading at student's independent reading level and alot time for Sustained Silent Reading, Daily Five	Teachers, administration, & reading coach	Weekly CWT focusing on observations of students engaging in independent reading, quarterly individual teacher data conferences with ongoing progress monitoring and feedback	AR Assessments/Reports
8	Students reading below grade level.	Selected students will utilize the Destination Reading and iStation ILS. Students will also receive a double dose of reading instruction based on their area of need. Students will utilize QAR techniques	Administration, Reading Coach & Teachers	Weekly CWT focusing on students working on ILS during center rotations and teacher/administrator and student/teacher data chats with ongoing progress monitoring and feedback	Monitoring monthly Destination reports, Mini-bats, Treasures end of selection assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # In six years Liberty Elementary will reduce it's achievement gap by 50% (36)

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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:	On the 2012 FCAT Reading, 38% of White students, 49% of black and 46% of Hispanic students did not make satisfactory progress in reading. In 2013, Liberty Elementary School will increase each subgroup by ethnicity not making satisfactory progress in reading by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading data, 38% (28)of white students, 49% (119) of Black students and 46% (54) of Hispanic students, and 19% (3) of Asian did not make satisactory progress in reading scored 3 or above on the FCAT Reading Assessment.	By June 2013, 65% of White, 53% of Black, 64% of Hispanic students, and 93% of Asian students will make satisfactory progress on the FCAT Reading Assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting all the needs of individual students	Team level data meetings each quarter will discuss include identifying AYP subgroups for students. Teachers will check to be sure that student core curriculum and interventions are in place based on data.	Administration and Reading Coach	Team level data meetings, individual conferences, attendance at extended earning opportunities	Group rosters for individual classes, BAT 1 and 2, quarterly assessments
2	Low student attendance at ELL and SES tutoring	Teachers will work with parents to be sure students attend extended learning opportunities such as Saturday FCAT Camp and available tutoring.	Administration and Reading Coach	Team level data meetings, individual conferences, attendance at extended learning opportunities	Group rosters for individual classes, BAT1 & 2, quarterly assessments
3	Meeting all the needs of individual students	Team level data meetings each quarter will discuss include identifying AYP subgroups for students. Teachers will check to be sure that student core curriculum and interventions are in place based on data.	Administration & reading coach	Team level data meetings, individual conferences, attendance at extended learning opportunities	Group rosters for individual classes, BAT1 & 2, quarterly assessments
4	Low student attendance to ELL and SES tutoring.	Teachers will work with parents to be sure students attend extended learning opportunities such as Saturday FCAT Camp and available tutoring.	Administration & reading coach	Team level data meetings, individual conferences, attendance at extended learning opportunities	Group rosters for individual classes, BAT1 & 2, quarterly assessments E
5	Students need opportunity to practice reading independently to build fluency, vocabulary, and comprehension.	Students in 1-5 will participate in Accelerated Reader. Teachers will also offer students opportunities to practice fluency, vocabulary and	Academic Coach Administration	Monitoring student AR reports for points earned and percentage correct	AR comprehension quizzes, reading logs

		comprehension through daily center practice.			

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:	34% of English Language Learners scored level 3 or above. In 2013, 46% of English Language Learners will score a level 3 or above on the FCAT Reading Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Based on the 2012 FCAT Reading Assessment, 66% of English Language Learners did not make satisfactory progress in reading.	By June, 2013, 46% of English Language Learners will score a level 3 or above on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' limited vocabulary and comprehension	Instruction with McGraw Hill Treasure Chest for ELL, In Step Readers, and English in My Pocket	Reading Coach and Administration	Weekly CWT focusing on program implementation and word walls, teacher/administrator data conferences	DAR, Treasures end of selection test and Mini-BATS

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:	32% of Students with Disabilities scored a level 3 or higher on the FCAT 2012 Reading Assessment. In 2013, 45% of Students with Disabilities will make satisfactory progress in reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
68% of Students with Disabilities did not make satisfactory progress in reading on the 2012 FCAT Assessment.	In 2013, 45% of Students with Disabilities will make satisfactory progress in reading on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The impact of a student's disabilities on the specific areas of reading.	Use of diagnostic assessment data to determine appropriate interventions. Provide daily instruction in research based multi sensory reading program Phonics for Reading	ESE Specialist/Teacher Reading Coach	Mini Assessments DAR Assessments Align IEP to ensure all accommodations are effectively implemented.	Monthly Mini Assessments Phonics for Reading pre/post test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012 FCAT Reading assessment 52% of economically disadvantaged students made satisfactory progress in reading. In 2013, 55% of economically disadvantaged students will score a level 3 or above on the FCAT Reading assesseent.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading assessment 48% of economically disadvantaged students did not make satisfactory progress in reading	By June 2013, 58% of economically disadvantaged students will make satisfactory progress on the FCAT Reading assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited vocabulary.	Professional Development, PLC's, and team planning. Usage of word walls in grades K-5. Students will maintain vocabulary notebooks. Teachers will provide instruction of Tier II and Tier III words with activities from Bringing Words to Life and Elements of Vocabulary	Administration and Reading Coach Administration and Reading Coach	Weekly CWT(Marzano) focusing on word walls, individual teacher/administrator and quarterly student/teacher data conferences with ongoing progress monitoring and feedback	BAT 1 and 2, FCAT, Weekly assessments tests and Mini-Bats

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
PLC Facilitator Training	K-5	L. Rivera	Selected teachers, k-5, small group setting	8/9/2012	Team meetings/CWT	Administration
Book Whisperer	K-5	L. Rivera D. Sicard	Selected teachers, k-5, small group setting	9/27/12 10/26/12 1/18/13 2/7/13 3/22/13	CWT, journal, peer observation, online postings	PLC Facilitators
Common Core	K-2	D. Horodecki N. Sunshine	Selected teachers, k-2	9/27/12 10/26/12 1/18/13 2/7/13 3/22/13	CWT, journal, peer observation, online postings	PLC Facilitators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Intervention	PLC Book: Word Callers	Title 1	$300.00
Reading Intervention	Instructional Materials: Road to the Code	Title 1	$400.00
Reading Intervention	Instructional Materials: Crypotamania	Title 1	$100.00

Reading Intervention	Instructional Materials: Road to Reading	Title 1	$600.00
Reading Intervention	Reading and Writing Informational Text in the Primary Grades	Title 1	$300.00
			Subtotal: $1,700.00

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
Reading Professional Development	Stipends for Professional Learning Communities	Title 1	$200.00
Hands on Materials for Reading and Writing	PLC Book: Supporting Struggling Readers and Writers	Title 1	$400.00
Behavior Management/ Positive Strategies	Professional Development: How Full Is Your Bucket	Title 1	$1,100.00
Reading Professional Development	Professional Development Book: Month by Month Phonics	Title 1	$100.00
Hands on Materials for Professional Development	Supplies for Professional Development Presentations	Title 1	$3,604.00
Sumer Professional Development- Liberty Academy	Summer PD aligned with the SIP	Title 1	$2,500.00
Language Arts Professional Development	Stipends for District Trainers	Title 1	$500.00
Response to Intervention	Subs for RTI meetings	Title 1	$1,000.00
Data Conferences	Subs for teachers attending trainings	Title 1	$1,300.00
BAT Chats	Substitutes for teachers attending training	Title 1	$1,700.00
Data Conferences/FAIR Progression	Teacher participant subs	Title 1	$900.00
CCIRI Conference	Travel Expenses (Reading Specialist) per approval	Title 1	$1,000.00
CCIRI Conference	Registration Fee (Reading Specialist)	Title 1	$400.00
IRA Convention	Travel Expenses (Reading Specialist/Teacher) per approval	Title 1	$3,000.00
IRA Convention	Registration Fee (Reading Specialist/Teacher) per approval	Title 1	$1,200.00
PLC Book	Professional Development for PLC: Explicit Instruction	Title 1	$340.00
Training Materials for Reading	Professional Development Book: Phonemic Awareness Books	Title 1	$200.00
			Subtotal: $19,444.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $21,144.00

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:	Based on the 2012 CELLA data ELL students will increase their listening and speaking proficiency to .
2012 Current Percent of Students Proficient in listening/speaking:	

of students taking the 2012 CELLA test were proficient in listening and speaking portion of the assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of BICS (Basic Interpersonal Communication Skills)	Selected A1 and A2 students will participate in small group ELL pullouts using the Newcomer's Program.	Administration and classroom teacher	Teacher observation discussed at team meetings and data chats.	IPT and CELLA data iStation reports

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:	Based on the 2012 CELLA data ELL students will increase their reading proficiency to

2012 Current Percent of Students Proficient in reading:

of students who took the 2012 CELLA test were 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
1	Differentiate learning for ELL students.	Teachers will implement I-Station for all ELL students. Teachers will implement ELL strategies including realia, pictures, and teacher think alouds/modeling. ELL students will utilize the Radius Bundles.	Classroom Teacher Administration	Monthly iStation reports, Running Records, and FAIR data will be reviewed by support staff. quarterly data chats with administration, teachers, and support staff taking a look at Mini BATS and BAT 1 and 2.	Treasure's Chest Assessments iStation reports BAT 1 and BAT 2 Mini BATs FAIR Running Records

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

3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data ELL students will increase their writing proficiency to

2012 Current Percent of Students Proficient in writing:

of students were proficient on the writing portion of the 2012 CELLA.

	Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language proficiency associated with schooling, and the abstract language abilities required for academic and written work.	ELL students will be exposed to a Writing Frame that will guide them in the writing process Elements of Vocabulary and Bringing Words to Life strategies will be implemented within the classroom. Identified K-5 students will receive small group reading instruction utilizing English in My Pocket, Reading Basics, In-Steps, Treasure's Chest, and Newcomer's programs.	Classroom Teacher Administration	Monthly iStation reports, Running Records, and FAIR data will be reviewed by support staff. Data chats will be scheduled based upon immediate needs. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff taking a look at Mini BATS and BAT 1 and 2.	Treasure's Chest Assessments iStation reports BAT 1 and BAT 2 Mini BATs FAIR Running Records

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiating Instruction	Soar to Success, Daily 5 & Cafe Quick Reads	Title 1	$6,939.00
			Subtotal: $6,939.00
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: $6,939.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	On the 2012 FCAT Math Assessment 52% of Standard Curriculum Students scored level 3 . In 2013, 60% of Standard Curriculum students will score 3 on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (125) students scored at achievement level 3 in mathematics on the FCAT 2.0 Math Assessment.	By June 2013, 60% or students will score level 3 on the 2013 FCAT 2.0 Math assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' knowledge of the New Generation Math Standards and Big Ideas	Professional Development on NGSSS, PLC's, and team planning. Use IFC's to guide team lesson planning	Administration, team leaders	Weekly CWT utilizing Marzano protocols and focusing on IFC's, quarterly teacher/administrator data conferences, and ongoing progress monitoring with feedback	Quarterly Math Assessments, BAT 1 and 2, Primary prerequisite and end of year math assessment
2	Teachers' familiarity with Go Math resources	Professional Development, PLC's, Go Math training, team planning, utilizing BEEP resources	Administration, team leaders	Weekly CWT focusing on evidences of Go Math components, quarterly teacher/administrator data conferences	Quarterly Math Assessments, BAT 1 and 2, Primary prerequisite and end of year math assessment
3	Students lacking foundational science skills	Teachers K-5 will use the district Instructional Focus Calendars and analysis of assessments to guide lesson planning	Administration, team leaders	Quarterly data chats with administrator/teacher with ongoing progress monitoring and feedback Weekly CWT focusing on evidence of instruction aligning with the District's IFC	Observation data, mini BATs, chapter test scores, and science journals
4	Teachers knowledge of the New Generation math Standards and Big Ideas.	Professional Development, on NGSSS, PLCs, and team planning. Use IFCs to guide team lesson planning.	Administration, team leaders, curriculum coach	Weekly CWT focusing on IFC's, quarterly teacher/administrator data conferences, and ongoing progress monitoring with feedback	Quarterly Math Assessments, BAT 1 and 2, Primary prerequisite and end of year math assessment
5	Scheduling time for remediation.	Maintain focus on District Calendar for math. Structure class time for Differentiated Instruction and Double Dose Small Groups.	Administration, team leaders, curriculum coach	Weekly CWT focusing on differentation, quarterly teacher/administrator data conferences, and ongoing progress monitoring with feedback	Quarterly assessments, Chapter tests, Mini benchmarks, BAT
6	Teachers familiarity with new Math materials	Professional Development, PLC's,, Go Math training, and team planning	Administration & curriculum coach	Weekly CWT focusing on Go Math components, quarterly teacher/administrator data conferences	Quarterly Math Assessments, BAT 1 and 2, Primary prerequisite and end of year math assessment.
	Students have limited practice with FCAT 2.0 test items.	Teachers in grades 3-5 will utilize Florida Achieves to provide practice with 2.0 Test	Administration and curriculum coach	Monthly Data Chats between teachers and students following administration of each	Florida Achieves Assessments Mini BATs

| | | Items and will review test-taking strategies based on results of each benchmark. | | Florida Achieves test. | Data chats will be scheduled based upon immediate needs.

Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff. |
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| 7 | | | | | |

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:	40% (2) students achievement levels of 4,5 or 6 on the 2012 Florida Alternate Assessment in Math. In 2013, 45% of students will score at levels 4,5, or 6 on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) students achievement levels of 4,5 or 6 on the 2012 Florida Alternate Assessment in Math.	By June 2013, 45% of students will score at levels 4,5, or 6 on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Work Avoidance	NonContingent positive reinforcement	ESE Teacher ESE Specialist	Weekly data collection	Key math assessment
2	Students lack foundational math skills containing the NGSSS that align to access points.	Adjust the curriculum to meet the students' needs Use of manipulatives Interactive math activiites using the SMART Board	Administration ESE Specialist	Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.	Touch Math Assessments GO Math Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2012 FCAT Math Assessment 25% of Students scored at or above level 4 . In 2013 29% of Standard Curriculum students will score at or above level 4 on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (116) of students scored at or above a level 4 in math on the 2012 FCAT Math assessment.	By June 2013, 29% of students will score at or above a level 4 on the 2013 FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student exposure to higher level materials and thinking skills	Teachers will use small groups to differentiate instruction to meet the	Administration & curriculum coach	Weekly CWT(Marzano) focusing on higher order thinking, quarterly	Quarterly assessments, Chapter tests, Mini

1		needs of all students		teacher/administrator data conferences, and ongoing progress monitoring including feedback	benchmarks, BAT
2	Students not in high achieving class getting appropriate academic challenges	Teachers use district curriculum maps to support lesson planning and utilization of Go Math differentiated lessons such as enrichment and reteach.	Administration , team leaders & curriculum coach	Weekly CWT(Marzano) focusing on Go Math lessons, teacher/administrator data conferences, and ongoing progress monitoring including feedback	Quarterly assessments, Chapter tests, Mini benchmarks, BAT
3	Practice needed to apply mathematics concepts.	Selected 5th grade students will utilize FCAT Explorer Mathematics	Curriculum Coach	Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.	FCAT Explorer embedded assessments Mini BATs

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:	40% (2) students scored at or above achievement level 7 on the 2012 Florida Alternate Assessment in Math. In 2013, 45% of students will score at or above achievement level of 7 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) students scored at or above achievement level 7 on the 2012 Florida Alternate Assessment in Math.	By June 2013, 45% of students will score at or above achievement level of 7 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack reading comprehension to solve math word problems Limited decoding skills Limited math vocabulary	UNIQUE Math program provides math vocabulary and problem solving practice	Administration ESE Specialist	Math word walls Iobservations Quarterly data chats	Brigance UNIQUE assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT Math Assessment 68% of students made learning gains. In 2013 72% of Standard Curriculum students will demonstrate learning gains on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (211) of students made Learning gains in math on the 2012 FCAT Math assessment.	By June 2013, 72% of students will make Learning Gains on the 2013 FCAT Math assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers knowing the	Professional	Administration,	Weekly CWT (Marzano)	Quarterly

1	New Generation math Standards.	Development, PLC's, and team planning	team leaders	focusing on New Generation Math Standards, teacher/administrator data conferences with ongoing progress monitoring and feedback	assessments, Chapter tests, Mini benchmarks, BAT, Data Conferences
2	Meeting the needs of individual students.	Teachers will use small groups to differentiate instruction to meet the needs of all students utilizing real world materials.	Administration, team leaders,	Weekly CWT(Marzano) focusing on small group differentiated instruction, quarterly teacher/administrator data conferences, and ongoing progress monitoring	Quarterly assessments, Chapter tests, Mini benchmarks, BAT, Data Conferences
3	Correct application of mathematics vocabulary.	Teachers in grades K-5 will provide mathematics instruction using GO MATH series resources and Destination Math to extend vocabulary comprehension, Math Word Walls	Administration, team leaders	Weekly CWT (Marzano) Focus: Implementation of Go Math series and word walls. Data chats will be scheduled based upon immediate needs. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.	GO MATH! Assessments Mini BATs District BAT 1 & 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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Math Assessment 63% of the lowest 25% students made learning gains. In 2013, 67% of lowest 25% of students will make learning gains on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (51) of the Lowest 25% of students made learning	By June 2013, 67% of students in the lowest quartile will

	gains in math on the 2012 FCAT Math assessment.			make learning gains on the 2013 FCAT Math assessment.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing math foundational skills.	Teachers will use small groups to differentiate instruction to meet the needs of students with skill gaps in math. Teams meet with administration to review all test data and BAT data. Students are grouped according to needs, teachers plan strategies for addressing student needs.	Administration, team leaders,	Weekly CWT (Marzano), quarterly teacher/administrator data conferences, and ongoing progress monitoring	Quarterly assessments, Chapter tests, Mini benchmarks, BAT, Data Conferences
2	Teachers familiarity with new Math Series	Professional Development, PLC's, and team planning	Administration, team leaders	Weekly CWT (Marzano) focusing on program implementation, quarterly teacher/administrator data conferences	Quarterly assessments, Chapter tests, Mini benchmarks, BAT, Data Conferences
3	Teachers knowing the New Generation math Standards.	Professional Development, PLC's, and team planning	Administration, team leaders	Weekly CWT (Marzano) focusing on New Generation Standards,quartely teacher/administrator data conferences	Quarterly assessments, Chapter tests, Mini benchmarks, BAT, Data Conferences
4	Gaps in prerequisite mathematics skills.	Students will participate in small group Strategic or Intensive Intervention lessons of the GO Math Students will alternate participation in small group instruction and GO Math online intervention lessons based on weaknesses identified during team data chats.	Administration, team leaders	Data Chats Weekly CWT (Marzano) Focus, Evidence of implementation of Intervention lessons and online resources	GO MATH! Intervention Student work GO MATH online intervention report Mini Benchmark Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the 2012 FCAT Math Assessment 46% of black, 66% of White students, 47% of Hispanic students and 82% of Asian students made satisfactory progress in mathematics. In 2013, 51% of Black students, 72% of White students, 63% of Hispanic students and 88% of Asian students will demonstrate satisfactory progress on the FCAT 2.0 Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT Math data, 54% (130) of Black students, 34% (25) of White students, 53% (61) of Hispanic, and 18% (3) of Asian students did not make satisfactory progress in mathematics on the FCAT Math Assessment.	By June 2013, 51% of Black students, 72% of White students, 63% of Hispanic students and 88% of Asian students will make satisfactory progress in mathematics on the FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting individual student needs.	Team level data meetings each quarter will discuss include identifying AYP subgroups for students. Teachers will check to be sure that student core curriculum and interventions are in place based on data. Teachers will encourage parents to ensure students participate in extended learning opportunities such as Saturday FCAT Camp and available tutoring.	Administration, team leaders	Team level data meetings, individual conferences, attendance at extended learning opportunities	Group rosters for individual classes, BAT1 & 2, quarterly assessments, mini bats
2	Insufficient prerequiste skills necessary for the specific grade level	Students will participate in small group Strategic or Intensive Intervention lessons of the GO Math. Students in K-5 will utilize Destination Math	Administration, team leaders	Weekly CWT (Marzano) Focus, Evidence of implementation of intervention lessons Destination Math usage reports	GO Math Alternative Assessments Mini Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	42% of English Language Learners made satisfactory progress in mathematics on the 2012 FCAT 2.0 Math Assessment. In 2013, 51% of the ELL students will make satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of English Language Learners did not make satisfactory progress in mathematics on the FCAT 2.0 Math Assessment.	In 2013, 51% of the ELL students will make satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' limited math vocabulary	Utilizing small group instruction and explicitly teaching math vocabulary utilizing hands on manipulatives and utilizing math journals and bilingual dictionaries	Administration, team leaders	Weekly CWT (Marzano) focusing on evidences of math journals and small group instruction	Go Math Alternative Assessments, Mini Benchmark Assessments

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

	5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	32% of students with disabilities made satisfactory progress in mathematics. In 2013, 41% of students with disabilities will make satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	68% (53) of students with disabilities did not make satisfactory progress in mathematics on the 2012 FCAT 2.0 Math Assessment.	In 2013, 41% of students with disabilities will make satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with basic math computation	Instruction in TouchMath program Use of manipulative Strategic Intervention Material	ESE Teacher ESE Specialist	iObservation: Evidence of use of manipulatives and intervention materials begin utilized Data chats will b held quarterly. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.	Chapter Go Math Assessments Monthly mini-benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	On the 2012 FCAT Math Assessment 49% of economically disadvantaged students made satisfactory progress in mathematics. In 2013, 56 % of economically disadvantaged students will make satisfactory progress on the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Math data, 51% (188) of Economically Disadvantaged did not make satisfactory progress in mathematics on the FCAT 2.0 Math Assessment.	By June 2013, 56% of Economically Disadvantaged students will make satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing math foundational skills.	Teachers will use small groups to differentiate instruction to meet the needs of students with skill gaps in math.	Administration, team leaders	Weekly CWT (Marzano), individual teacher data conferences	Quarterly assessments, Chapter tests, Mini benchmarks, BAT, Data Conferences
2	Students lacking necessary Math Vocabulary.	Professional Development, PLC's, and team planning, FCAT Fast Track vocabulary training, daily utilization of Calendar Math and math word walls	Administration, team leaders	CWT (Marzano), lesson plans review, data review at quarterly data conferences	FCAT Fast Track Vocabulary assessments, Go Math assessments
3	Teachers knowing the New Generation math Standards.	Professional Development, PLC's, and team planning	Administration, team leaders	CWT (Marzano), individual teacher data conferences	Quarterly assessments, Chapter tests, Mini

					benchmarks, BAT, Data Conferences

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math	K-5	District	Reps K-5	8/10/12	Reps to share with teams	Administration
Math PLC	K-5	N. Garcia	K-5	9/27/12 10/26/12 1/18/13 2/7/13 3/22/13	Weekly CWT utilizing Marzano design questions, lesson plans	Administration
Destination, Soar to Success	K-5	N. Garcia	K-5	9/27/12	Monthly ILS reports	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC for Math Intervention	PLC Book: 8 Step Model Drawing	Title 1	$500.00
Common Core State Standards	Professional Books for Training	Title 1	$600.00
PLC Book for Marzano Training	Professional Book: A Handbook for the Art and Science of Teaching	Title 1	$800.00
Summer Professional Development- Liberty Academy	Summer Professional Development aligned with the School Improvement Plan	Title 1	$2,500.00
Math Professional Development	Stipends for District Trainers	Title 1	$500.00
			Subtotal: $4,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,900.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 FCAT Science Assessment 39% of students scored at achievement level 3 in Science . In 2013, 44% of students will score at level 3 on the FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (59) of students scored at achievement level 3 on the 2012 FCAT 2.0 Science Assessment.	By June 2013, 44% of students will score at achievement level 3 on the 2013 FCAT 2.0 Science Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking foundational science skills.	Teachers k-5 will use the district Instructional Focus Calendars and analysis of assessments to guide lesson planning	Administration, team leaders	Quarterly data chats with administrator/ teacher with ongoing progress monitoring and feedback Weekly CWT (Marzano) focusing on evidence of instruction aligning with the District's IFC	Observation data, mini bats, and chapter test scores, Student Science journals.
2	Lack of time for pacing of Science curriculum and instruction	Teachers K-5 will utilize Instructional Focus Calendars as a pacing guide.	Administration, team leaders	Quarterly data chats with teachers/administrators with ongoing progress monitoring and feedback Weekly CWT (Marzano) focusing on objectives on pace with IFC	Observation data, mini bats and chapter test scores
3	Teachers knowledge of Next Generation Sunshine State Science Standards	Teachers K-5 will use Instructional Focus Calendars. Professional Development during preplanning, PLC's, and team planning.	Administration, team leaders	Quarterly data chats with teachers/administrators with ongoing progress monitoring and feedback	Observation data, mini bats and chapter test scores
4	Students have limited practice with FCAT 2.0 tests items.	Students in grade 5 will complete Florida Achieves (FOCUS) questions based on Instructional Focus Calendar. Teachers will review items and test taking strategies.	Team leaders, team leaders	Quarterly Data Chats with teachers/administrators with ongoing progress monitoring and feedback Weekly CWT (Marzano) focusing on test taking strategies	Florida Achieves (FOCUS) test result reports. Mini Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 FCAT Science Assessment 10% (15) of students scored at or above achievement level 4 . In 2013, 15% of students will score at or above achievement level 4 on the FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (15) of students scored achievement at or above achievement level 4 on the 2012 FCAT 2.0 Science Assessment.	By June 2013, 15% of students will score at or above achievement level 4 on the 2013 FCAT 2.0 Science Assessment.

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students getting ample opportunities to refine their use of the Scientific Process.	All students will participate in a Science Fair either individually, in small groups or with the class. All students will keep a Science journal, hands on activities found in BCHS kits, Virtual labs, student created projects to enrich student knowledge of scientific process throughout the school year, Science Fusion hands-on science activities	Administration, team leaders	Quarterly data chats with teachers/administrators with ongoing progress monitoring and feedback, weekly CWT (Marzano) focusing on evidence of scientific processes	Observation data, mini bats and chapter test scores Review of student's Science journals, Florida Science Fusion Assessments
2	Effective scheduling of instructional time.	Teachers k-5 will use the district Instructional Focus Calendars of assessments to guide lesson planning. 4th & 5th grade teachers will implement a departmentalization model utilizing 2 teachers per grade level to instruct science.	Administration, team leaders	Quarterly data chats with teachers/administrators with ongoing progress monitoring and feedback, Weekly CWT (Marzano) focusing on effective teaching strategies	Observation data, mini bats and chapter test scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7	

in science.

Science Goal #2b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PLC with a component of vocabulary improvement strategies in Science	K-5	P. Houle	K-5	9/27/12 10/26/12 1/18/13 2/7/13 3/22/13	Weekly CWT (Marzano), lesson plan, data conferences administrators/teachers	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Liberty Academy	Teacher Stipends	Title 1	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2012 FCAT Writing Assessment 86 of Standard Curriculum Students scored level 4 and above. In 2013 90 % of Standard Curriculum students will score 4 and above on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86 of students scored 4.0 or above on the 2012 FCAT Writing Assessment.	By June 2013, 90 % of students will score 4.0 and above on the 2013 FCAT Writing Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students inexperience with the writing process.	Teachers will instruct and offer support in editing for language conventions, revising for quality details, use of relevant, logical and plausible support in grades K-5 . 4th grade will implement a departmentalization model. Two teachers with strong scores will teach writing to 4th grade students. Monthly Writing PLC	Administration, reading coach	Weekly CW (Marzano)T focusing on the writing process, quarterly data chats with teacher/administrator with ongoing progress monitoring and feedback, develop a plan of action based on feedback, review of student samples in data conferences	BAT writing prompt,quarterly writing prompts and samples, mid year writing prompt
2	Students lack foundational skills.	Teachers will assess writing informally though class work and formally through regularly scheduled writing prompts and use data to form instructional groups Intensive enrichment of below level students as well as bubble level students. Teachers will follow Broward County Writing IFC's	Administration, reading coach	Quarterly teacher/administrator data conferences with ongoing progress monitoring and feedback , data is recorded on school database for 4th grade enrichment and bubble students, progress will be reviewed, strategies discussed	quarterly prompts, writing samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	

	Writing Goal #1b:	
	2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's ability levels are significantly below grade level which hinders their ability to elaborate and add details to writing	Students will utilize a planning frame to help add details to their writing. Teachers will use pictures to help students visualize and add details to their writing	Administration and ESE Specialist	iObservations Lesson plans	Portfolios and monthly writing prompts

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
PLC Writing-Six Traits Continued	K-5	J. Antolik L. Bishop	K-5	9/27/12 10/26/12 1/18/13 2/7/13 3/22/13	Weekly CWT (Marzano), individual data conferences, lesson plans	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Liberty Academy	Teacher Stipends	Title 1	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$600.00**

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Liberty Elementary School will improve their average daily attendance rate by 1% and reduce tardies by 1% during the 2012-2013 School Year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, Liberty had an average daily attendance of 96% (992) and 3% (31)tardy rate.	In 2013, Liberty will improve the average daily attendance rate by 1% (911) and reduce tardies by .1% (19).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, there were 67 (6%) students with excessive absences.	In 2013, Liberty will reduce the number of students with excessive absences to 47 (5%).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 115 (11%) students had excessive tardies.	In 2013, Liberty will reduce the number of students with excessive tardies to 94 (10%).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not understanding the importance of adhering to the attendance policy.	Emphasize importance during open house and in school newsletter Quarterly raffle for perfect attendance, individual attendance awards, End of year Perfect Attendance Award	Administration	Daily attendance records- Pinnacle	Evaluate how many students receive Quarterly Perfect Attendance Award/No Tardies Award.
2	Parents not having knowledge of the District Attendance policy.	Review Broward County's Attendance Policy during open house and in written form. Parent reminders of attendance via Parent Link Educate parents on BTIP causes/effects of BTIP	Administration	Daily attendance records- Pinnacle	Evaluate how many students receive Quarterly Perfect Attendance Award.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
BTIP	Salaries	Regular Budget	$3,008.65
			Subtotal: $3,008.65
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: $3,008.65

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:	In 2013, Liberty Elementary School will reduce the number of external suspensions and internal suspensions
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, Liberty Elementary School had a total of 52 In-School Suspensions, most were repeat offenders	In 2013, Liberty Elementary School will reduce the number of In-School suspensions to 36 .
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

In 2012, Liberty Elementary School had a total of 30 students who received In-School Suspensions.	In 2013, Liberty Elementary School will reduce the number of students who received In-School Suspensions to 21.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, Liberty Elementary School had a total of 13 External Suspensions.	In 2013, Liberty Elementary School will reduce the number of external suspensions to 9.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, Liberty Elementary School had a total of 10 students who received External Suspensions.	In 2013, Liberty Elementary School will reduce the number of students who received External Suspensions to 7.

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 not aware of School-Wide Discipline Plan.	Teachers include Discipline Plan during the first week of school. Each classroom maintains structure and routines daily. Teacher implement CHAMPS with fidelity School wide/grade level specific reward and consequences	Administration	Lesson plan review, Weekly iObservations	School Suspension Data
2	1.2. Students not aware of the severity of consequences of bringing toy weapons to school.	Present DARE program with fidelity throughout the school, highlighting the toy weapons portion of the presentation.	Administration	Lesson plan review, Weekly iObservations	School Suspension Data
3	Inconsistent classroom management	Teachers will attend CHAMPS II training during prior to the 2012/2013 school year Focus on Star Qualities	Administration	iObservations	School Suspension Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Liberty Elementary School will increase the rate of parent involvement by 3%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
82% of student families attended at least one school activity during the 2011 year.	85% of families will attend at least one or more school activities during the 2012-2013 school year

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental lack of interest in attending school events.	Increase holiday programs, award shows, Evening honor roll assemblies recognizing students and their families Send communication in	Administration	Team meetings, parent conferences, attendance at parental events, and increased volunteering at school	Attendance records at school events and face-to-face conferences. Volunteer log

		student's native language. Schedule Literacy Nights A.M. SAC meetings			
2	Parent awareness of school activities and functions.	Use phone notification system, school newsletter, and teacher assistance to inform and encourage parents.	Administration and classroom teachers	Team meetings, parent conferences, attendance at parental events.	Attendance records at school events and face-to-face conferences

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
Annual Parent Seminar	Registration	Title 1	$120.00
FCAT Literacy Night	Stipends for teachers	Title 1	$800.00
Agendas as a Communication Tool	Student Agenda Books	Title 1	$3,100.00
Parent materials to use with Reading Family Nights	Reading and Math instructional materials	Title 1	$300.00
Rereshments for parent trainings	Refreshments for parents	Title 1	$779.00
FCAT and Literacy Night	Stipends for Reading Coach/Teacher Leader for trainings	Title 1	$100.00
			Subtotal: $5,199.00
Grand Total: $5,199.00			

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

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Intervention	PLC Book: Word Callers	Title 1	$300.00
Reading	Reading Intervention	Instructional Materials: Road to the Code	Title 1	$400.00
Reading	Reading Intervention	Instructional Materials: Crypotamania	Title 1	$100.00
Reading	Reading Intervention	Instructional Materials: Road to Reading	Title 1	$600.00
Reading	Reading Intervention	Reading and Writing Informational Text in the Primary Grades	Title 1	$300.00
CELLA	Differentiating Instruction	Soar to Success, Daily 5 & Cafe Quick Reads	Title 1	$6,939.00
Attendance	BTIP	Salaries	Regular Budget	$3,008.65
				Subtotal: $11,647.65

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Professional Development	Stipends for Professional Learning Communities	Title 1	$200.00
Reading	Hands on Materials for Reading and Writing	PLC Book: Supporting Struggling Readers and Writers	Title 1	$400.00
Reading	Behavior Management/ Positive Strategies	Professional Development: How Full Is Your Bucket	Title 1	$1,100.00
Reading	Reading Professional Development	Professional Development Book: Month by Month Phonics	Title 1	$100.00
Reading	Hands on Materials for Professional Development	Supplies for Professional Development Presentations	Title 1	$3,604.00
Reading	Sumer Professional Development- Liberty Academy	Summer PD aligned with the SIP	Title 1	$2,500.00
Reading	Language Arts Professional Development	Stipends for District Trainers	Title 1	$500.00
Reading	Response to Intervention	Subs for RTI meetings	Title 1	$1,000.00
Reading	Data Conferences	Subs for teachers attending trainings	Title 1	$1,300.00
Reading	BAT Chats	Substitutes for teachers attending training	Title 1	$1,700.00
Reading	Data Conferences/FAIR Progression	Teacher participant subs	Title 1	$900.00
Reading	CCIRI Conference	Travel Expenses (Reading Specialist) per approval	Title 1	$1,000.00
Reading	CCIRI Conference	Registration Fee (Reading Specialist)	Title 1	$400.00
Reading	IRA Convention	Travel Expenses (Reading Specialist/Teacher) per approval	Title 1	$3,000.00
Reading	IRA Convention	Registration Fee (Reading Specialist/Teacher) per approval	Title 1	$1,200.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC Book	Professional Development for PLC: Explicit Instruction	Title 1	$340.00
Reading	Training Materials for Reading	Professional Development Book: Phonemic Awareness Books	Title 1	$200.00
Mathematics	PLC for Math Intervention	PLC Book: 8 Step Model Drawing	Title 1	$500.00
Mathematics	Common Core State Standards	Professional Books for Training	Title 1	$600.00
Mathematics	PLC Book for Marzano Training	Professional Book: A Handbook for the Art and Science of Teaching	Title 1	$800.00
Mathematics	Summer Professional Development- Liberty Academy	Summer Professional Development aligned with the School Improvement Plan	Title 1	$2,500.00
Mathematics	Math Professional Development	Stipends for District Trainers	Title 1	$500.00
Science	Science Liberty Academy	Teacher Stipends	Title 1	$600.00
Writing	Writing Liberty Academy	Teacher Stipends	Title 1	$600.00
				Subtotal: $25,544.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Annual Parent Seminar	Registration	Title 1	$120.00
Parent Involvement	FCAT Literacy Night	Stipends for teachers	Title 1	$800.00
Parent Involvement	Agendas as a Communication Tool	Student Agenda Books	Title 1	$3,100.00
Parent Involvement	Parent materials to use with Reading Family Nights	Reading and Math instructional materials	Title 1	$300.00
Parent Involvement	Rereshments for parent trainings	Refreshments for parents	Title 1	$779.00
Parent Involvement	FCAT and Literacy Night	Stipends for Reading Coach/Teacher Leader for trainings	Title 1	$100.00
				Subtotal: $5,199.00
				Grand Total: $42,390.65

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷⁿ Priority	ȷⁿ Focus	ȷⁿ Prevent	ȷⁿ NA

Are you a reward school: ȷⁿ Yes ȷⁿ No

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

No Attachment (Uploaded on 9/7/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓   Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Monitor the School Improvement plan

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District LIBERTY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	76%	91%	46%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	61%			135	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?	80% (YES)	67% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					571	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District LIBERTY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	75%	91%	47%	281	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	67%	65%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	52% (YES)			119	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					532	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested