

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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325 West Gaines Street
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School Name: DAVIE ELEMENTARY SCHOOL

District Name: Broward

Principal: Robert Schneider

SAC Chair: Tammy Clabo & Kelly Heverly

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Robert N. Schneider	B.A. – York College/CUNY K-12 Educational Leadership	13	20	Davie Elementary was an "A" grade school 10 out of 13 years. As Principal of Davie Elementary School learning gains have consistently measured 57% in Reading, 63% in Math for our lowest quartile.
Assis Principal	Monica Schlosser	B.A. - University of Miami K-12 Educational Leaderhip, NSU	1.5	1.5	As Interim Assistant Principal of Davie Elementary School learning gains have measured 57% in Reading, 63% in Math for our lowest quartile.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kelly Heverly	B.A.E./M.Ed. Cert: Elementary Ed, ESOL Endorsed, Reading Endorsement, MA in Leadership	12	6	Ten successful years as an elementary classroom teacher. As Reading Coach, Davie Elementary School earned and maintained an "A". As reading coach we have met 90% or higher of the AYP criteria.
Math	Loretta Fiero	B.S./M.Ed. Cert: Elementary Ed, ESOL Endorsed, MA in Leadership	22	4	Ten successful years as an elementary classroom teacher. As Math Coach, Davie Elementary School earned and maintained an "A" every year. As math coach we have met 90% or higher of the AYP criteria.

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	Retain high qualified teachers	Robert N. Schneider (Principal)	Ongoing	
2	Team meetings, meet with administration	Robert N. Schneider (Principal)	Ongoing	
3	Recruit high quality teachers and staff	Robert Schneider (Principal)	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% There is no instructional staff or paraprofessionals that are teaching out-of-field and who received less than an effective rating.	All staff members are highly effective at his time.

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
46	2.2%(1)	2.2%(1)	43.5%(20)	52.2%(24)	60.9%(28)	100.0%(46)	6.5%(3)	34.8%(16)	100.0%(46)

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

Highly Qualified Teachers	Teachers new to grade level	Support teacher with transition to new grade level.	Teacher will plan together at bi-monthly planning meetings.
Cheryl Hernandez	Cynthia Hamby	New Educator	Attend NESS PLC's
Robert Schneider	Kelly Heverly Katina Dzewiakowski	Give administrative training and opportunities for LEAD program member.	Assign administrative duty practices and tasks, meet to share out come and ongoing leadership training.

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

Davie Elementary School partners with the Student Enrichment in the Arts (SEAS) Program, that offers educational opportunities to our students in grades K-5. Field trips are provided free of charge to our students. We fully implement the Broward Schools' Character Education Program which highlights students who demonstrate the character traits each month. In addition, our Title 1 School Liaison facilitates parent trainings and family events that enhance our school's mission as a part of our Parent Involvement Plan. Parental Involvement funds are used to fund monthly academic parent events that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. The liaison coordinates the Title 1 Mobile Unit, which provides learning materials for our school community at no charge. We have used Title 1 funds to provide additional teachers at our school to directly impact student achievement. Professional Development funds are used to develop a comprehensive training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program that coordinates services with the District's Dropout Prevention Program.

Title II

The District receives supplemental funds for Professional Development which our teachers attend. Using Professional Growth Plans teachers determine which area of need will be supported by Professional Development. Teachers are offered professional development opportunities on campus as well as district locations.

Title III

The District provides educational material and support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Homeless District Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters. In addition, our Homeless Liaison and School Social Worker work closely with families that are identified homeless, providing them the essentials and support they need.

Supplemental Academic Instruction (SAI)

We use the SAI funds for reading pull out for at-risk students and providing additional learning opportunities after school. The pull out programs are aligned to meet the differentiated needs of students. We analyze assessment data, such as BAT,

FCAT/SDRT, for correctly placing students in pull out programs that will support each student's area of deficiency. Each student is instructed according to the analysis of the results of his/her assessments with appropriate programs.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students which include field trips, community service, and counseling. In addition, guidance conducts student workshops on anti-bullying grades K-5.

Nutrition Programs

We employ a physical education teacher to provide a firm foundation in nutrition and physical well-being. Our school is a Commit 2 B Fit School, and are a pilot school for Commit 2 Be for afterschool programs.

Housing Programs

N/A

Head Start

We currently service 19 students in our Head Start classes, helping to prepare our community's Head Start children for the rigors of elementary school.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Counseling (District) Services are provided through Guidance Department and Innovation Zone Family Counseling Program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI Leadership Team consists of highly qualified school personnel including Sandy Reifkind the ESE Specialist, Student Support Specialist and Math Coach Loretta Fiero, Julie Padron Guidance Counselor and ELL Coordinator, Reading Coach Kelly Heverly. Our team also includes our supportive administration the Principal, Robert Schneider and Assistant Principal, Monica Schlosser. Additional services are provided by other key members such as School Psychologist, Sandy Whalen and School Social Worker, Heidi Carmel. Members who also provide key information are the classroom teacher who shares the most current data on the student, the Speech Pathologist (if needed) and the parent (if requested). The RtI designated coordinator is our ESE specialist, Sandy Reifkind. This team is comprised of highly effective staff members who have years of experience working with students, curriculum, and strategies that are essential to MTSS/RtI success.

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 team meets every other Monday to review new and ongoing cases. A referral is made to the MTSS/RtI Leadership Team using a form that explains documentation to be gathered, etc. Assistance is provided in collecting appropriate data from our Support Staff. This is done after at least one conference with parent documenting the concern and an intervention (Tier 1) has been attempted based on an individual assessment (DAR, Rigby Running Record, IRI, for reading, FAIR, math prerequisite test, chapter tests, end of book test, Key Math, TEMA, TOMA for math or collecting anecdotal records such as behavior charts for a Functional Behavior Assessment).

Once the team meets and reviews all data presented, additional more intensive interventions are suggested based on the Struggling Reading and Math Charts (Tier II and/or Tier III). A case manager, who is a member of the Leadership Team and also acts as the grade level liaison, is assigned to assist the teacher and continuous progress monitoring begins. The case manager assigned will meet with the teacher to address data collected and document student progress. Progress is also shared with administration and staff through monthly data chats. Records of data are generated by the teacher, and kept in every teacher's data binder. Schoolwide every teacher utilize BASIS or PMRN to track and store student data.

If the student continues to have difficulty, the MTSS/RtI (team) will reconvene with teacher/case manager/parent updating team based on the continuing data collected. A more intense intervention will be suggested/attempted. (Tier III). If there continues to be great difficulty, a referral for formal disability identification may be considered.

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

The school-based MTSS/RtI Leadership Team aims to assist each student in reaching their maximum potential by collecting and analyzing student data, formulating an individualized plan based on data collected and continuously monitoring the results. The MTSS/RTI Leadership Team participates in the SAC meetings by sharing Tier 1 data in reading, math, writing, science, and behavior. This data is inspected by the SIP and this data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. After review of this data, any at-risk students that are previously unidentified will be given to the CPS team. This assures that the SIP goals and data collections provide a foundation for RtI process.

MTSS Implementation

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

Data management systems used to summarize data for reading consist of Reading Rigby Running Records, Diagnostic Assessment of Reading (DAR), Early Diagnostic Assessment (ERDA), DRA, IRI, ORF, FAIR, Phonics for Reading Screenings, Benchmark Assessment Tests 1 & 2, Florida Comprehensive Assessment (FCAT), Houghton Mifflin Treasures for gr. K-5 and student work samples. Interventions are selected from the Broward County Struggling Reader Chart and include Houghton Mifflin Treasures, Phonics for Reading, Great Leaps, Super QAR, Intermediate Rewards, Road to the Code, Multi-Sequence Speed Drills, Quick Reads, Elements of Reading - Vocabulary, Newcomer KItsby Rigby, English in my Pocket by Rigby, In Step Readers by Rigby and internet based Destination Reading.

Math data includes Key Math screenings, GO Math Series Pre-Requisite Skills Assessment, GO Math Diagnostic and Placement Tests, GO Math Publisher Tests, AGS Math Level Indicator, Benchmark Assessment Tests 1 & 2, Florida Comprehensive Assessment (FCAT). Programs and Interventions Houghton Mifflin Harcourt Go Math, Touch Math by Innovative Learning Concepts, Moving with Math by Math Teacher Press, Every Day Counts by Great Source, Beacon Broadcasts, and internet based Destination Math and online Go Math intervention. Progress monitoring also includes mini-assessments, publisher-made Chapter Tests, Publisher-made Big Idea Benchmark Assessments.

Writing Data includes FCAT rubric graded writing samples collected by the teacher and various work samples. Interventions include BEEP lessons focused on Focus, Organization, Support, Conventions, Voice, and individual skill conference and remediation.

Science data includes specific strand tests, journals, project samples, and sample work from the Fusion science program and Delta Kit work. Interventions include Beacon Broadcasts, Additional Science Experiments, Science Fusion and FOCUS online tools.

Behavior data includes antidotal records, teacher conferences, interims, behavior charts, referrals, student planners with notations, and behavior plans. Behavior Interventions are recommended by the MTSS/RtI Team to meet the needs of each individual student.

For Tiers 2 and 3 the data sources are the Intervention Records and continuous progress monitoring graphs generated for individual students.

We collect and provide information for students when they transfer to other schools. If needed we contact the school with pertinent data for students in the MTSS/ RTI process.

Describe the plan to train staff on MTSS.

Professional development will be provided during after school planning time and small sessions will occur throughout the year as needed for targeted teachers. Professional Development for MTSS/RtI will be given by our school psychologist and ESE specialist.

The MTSS/RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings. MTSS/RtI will work in collaboration with the Professional Development Team to provide training to include: FAIR, Rigby Running Records, Go Math Interventions online tools, Interactive Promethean/Technology Training, and PLC's to meet staff needs.

Describe the plan to support MTSS.

RtI/MTSS will be supported by teachers, support staff, and administration. Teachers will identify students based on criteria and complete the required documents in order to bring students through the MTSS process. Administration will provide coverage as needed for meetings to generate Tier data and support strategies. Support Staff will attend meetings to supply targeted strategies and services to identified students. Teachers, Paraprofessionals, and Support Staff will deliver strategies and support services as directed by the MTSS. Teachers and the ESE Specialist will monitor student progress for effectiveness and update the Tiers in MTSS meetings as scheduled by the ESE Specialist. Parents will be invited by the ESE Specialist to attend the MTSS meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of highly qualified school personnel including Sandy Reifkind the ESE Specialist, Student Support Specialist and Math Coach Loretta Fiero, Julie Padron Guidance Counselor and ELL Coordinator, Reading Coach Kelly Heverly. Our team also includes our supportive administration the Principal, Robert Schneider and Assistant Principal, Monica Schlosser, in addition to a member from each grade level. Grade Level Representation includes Kristen Hinsz, Delia Encin, Patricia Cafiero, Peachy Sanzari, Jan Foxx, Katina Dziewiatowski, and Cheryl Hernandez. Each member of the LLT was selected because of their knowledge of literacy, curriculum, reading strategies, and student progress data.

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

The Literacy Leadership Team meets bi-weekly to assess the ongoing academic achievement of the students and teachers. Through snapshots, data collections, data chats, and ongoing teacher and student communication they monitor progress and growth. The team analyzes data to making sure each student who needs intervention services is receiving them, and that each intervention program/strategy is effective. If the intervention is not effective the LLT will recommend different programs and strategies within the students area of weakness. Each member is assigned a grade level, allows the team to hear how the reading planning is being done. The team member sits in on grade level team meetings to assist with team planning, materials, or any needs. Then the LLT meets to provide vertical sharing and addresses needs and gives ongoing support.

The LLT will work collaboratively to make sure every student is making learning gains in reading, and receiving the correct tools to achieve this task.

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

The LLT will continue to support Kindergarten in the implementation of the Common Core State Standards. In First and Second Grade the LLT will support Professional Learning Communities in the roll out the new Common Core State Standards. In Third, Fourth and Fifth Grade the LLT will provide examples and training for text complexity and integration of the Common Core State Standards into instruction while maintaining the use of Next Generation Sunshine State Standards as they relate to F.C.A.T 2.0.

The LLT will monitor data points and support each child with their literacy development and ensure they attain at least one years growth in reading. They will also ensure that each teacher is providing additional learning opportunities in reading for the above level students to explore.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

To ensure school readiness, the Head Start Program continues to implement the CCSS for literacy, math, and science curricula in the Head Start classroom. The program has aligned the Literacy and Math Common Core State Standards to improve educational outcomes. This transparent connection between curricula and children expectations has contributes to better

prepare students to succeed in kindergarten. An end of the year Teaching Strategies Gold report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the Headstart students' progress in the program.

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

*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:	In grades 3-5, 31 % of students will achieve proficiency (FCAT Level 3) in reading on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (92/317) of students in grade 3,4,and 5 achieved Level 3 proficiency.	By June 2013, 31% (113/366) of students in grades 3,4, and 5 will score a Level 3 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 come to Intermediate grades struggling in reading, non-independent readers.	Improve reading foundation by assessing areas of need and providing interventions for those targeted areas in First and Second Grade students (Reads, Phonics for Reading and Great Leaps).	Administration Literacy Team	Quarterly Data Binder Check/BASIS with classroom teachers Monthly RTI meetings on struggling students' data Weekly Monitoring Logs turned into administration	Running Records, DAR, and Screenings listed on the struggling readers chart per area of need.
2	Lack of Reading Skill development	Differentiated Instruction will be provided using A+ Rise, Net Trekker, Accelerated Reader and the use of other technology-based programs (iStation, Accelerated Reader, use of Promethean boards/flip charts, Activ Studio, document cameras, etc) Provide Training for teachers in Differentiated Instruction by providing a monthly PLC for ongoing growth and staff development opportunities.	Administration Literacy Team Reading Committee	Snapshots with scheduled frequency. Feedback given through meetings and data chats. Quarterly Data Binder Check with classroom teachers Monthly MTSS/RTI meetings on struggling students' data	BAT 1 & 2, Chapter Tests, Technology based summative projects Pinnacle Gradebook
3	Non Mastery of Grade Level Expectations	Using the data from the assessments, Level 1 & 2 students not mastering essential standards/benchmarks will be targeted for additional support through small group double dose and iStation.	Administration Reading Coach	Ongoing Progress monitoring of data (pre-test; formative assessments; post-test)	Evaluation tool data discussed at Data Chats. Data used to determine change in interventions. IStation Reports used for ongoing progress monitoring.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students in Grades 3-5 will score a Level 4,5, or 6 on the 2013 Florida Alternative Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/0)No students were eligible to take this assessment last year.	By June 2013, 100% (1/1) Student (s) who are eligible to take the Florida Alternative Assessment will score at Levels 4,5, or 6 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					
2	Students on Alternative Standards manifest unique learning needs and require specialized training to achieve the highest levels of the Florida Alternative Assessment (FAA).	Faculty and staff utilize strategies including technology and varied software to support student learning.	Principal ESE Teacher	Classroom Assignments Observation of student performance tasks	Project Based Outcomes shared at Data Chats Observation

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 30 % of students achieve above proficiency (Levels 4 or 5) in reading on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.4% (90/317) of students in grade 3,4, and 5 scored a Level 4 or 5 on the FCAT Reading Assessment.	By June 2013, 30% (110/366) of students in grades 3,4, and 5 will score a Level 4 or 5 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 in these levels need to be motivated to achieve beyond their already satisfactory performance.	ELO at Levels needed to promote enrichment. Project based learning activities instruction to promote critical thinking.	Administration Literacy Team	Snapshots Quarterly Teacher and Student Data Chats	Rubric Assessments
2	Students need to increase Critical Thinking Skills to solve more complex test questions in order to score a Level 4 or 5 on FCAT.	Provide students opportunities for integrated Technology. Thinking Maps	Literacy Team Administration	Snapshots scheduled on a routine basis. Feedback provided and discussed in Data Chat meetings.	Academic Displays Observations
3	Parents understanding of the FCAT Testing process and standards.	Parent Training for Intermediate Families	Administration Literacy team	Title 1 Parent Sign in Parent and Student Feedback	FCAT Test Results

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:	By June 2013 100% (1) of students will score at or above Level 7 in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A 0 % of students were eligible to take the FAA last year.	By June 2013 100% (1) of students in grades 3,4, and 5 will score a Level 7 on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students on Alternative Standards manifest unique learning needs and require specialized training to achieve the highest levels of FAA.	Faculty and staff will utilize strategies including technology and varied software.	Principal	Observation of Performance tasks	Data Charts, iObservation

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:	In grades 3-5, 66% of students will make learning gains in reading on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (124/200) of students in grades 3,4 and 5 made learning gains in reading.	By June 2013, 66% (150/228) of students in grades 3,4, and 5 will make learning gains in reading based 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 in Grades 3, 4 & 5 need targeted reading instruction in areas of weakness.	Provide double dose instruction to students who are not progressing in reading instruction in targeted areas. Push-in and Pull-out Support for targeted skill development.	Literacy Team Administration	Monitor growth throughout school year and adjust interventions as needed. Use data points to track progress of student in each identified area of weakness in reading.	Ongoing progress monitoring through data chats. Monthly reviews of data points.
2	Retained 3rd Grade students need to increase a level on the FCAT test, not just maintain.	Provide additional assistance for this targeted group of students in the reading skills they are deficient.	Administration Literacy Team	Ongoing Progress Monitoring of Tutoring Groups including pre and posttest data.	BAT 1 & 2 Reading Program Tests Program assessments
	Provide differentiated reading instruction for all students.	Students will be paired with high achieving teachers. McGraw Hill Treasures (Grades K-5) and Triumphs programs will be the core basal reading	Team Leaders and Reading Coach	Review formative student assessment data during weekly LLT meetings. Weekly student data chats.	Phonics for Reading, IRI, DAR, Trophies Oral Reading Fluencies, Treasures Oral Reading Fluencies,

3	series. Intervention strategies will be provided for level 1 and 2 students through such programs as: Thinking Maps Phonics for Reading, Great Leaps, Quick Reads, Read Alouds, Talk Alouds, Think Alouds, and QAR. Technology programs which include iStaton, Accelerated Reader, and FCAT Explorer will be utilized.	Classroom Walk Through Quarterly Student Data Chats	Running Records, Rigby PM Benchmark Assessment Monthly: iObservation, FCAT Explorer, and AR Reports
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 3-5, 100 % of students will show learning gains in reading on the 2013 administration of the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/0) N/A Students were not eligible to make learning gains using the FAA last year.	By June 2013, 100% (1/1) of students in grades 3,4 and 5 will make learning gains in reading on the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may struggle with grade level materials.	Use small group and one on one settings to complete tasks.	ESE Teacher ESE Specialist	Teacher Observation	Classroom performance Tasks

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:	In grades 3-5, 66% of students in the lowest 25% will make learning gains in reading on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (32/53) of students in the lowest 25% in grades 3,4 and 5 made learning gains in reading.	By June 2013, % (38/57) of students in the lowest 25% in grades 3,4 and 5 will make learning gains in reading based 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	Insufficient use of complex text and informational text.	Teachers will raise the bar for instruction by having all students read at or above grade level.	Administration Literacy Team	iObservations Data Chats Student samples	Treasures Reading Assessments iStation monthly Test Reports

		Provide parent training for Primary families about complex and informational texts.			BAT 1 & 2
2	Students need remediation that is on their level and interesting.	Students will use Integrated Learning Systems, including but not limited to iStation, Accelerated Reader, and FCAT Explorer for basic skills and differentiated instruction.	Reading Coach Team Leaders Administration Teachers	Snapshots and individual teacher Conferences/Observations Quarterly Student Data Chats	Reports reviewed monthly (iStation, Accelerated Reader & FCAT Explorer)
3	Provide differentiated reading instruction for all students.	McGraw Hill Treasures and Triumphs programs will be the core basal reading series. Intervention strategies will be provided for level 1 and 2 students through such programs as: Phonics for Reading, Great Leaps, Quick Reads, Read Alouds, Thinking Maps Talk Alouds, Think Alouds, and QAR. Technology programs which include Odyssey Learn and FCAT Explorer will be utilized.	Administration Team Leaders Reading Coach	Review formative student assessment data during weekly case manager meetings with grade level liaisons. Weekly student data chats.	Phonics for Reading, IRI, DAR, Treasures Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By the year 2016-17 we will reduce the achievement gap in Reading by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

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:	In grades 3-5 students (White 41% , Black 52% , Hispanic 46% , Asian 32%) will achieve proficiency (Level 3 and above) in reading on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentages of subgroups progress in reading. White 39% (43/110) Black 50% (21/42) Hispanic 44% (62/141) Asian 30% (3/10)	By June 2013 students (White 41% , Black 52% , Hispanic 46% , Asian 32%) will achieve reading proficiency on the FCAT reading assessment.
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	Majority of Hispanic students have English as a second language.	ESOL Endorsed teachers use ELL strategies to promote acquisition of academic language.	ESOL contact Administration	Classroom Walk Through Quarterly Data Chats	Grades BAT 1 & 2 Weekly Monitoring Logs
2	Lack of parental support/involvement in after school and evening training.	Provide incentives through Round Up Rewards for parents to receive rewards for attending any and all events that support student learning.	Assistant Principal	Parent Survey Sign in Sheets at events	Data Chats
3	Lack of reading strategies for comprehension and vocabulary knowledge.	Provide small group reading instruction to targeted students for skill development. Phonics for Reading and Elements of Vocabulary will be used to build student knowledge.	Classroom Teacher Principal	Data Chats iObservation	Data Chats Treasures Reading Tests

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 3-5 34% of ELL students will achieve satisfactory progress in reading (Level 3 and above) in reading on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (11/16) did not make satisfactory progress in reading as measured by the FCAT	By June 2013, 34% of ELL students will make learning gains 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	Student do not always have an extensive knowledge of English vocabulary.	Utilize Word Walls, vocabulary cards/games, peer tutors, and reading materials to increase vocabulary.	Classroom Teacher ESOL Contact Administration	Demonstration of increased acquisition by students in dialogs and observations of interpreting instructions on performance tasks.	Vocabulary Scores of Treasures Tests iStation Monthly Test Reports
2	Insufficient implementation of ELL Matrix strategies and differentiated instruction in learning activities.	Provide targeted professional development to teachers on ELL Matrix strategies.	ELL Contact Classroom Teachers Administration	iObservations focused on differentiated strategies. Lesson Plan Reviews	Data Chats iObservations

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:	In grades 3-5, 30 % of SWD will achieve satisfactory progress in reading (Level 3 or above) on the 2013 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (39/54) of SWD did not make satisfactory progress in	By June 2013, 30% of SWD will achieve satisfactory progress

reading as measured by the FCAT			in reading as measured by the FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support/involvement in after school training.	Provide incentives for parents through Round Up Rewards Program for all times parents participate in an on campus learning activity.	Assistant Principal	Parent Sign In Sheets	Data Chats Observations Parent Feedback Forms
2	Varied learning styles among students.	Include supplemental materials and strategies through PLCs in addition to core materials.	ESE Specialist	iObservation Data Chats	Data Chats

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, 56% of Economically Disadvantaged Students will achieve mastery on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (118/253) of students that are Economically Disadvantaged did not make satisfactory progress in Reading.	By June 2013 56% of ED students will make satisfactory progress in reading as measured by 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 may not have materials at home to practice skills.	Provide additional take home materials for students to practice skills. Provide additional resources for use at home through davie.browardschools.com	Literacy Team Teachers	Ongoing Progress Monitoring through data chats. Homework Chart	BAT 1 & 2, FCAT and Primary Testing
2	Parents may not know how to assist students with skills.	Have subject area Family Nights to promote skill building at home in everyday life.	Literacy Team Title 1 Liaison	Parent Participation Sign In Sheets	Title 1 and SAC sign in sheets used to determine level of participation Parent Feedback and Evaluation Survey.
3	Additional support needed for mastery of reading concepts	Specials Teachers, Support Staff, and Paraprofessionals will provide weekly remediation for struggling/at-risk students Reading support during media time to include iStation, Accelerated Reader, and FCAT Explorer to build targeted skills.	Administration Literacy Team	Monthly data binder meetings Weekly Progress Monitoring	Phonics for Reading, IRI, DAR, Oral Reading Fluencies, Running Records, Rigby PM Benchmark Assessment iStation monthly progress tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Strategies in Content Text Complexity/CCSS Informational Text/CCSS Grade Level PLC	K-5	Grade Level PLC Facilitator	Grade Level PLCs and Reading Vertical Teaming PLCs	After school Planning (bi-Monthly)	Follow Up reflective Journal Assignments	Administration Inservice Facilitator
ESE Strategies for differentiation	K-5	ESE Specialist Administration	Staff Meeting Workshop school-wide	Planning Day	Use diverse strategies in classroom centers and lessons, iObservation	Administration
ELL Matrix Strategies	K-5	ELL Contact Team Leaders Reading Coach	Staff Meeting Workshop school-wide	Planning Day	Use diverse strategies in classroom, iObservation	Administration
BASIS	K-5	Administration	K-5 Teachers	September	Review BASIS Data in Data Chats	Administration
Thinking Maps	K-5	Administration Thinking Maps Rep.	K-5 Teachers	Ongoing	iObservation	Administration

Reading 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
Reading PLCs K-5	Materials, Presenters, Participants	Title 1 Professional Development	\$1,600.00
Progress Monitoring	Rigby Kit, Materials	Title 1 Professional Development	\$626.00
Reading Workshops (CCSS/ELA District)	Substitutes	Title 1 Professional Development	\$900.00
3-5 Text Complexity/Webinars PLC	Materials, Presenters, Participants	Title 1 Professional Development	\$3,500.00
K-2 Common Core State Standards PLC	Materials, Presenters, Participants	Title 1 Professional Development	\$3,500.00
			Subtotal: \$10,126.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Primary Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Intermediate Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Morning Curriculum Training for Reading	Presenters, Refreshments, Materials	Title 1 Involvement	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,126.00

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:		By June 2013 17% of students who take the CELLA will score proficient in the oral language section demonstrating listening and speaking skills.			
2012 Current Percent of Students Proficient in listening/speaking:					
34 students took the CELLA test in 2012. 15% (5) scored proficient in listening and speaking as measure by the oral language section of the CELLA test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student vocabulary	Teachers will utilize ESOL strategies to build vocabulary and enable a foundation for reading through peer tutors, word walls, conversations with peers, and varied intervention strategies and materials.	Reading Coach Classroom Teachers Administration ESOL Contact	Classroom observation, visits and conversations with students, parent and teacher feedback.	Proress Monitoring work samples iObservation
2	English is not spoken in the home.	Encourage parents to attend English classes and seek resources through community school and model online translation website tools.	ESOL Coordinator/Guidance Counselor Social Worker	Parent Feedback	Teacher feedback parent feedback

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:	By June 2013 8% of students who take the CELLA will score proficient in the reading section.
2012 Current Percent of Students Proficient in reading:	
34 students took the CELLA test in 2012. 6% (2) scored proficient in reading as measure by the reading section of the CELLA test.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading materials in English are not available or used.	Students will utilize online resources to practice english reading. Teachers will also provide additional materials checkout to students.	Classroom Teachers ESOL Contact/Guidance Counselor Reading Coach Administration	Teacher feedback Parent Feedback Progress Monitoring Data chats	iObservation BAT 1 & 2 Treasure End of Story Tests

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013 2% of students who take the CELLA will score proficient in the writing section.
2012 Current Percent of Students Proficient in writing:	
34 students took the CELLA test in 2012. 0% (0) scored proficient in writing as measure by the writing section of the CELLA test.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student vocabulary and grammar skills	Teachers will utilize ESOL strategies to build vocabulary and enable a foundation for writing through peer collaboration, word walls, and varied intervention strategies and materials.	Reading Coach ESOL Contact Classroom Teachers Administration	Data Chats Student Writing Sample Observations	Writing Rubric iObservation

CELLA Budget:

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

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

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:	In grades 3-5, 36 % (106/366) of students will achieve mastery (FCAT level 3) on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (110/317) scored at Achievement Level 3 in mathematics.	In grades 3-5, 36 % (106/366) of students will achieve mastery (FCAT level 3) on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Knowledge – Technology/ Supplemental Programs	Monthly PLC will provide ongoing training and technology integration exploring new math series contents and applications, including online interventions.	Administration Math Contact	Quarterly Data Chats will review, data and changes in instruction to align resources to student needs. Snapshot Data will be used to determine teacher effectiveness.	Math Chapter Tests Math Work Samples Monthly Data Chats iObservation
2	Differentiated Targeted Instruction needed for students success	Teachers will receive student performance data in order to drive instruction and identify areas in need of staff development based on Math Chapter tests, BAT 1 & 2 data, previous FCAT data.	Administration Math Coach Classroom Teacher	Quarterly Data Chats to review Progress Monitoring Pre & Post Tests Classroom Walk Throughs	BAT 1 & 2 Chapter Tests Monthly Data Chats mini Benchmark reviews iObservation
3	Student are unable to identify the correct problem solving strategy.	Teachers will provide daily practice through varied activities and centers. Thinking Maps used to build problem solving strategies.	Classroom Teachers Math Coach Administration	Data Chats Math End of Chapter Tests Observation Student and Teacher feedback	Data Chat Assessment BAT 1 & 2 iObservation
4	Parents are unaware of FCAT process and measured standards,	Provide Training for Intermediate Families.	Literacy Team Administration	Title 1 Sign In Sheets Parent & Student Feedback	Parent and Student Feedback FCAT Results

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:	By June 2013, 100% (1/1) of students in Grades 3,4, and 5 will score at Level 4,5, and in math on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% (0/0)		By June 2013, 100% (1/1) of students in Grades 3,4, and 5 will score at Level 4,5, and in math on the FAA.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific math deficiencies need to be addressed for student success.	Use manipulatives, visuals, and technology to teach math concepts.	Classroom Teacher ESE Specialist Administration	Work Samples Observations Data Chats/Teacher feedback	iObservation Data Chat/Progress Monitoring

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 21% of students will achieve a Level 4 or above on the 2013 administration of the FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
19.6% (62/317) of students in grades 3,4, and 5 scores Level 3 on the math FCAT Assessment.	In grades 3-5, 21% (77/366) of students will achieve a Level 4 or above on the 2013 administration of the FCAT Mathematics Test

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of Instructional Technology Integration with daily functional use	Teachers will participate in monthly PLC to learn techniques to enhance the use Integrated Learning Systems, including but not limited to FCAT Explorer and GO MATH technology resources for enrichment in math.	Administration Math Coach Team Leaders	Monthly Program generated data Reports Quarterly student data chats Observation	FCAT Explorer Reports Go Math Data iObservation
2	Students lack problem solving skills and related vocabulary.	Provide daily practice through varied activities/centers. Provide targeted group instruction to assist with skill retention.	Classroom Teacher Administration Math Coach	Chapter Test Data Observation Student Feedback Teacher Feedback	BAT 1 & 2 Data Reviews iObservation

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:	By June 2012 100% (1/1) of students in grades 3,4,5 will score Level 7 in Math on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0 (0/0)	By June 2012 100% (1/1) of students in grades 3,4,5 will score Level 7 in Math on the FAA.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of complex problem solving skills and vocabulary.	Provide reviews and ongoing instruction for targeted skills using one-on-one and small group lessons. Thinking Maps	Classroom Teacher ESE Specialist Administration	Teacher Observation Student Data Student Work Samples	iObservation Data Chat

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:	In grades 3-5, 66% of students in grades 3, 4, and 5 will make learning gains on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (134) of students in grades 3, 4, and 5 made learning gains in math.	In grades 3-5, 66% (150/228) of students in grades 3, 4, and 5 will make learning gains on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Retained grade 3-5 students need to increase a Level on the FCAT test, not just maintain.	Provide Extended Learning Opportunities for this targeted group of students in the Math skills they are deficient with small group targeted instruction.	Administration Math Coach	Pre- and Post-Tests, Chapter Tests Observation	BAT 1 & 2 Go Math Program Tests iObservation
2	Provide differentiated math instruction for all students	Go Math Program will be the core math series in grades K-5. Intervention strategies will be provided for Level 1 & 2 students, including intervention and GO Math centers. Departmentalize/Team Teaching in grades 4-5.	Administration Math Contact	Review formative assessment data during Data Chat Observation GO Math Chapter Tests	BAT 1 & 2 Data Chats iObservation
3	Students are deficient in skills not previously mastered in math standards	Small group instruction to allow for practice of targeted skills needed for mastery.	Classroom Teachers Math Contact	Observation of small groups Chapter Tests Student Work Samples	BAT 1 & 2 Data Chats iObservation

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.	By June 2013 100% (1/1) will show learning gains on the 2013 Florida Alternative Assessment.
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Mathematics Goal #3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0/0)		By June 2013 100% (1/1) will show learning gains on the 2013 Florida Alternative Assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student(s) ability levels maybe one or more years below grade level.	Provide opportunity for continuous repetition and practice.	ESE Specialist Math Coach Classroom Teacher	Student Samples Data Chats Observation	Diagnostic Tests iObservation

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:	In grades 3-5, 66% (38/57) of students in the Lowest 25% will make learning gains on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (27/57) of students in the lowest 25% in grades 3,4 and 5 made learning gains in reading.	In grades 3-5, 66% (38/57) of students in the Lowest 25% will make learning gains on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to improve one level or maintain level 3,4,5 on the FCAT.	Using the data from the assessments, students not mastering essential standards/benchmarks will be targeted for after school tutoring sessions. They will receive one-on-one instruction from Nova Southeastern University America Counts Program. These students will receive a double dose	Administration Math Contact	Pre- and Post-Tests, formative assessments, student data chats Weekly Monitoring /MTSS/Rtl Data Quarterly Data Chats	District Provided Mathematics Question Banks BAT 1 & 2 Go Math Chapter Tests
2	Students need remediation that is on their level and interesting.	Students will be supplemented with the following mathematics programs: Destination Math, Go Math online interventions, Go Math Mega Math and online tools. Individual Teacher pullout assistance.	Administration Math Coach	Weekly Case Manager Meetings with Teachers Classroom Walk Throughs Quarterly Data Chats	Bat 1 & 2, Chapter Tests
	Students are weak in Math	Targeted small group instruction will be	Administration	Observations of small group	BAT 1 & 2

3	terminology/Vocabulary Development and mastery of prerequisite skills.	provided for mastery of skills and vocabulary practice. Word Walls using Math Vocabulary.	Math Coach Classroom Teacher	Chapter Tests Progress	iObservation Data Chat
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # By the year 2016-17 we will reduce the achievement gap in Mathematics by 50%. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

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:	By June 2013 students (White 60% , Black 48% , Hispanic 54% , Asian 92%) in grades 3-5 will achieve a level 3 or higher on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 42% (47/100), Black 54% (23/42), Hispanic 48% (69/141), Asian 10% (1/10) did not make satisfactory progress in math as measured by the FCAT.	By June 2013 students (White 60% , Black 48% , Hispanic 54% , Asian 92%) in grades 3-5 will achieve a level 3 or higher on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Math series vocabulary	Utilize all resources and materials from Go Math series to bridge the gap from previous year in curriculum and vocabulary. Use word banks, Go Math online intervention, Interactive Word Walls, and Thinking Maps.	Administration Math Contact Team Leaders	Data Chats Monthly Observations	Vocabulary Power in Go Math Mid Point & End of Chapter iObservation
2	Lack of parental support and knowledge about the math standards and strategies.	Offer training session for parents to learn about math standards and strategies used at each grade level. Include information in parent conferences.	Administration Math Contact Classroom Teachers	Parent Feedback Teacher Feedback Student Feedback	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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	At least 59% of English Language Learners will make satisfactory progress on the 2013 FCAT (Level 3 or above).
2012 Current Level of Performance:	2013 Expected Level of Performance:

43% (7/16) of ELL students did not make satisfactory progress in math.	At least 59% of English Language Learners will make satisfactory progress on the 2013 FCAT (Level 3 or above).
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a difficult time acquiring math vocabulary in English.	Utilize peer collaboration, math word walls, targeted small group instruction, and varied math strategies to assist ESOL students in understanding math vocabulary and directions.	ESOL Contact Classroom Teacher Administration Math Coach	Observation of small group Student samples Data Chats	BAT 1 & 2 Data Chats iObservation

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:	By June 2013 34% (18/54) of Students with Disabilities will make satisfactory progress in math (Level 3 or higher) as measured by the 2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (37/54) of SWD did not make satisfactory progress in math as measured by the FCAT 2012 assessment. 32 % (17/54) of SWD did make satisfactory progress in math.	By June 2013 34% (18/54) of Students with Disabilities will make satisfactory progress in math (Level 3 or higher) as measured by the 2013 FCAT Mathematics 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 are weak in Math terminology/Vocabulary Development and have not mastered prerequisite skills.	Use small group targeted instruction to build math vocabulary and prerequisite skills. Word Wall and Thinking Maps that explore math vocabulary will be used to build understanding.	Classroom Teacher Math Coach Administration	Observation of small group Student work Samples Data Chats	iObservation Data Chats 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013 52% of Economically Disadvantaged Students in grades 3-5 will achieve mastery on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (127/253) of ED students did not make satisfactory progress in math as measured by the 2012 FCAT.	By June 2013 52% of Economically Disadvantaged Students in grades 3-5 will achieve mastery on the 2013 administration of the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered prerequisite skills and complex math terminology for problem solving.	Use targeted small group instruction to build mastery of foundational prerequisite skills. Provide daily practice for math vocabulary to build understanding. Provide Parent training for primary families on Common Core State Standards.	Classroom Teacher Math Coach Administration	Data Chats Observation Teacher Feedback	Data Chats iObservation BAT 1 & 2 End of Chapter Math Assessments
2	Lack of materials/technology at home for skill reinforcement.	Provide before school support for computer usage in Media.	Administration Math Coach	Observation of morning sessions. Student and Parent Feedback Review of Data at Data chats	FCAT Explorer Reports BAT 1 & 2

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BASIS	K-5	Administration	K-5 Teachers	September	Review BASIS information in Data Chats	Administration
Math Vocabulary	K-5	Math Coach Team Leaders	School-wide in vertical teaming groups and grade level groups.	Quarterly in Grade Level Meetings, Math Planning	Teacher feedback Review of Chapter test summary data at Data Chats	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Primary Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Intermediate Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Morning Math Training	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013 37% (38/102) of 5th grade students will achieve a Level 3 on the 2013 administration of the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (37/104) of 5th grade students achieved proficiency Level 3 in science as measured by the 2012 FCAT.	By June 2013 37% (38/102) of 5th grade students will achieve a Level 3 on the 2013 administration of the FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come to 5th grade lacking prerequisite science problem solving skills and knowledge of science tools.	<p>Teachers will use hands-on based problem solving experiments in Science Lab.</p> <p>Teachers will analyze assessment results to determine which skills need remediation.</p> <p>Teachers will engage students using online FCAT Explorer & FOCUS activities.</p> <p>Teachers Grades K-5 will increase use of Science Lab to build prerequisite skills utilizing hands on experiments.</p> <p>Conduct a fun family science event to train parent on possible science activities for at home integration.</p>	<p>Administration</p> <p>Reading Coach</p> <p>Science Committee</p>	<p>Monthly Data Chats</p> <p>Observations</p>	<p>BAT 1 & 2</p> <p>Science based Project Rubrics</p> <p>Science Chapter Tests</p> <p>FOCUS online program assessment reports</p> <p>Science Lab Observation and monitoring useage</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A At this time no students in 5th grade qualify to take the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 15% (15/102) of fifth grade students will achieve a Level 4 or above on the 2013 administration of the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (13/104) of 5th grade students achieved above a Level 4 or above on the 2012 Science FCAT.	By June 2013, 15% (15/102) of fifth grade students will achieve a Level 4 or above on the 2013 administration of the FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional Enrichment opportunities needed to build Science problem solving strategies and skill mastery.	5th Grade Team will departmentalize. All 5th grade students will receive targeted science instruction. Strategies will include 5E model, Project based learning, and FOCUS online resources. Capacity will be built school-wide by increasing Science Lab usage at all grade levels.	Administration Science Contact	Observation Data Chats Student Work Samples	BAT 1 & 2 Science Strand Tests Science Journal FOCUS & FCAT Explorer online progress monitoring

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	N/A At this time there are no 5th grade students who
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Science Goal #2b:	qualify to take the FAA.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Vocabulary and Strategies PLC	K-5	Science Committee	K-5 Teachers	Grade Level Planning	iObservations Team PD Notes Teacher Feedback	Science Committee Administration
Science FCAT FOCUS online program	5th grade Science Teachers	Science Contact	5th Grade Science Contact	5th Grade Planning	Review FCAT FOCUS usage reports and learning gains report.	Science Contact Administration
Thinking Maps	K-5	Thinking Maps Rep. School Action Research	K-5 Teachers	Planning	iObservation	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 PLC Grades K-5 (Vertical Teaming)	Presenters, Materials, Participants	Title 1 Professional Development	\$1,600.00
			Subtotal: \$1,600.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Fun Family Science Event	Presenters, Refreshments, Materials, Childcare	Title 1 Parent Involvement	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013 96% of grade 4 students will achieve a 4.0 or higher on the 2013 administration of the FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (91/96) of 4th grade student scored a Level 3 or higher in writing based on the 2012 FCAT Writing Assessment.	By June 2013 96% (120/126) of grade 4 students will achieve a 4.0 or higher on the 2013 administration of the FCAT Writing Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need dedicated time to write and develop writing techniques.	4th Grade Team will be departmentalized and all 4th grade students will receive targeted skill instruction.	Administration Classroom Teacher	Observation Monthly Data Review of all student writing prompts (change to weekly starting in January)	FCAT Writing Rubric BAT 1 & 2 Writing Data
2	Students come to fourth grade with varied levels of ability in the Narrative and Expository genre writing.	K-3 Grade students will participate quarterly writing prompts to build skills.	Administration Leadership Literacy Team Classroom Teachers	Pre and Post Data on writing Monitor progress of students through reviews of all student writing prompts monthly.	Student Writing Samples FCAT Writing Rubric
3	Students need individualized assistance to build creative writing that is personalized.	4th Grade Writing Teachers will team teach to provide ability to conference individually with students based on independent needs. Teachers will share in a PLC format best practices.	Classroom teachers Administration	Observation Monthly Writing Prompts Teacher and Student Feedback	FCAT Writing Rubric used to grade monthly prompts iObservation

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:	By June 2013 100% (1/1) of students in 4th grade will score a Level 4 or higher on the 2012 Florida Alternative Assessment in Writing.
--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0/0) No students took the FAA last year.		By June 2013 100% (1/1) of students in 4th grade will score a Level 4 or higher on the 2012 Florida Alternative Assessment in Writing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to build focus and voice in writing skills.	Teacher to present instruction using multi-sensory modalities.	ESE Teacher Classroom Teacher	Analyze writing samples and conference individually to build skills.	Observation Writing Sample Rubric

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 for Writing Strategies	K-5	4th Grade Writing Teachers	Teachers K-5	Afterschool Planning	Student Writing Sample collected by Administration for Progress Monitoring	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	By June 2013 the percentage of PK-5 students will increase the year long daily attendance by 2% as measured by the Average Daily Attendance Statistics (ADA)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
69 students	60 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
183 students	175 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation Issues	Provide parents with counseling/assistance in problem solving transportation issues	Administration Guidance Counselor Attendance Clerk	Monitor Average Daily Attendance	BTIP School Attendance Roster
2	Student Illness	School wide washing hands campaign.	Administration School Nurse	Review of daily attendance	Average Daily Attendance Data
3	Motivation	Award students who are On Time Every Time with an award at the honor roll assemblies quarterly.	Teachers	Attendance Records	Increase or Decrease in awards given per quarter per grade level.

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

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

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

No Data Submitted

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing PLC K-5 (Vertical teaming)	Presenters, Materials, Participants	Title 1 Professional Development	\$1,600.00
			Subtotal: \$1,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	By June 2013 students in grades PK-5 who receive suspension will decrease by 5% as measured by the Discipline Details Data Report in the Discipline Management System.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
49 students	45 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13 students	10 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7 students	0 students
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

3 students			0 students		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Behavior	Train teachers to use behavior interventions in the classroom.	Administration	Observations Student and Teacher Referral Reports	Referral Records FPMS iObservation DMS
2	Student Interactions and escalations	Guidance Counselor provide techniques for student communication and problem solving. Use Faculty Meetings to review the use of grade level behavior strategies and tools to promote positive discipline.	Guidance Counselor Administration	Observation Student and Teacher Referral Reports, Data Chats	Referral records DMS iObservation
3	Bullying Behavior	Use Bully Box to identify students who are bullying, assist in mediation between students	Guidance Counselor Administration	Peer Mediation Student and Teacher Referral Reports Student/Parent Feedback	Referral Records Number of bullying reports DMS

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
Positive Behavior support training Review of Marzano and Domains 2-4.	K-5	Administration Team Leaders	Faculty Meeting Professional Development	Ongoing	Review number of referrals for increases or decreases by grade level.	Administration Discipline Committee

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		By June 2013 75% of parents will participate in decisions regarding their child's educational as measured by parent attendance at workshops, evening events, school activities, and training sessions shown by signatures on Title 1 event sign in sheets.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
71% of parent attended parent workshops, evening events, school activities, and training session as measured through Title 1 event sign in sheets.		By June 2013 75% of parents will participate in decisions regarding their child's educational as measured by parent attendance at workshops, evening events, school activities, and training sessions shown by signatures on Title 1 event sign in sheets.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP
2	SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Active Parenting Program	School Psychologist to present program, Child-care, Refreshments	Title 1	\$650.00
			Subtotal: \$650.00
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	Parent Seminar by Title 1	Title 1 Parent Involvement	\$160.00
Primary Family Night	Presenters, Childcare, Refreshments, Materials	Title 1 Parent Involvement	\$700.00
Intermediate Family Night	Presenters, Childcare, Refreshments, Materials	Title 1 Parent Involvement	\$700.00
Science Family Night/Materials	Presenters, Childcare, Refreshments, Materials	Title 1 Parent Involvement	\$1,025.00
Morning Curriculum Training for Content Areas	Presenters, Refreshments, Materials	Title 1 Parent Involvement	\$350.00
			Subtotal: \$2,935.00
			Grand Total: \$3,585.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		By June 2013 100% of teachers will facilitate Problem Based Learning to engage students in authentic interdisciplinary activities to increase STEM literacy for all students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Science hands on resources and ability to use them effectively.	Teachers will use materials/technology in the Science Lab to conduct hands on	Leadership Literacy Team Administration	BAT 1 & 2 Progress Monitoring in Data Chats of Science	iObservation BAT 1 & 2

1		activities to promote and build skills in Science, Technology, and Math collectively.	Math and Science Committees	and Math Chapter Tests Observation of Technology use to integrate Science and Math Science Lab sign in documentation of frequent use.	Chapter Test Data Student Feedback
2	Parent Understanding of STEM an importance in educational growth.	Create a webtools section on Davie Elementary website of STEM websites to promote at home practice. Share STEM web tools at parent events.	Science Committee	Parent Feedback Visitor Numbers to Website	Parent Sign In Sheets Student & Parent Feedback
3	Students not provided with a variety of authentic opportunities to increase STEM literacy.	Provide Career and College Readiness PLC for teachers to create experience for students.	Administration	Student & Parent Feedback	Student & Parent Feedback

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	K-5	Team Leaders	K-5 Teachers	After school Planning	Lesson Planbook Review of STEM lesson integration Observation Data Chats	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Career and College Readiness PLC to build STEM literacy through project based learning and authentic experiences.	Presenter, Participants, Partners, Materials	Title 1 Professional Development	\$5,306.00
			Subtotal: \$5,306.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,306.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Active Parenting Program	School Psychologist to present program, Child-care, Refreshments	Title 1	\$650.00
				Subtotal: \$650.00
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 PLCs K-5	Materials, Presenters, Participants	Title 1 Professional Development	\$1,600.00
Reading	Progress Monitoring	Rigby Kit, Materials	Title 1 Professional Development	\$626.00
Reading	Reading Workshops (CCSS/ELA District)	Substitutes	Title 1 Professional Development	\$900.00
Reading	3-5 Text Complexity/Webinars PLC	Materials, Presenters, Participants	Title 1 Professional Development	\$3,500.00
Reading	K-2 Common Core State Standards PLC	Materials, Presenters, Participants	Title 1 Professional Development	\$3,500.00
Science	Science PLC Grades K-5 (Vertical Teaming)	Presenters, Materials, Participants	Title 1 Professional Development	\$1,600.00
Attendance	Writing PLC K-5 (Vertical teaming)	Presenters, Materials, Participants	Title 1 Professional Development	\$1,600.00
STEM	Career and College Readiness PLC to build STEM literacy through project based learning and authentic experiences.	Presenter, Participants, Partners, Materials	Title 1 Professional Development	\$5,306.00
				Subtotal: \$18,632.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Primary Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Reading	Intermediate Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Reading	Morning Curriculum Training for Reading	Presenters, Refreshments, Materials	Title 1 Involvement	\$0.00
Mathematics	Primary Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Mathematics	Intermediate Family Night	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Mathematics	Morning Math Training	Presenters, Childcare, Materials, Refreshments	Title 1 Parent Involvement	\$0.00
Science	Fun Family Science Event	Presenters, Refreshments, Materials, Childcare	Title 1 Parent Involvement	\$0.00
Parent Involvement	Annual Parent Seminar	Parent Seminar by Title 1	Title 1 Parent Involvement	\$160.00
Parent Involvement	Primary Family Night	Presenters, Childcare, Refreshments, Materials	Title 1 Parent Involvement	\$700.00
Parent Involvement	Intermediate Family Night	Presenters, Childcare, Refreshments, Materials	Title 1 Parent Involvement	\$700.00

Parent Involvement	Science Family Night/Materials	Presenters, Childcare, Refreshments, Materials	Title 1 Parent Involvement	\$1,025.00
Parent Involvement	Morning Curriculum Training for Content Areas	Presenters, Refreshments, Materials	Title 1 Parent Involvement	\$350.00
				Subtotal: \$2,935.00
				Grand Total: \$22,217.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/17/2012)

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

The School Advisory Council will meet each month to review the strategies listed in the School Improvement Plan. They will review the effectiveness through data and guest speaker reports and revise as needed to ensure student achievement.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District DAVIE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	80%	99%	47%	304	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	69%	64%			133	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?	57% (YES)	63% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					557	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District DAVIE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	85%	97%	49%	310	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	70%	68%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	63% (YES)			126	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					574	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested