FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PEMBROKE PINES ELEMENTARY SCHOOL

District Name: Broward

Principal: April Schentrup

SAC Chair: Susan Schwartz

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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	April Schentrup	Bachelor's Degree in Elementary Education Master's Degree in Elementary Education Professional Certificate in Educational Leadership	2	7	2011-2012 Pembroke Pines Elementary School Grade: B AYP: 100% Criteria Met (due to waiver) 2010-2011 West Hollywood Elementary School Grade: A AYP: 87% Criteria Met 68% met high standards in Reading 80% met high standards in Math 41% meeting high standards in Science 96% meeting high standards in Writing 2009-2010 Davie Elementary School Grade: A AYP: 97% Criteria Met 79%% meeting high standards in Reading 85% meeting high standards in Math 49% meeting high standards in Science 97% meeting high standards in Writing 2008-2009 Davie Elementary School

		ESOL Endorsement			Grade: A AYP: 97% Criteria Met 80% meeting high standards in Reading 87% meeting high standards in Math 49% meeting high standards in Science 96% meeting high standards in Writing 2007-2008 Davie Elementary School Grade: A 2006-2007 Davie Elementary School Grade: A
Assis Principal	Daisy Menendez	Bachelor's Degree in Elementary Education Master's Degree in Educational Leadership Reading Endorsement Gifted Endorsement ESOL Endorsement	11	7	2011-2012 Pembroke Pines Elementary School Grade: B AYP: 100% Criteria Met (due to waiver) 2010-2011 Pembroke Pines Elementary School Grade: B AYP: 77% Criteria Met 77% meeting high standards in Reading 82% meeting high standards in Math 45% meeting high standards in Science 86% meeting high standards in Writing 2009-2010 Pembroke Pines Elementary School Grade: A AYP: 92% Criteria Met 80% meeting high standards in Reading 81% meeting high standards in Math 43% meeting high standards in Science 85% meeting high standards in Writing 2008-2009 Pembroke Pines Elementary School Grade: A Met 100% AYP in all subgroups 80% meeting high standards in Reading 80% meeting high standards in Math 42% meeting high standards in Science 89% meeting high standards in Writing 2007-2008 Pembroke Pines Elementary School Grade: A 2006-2007 Pembroke Pines Elementary School Grade: A

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)
Autism Coach	Susan Schwartz	Bachelor's Degree in Behavioral Disorders Master's Degree in Elementary Education Educational Specialist Degree in Early Childhood National Board	5	5	2011-2012 Pembroke Pines Elementary School Grade: B AYP: 100% Criteria Met (due to waiver) 2010-2011 Pembroke Pines Elementary School Grade: B AYP: 77% Criteria Met 77% meeting high standards in Reading 82% meeting high standards in Math 45% meeting high standards in Science 86% meeting high standards in Writing 2009-2010 Pembroke Pines Elementary School Grade: A AYP: 92% Criteria Met 80% meeting high standards in Reading 81% meeting high standards in Math 43% meeting high standards in Science 85% meeting high standards in Writing

| | | Certified Assistant Behavior Analyst (BCaBA) | | | 2008-2009 Pembroke Pines Elementary School
Grade: A
Met 100% AYP in all subgroups
80% meeting high standards in Reading
80% meeting high standards in Math
42% meeting high standards in Science
89% meeting high standards in Writing

2007-2008 Pembroke Pines Elementary School
Grade: A |
| Reading Coach | Mericis Sanchez | Bachelor's Degree in Elementary Education

Reading Endorsement

ESOL Endorsement | 2 | 2 | 2011-2012 Pembroke Pines Elementary School
Grade: B
AYP: 100% Criteria Met (due to waiver) |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Administration, Support Staff, and Leadership Team will provide support to new teachers to the school on a regular basis.	Administration: April Schentrup & Daisy Menendez, Team Leaders	Ongoing through May 2013	
2	2. New Educator Support System (NESS) will provide opportunities for newly hired teachers to visit classrooms of experienced teachers, in order to improve teaching through (not limited to the following) modeling of best practices, classroom set-up, classroom management, planning and teaching strategies.	NESS Coordinator: Mericis Mesa-Sanchez	Ongoing through May 2013	
3	3. Principal and Assistant Principal will provide opportunities for data review and administrative feedback following classrooms observations with all teachers on a regular basis.	Administration: April Schentrup & Daisy Menendez	Ongoing through May 2013	
4	4. Professional Learning Communities (PLC) will meet monthly to enhance professional development through the delivery of classroom teaching strategies and through shared best practices.	PLC Facilitators and Team Leaders	Ongoing through May 2013	
5	5. Administration and Support Staff will maintain an "open door policy"	Administration: April Schentrup & Daisy Menendez, Support Staff	Ongoing through May 2013	

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
Four (4) teachers are currently teaching out-of-field, although all have received an effective rating. All paraprofessionals are highly qualified.	For Teachers - Study sessions and guides provided by Team Leader, Support Staff, and Administration. Professional Growth Plan (PGP) goals are tied to their successful completion of certifications.

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
42	2.4%(1)	16.7%(7)	54.8%(23)	26.2%(11)	47.6%(20)	90.5%(38)	11.9%(5)	14.3%(6)	100.0%(42)

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
Daisy Menendez - Assistant Principal	Jessny Burch Barbara Sibble	Additional Administrative Duties, prepare for role as a future Assistant Principal.	Mentor will assign administrative duties and tasks, meet to share feedback, and provide ongoing training and support.
Mericis Mesa-Sanchez - Reading Coach and NESS Liaison Beth Castro - NESS Coach and Kindergarten Teacher Jessny Burch - NESS Coach and Spanish Teacher	Donnette Nembhard Lilian Viloria	New Educators	NESS Liaison and NESS Coach will provide ongoing support, feedback, and training in order to ensure an effective year of teaching for the new educator.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 funds are used for the following:
1. Staff salaries to provide additional staff to assist students
2. Staff professional development, trainings and workshops to improve the quality of instruction and increase student achievement
3. To increase parental involvement and participation through academic family nights and activities, thus improving the home-school connection. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters.
4. Staff participation and increased student achievement in extended learning opportunities, in the forms of after school camps or clubs.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Title II funds are used to enable teachers participate in district-developed workshops in differentiated instruction and academic standards training to better meet student's needs and increase student's achievement.

Title III

Title III funds were provided to the school to purchase English Language Learners (ELL) materials for students.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are used for additional reading and math learning opportunities after school. These interventions are provided to at-risk students who are not meeting criteria with Tier 1 instruction and are in need of extra interventions, in order to reach proficiency on the FCAT Reading, Math, Writing, and/or Science test in the form of before/after school tutoring and FCAT Camps.

Violence Prevention Programs

Pembroke Pines Elementary follows the Broward County Code of Student Conduct and the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy.

The Guidance Counselor implements the district adopted gang/violence prevention programs and bullying awareness curriculum. She also conducts quarterly behavior assemblies for all students, where school rules and social skills are highlighted.

Pembroke Pines Elementary embraces the Sun-Sentinel Kids of Character program and the School's Student of the Month program to reinforce displays of positive behavior and character traits.

Nutrition Programs

Fuel Up to Play 60 incorporates nutritional programs and health education through our Guidance Counselor, the Cafeteria Manager and the Physical Education Coach. This program is designed to encourage better nutrition and increase physical activity for all students.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: April Schentrup
Assistant Principal: Daisy Menendez
Guidance Counselor: Mariette Donate
Autism Coach: Susan Schwartz
ESE Specialist: Kia Shinhoster
Reading Coach: Mericis Mesa-Sanchez
School Psychologist: Christina Reyes
School Social Worker: Olivia Creary
Team Leaders
Referring Teacher

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

The RtI Leadership Team is designed and used for the collection of data regarding struggling students and to determine if current instructional curriculum or strategies are sufficient or if further intervention is needed. The RtI Leadership Team meets monthly with individual grade levels and/or teachers. Each grade level has been given a set date to meet with administration and support staff who coordinate and facilitate the RtI meetings. The Grade Level Chairs are the case managers for the RtI Leadership Team, however every team member collaborates with each referred case. The team discusses student progress, performance gaps and conducts data review. Progress to be discussed, includes but is not limited to, academics and social and emotional behavior. Each individual teacher that refers a student is given a specific timeline and RtI instructional procedures that include progress monitoring. Teachers will utilize baseline data and apply the given interventions and strategies. Each student is entered into an RtI school-based database and student data is tracked via individual student charts. RTI review meetings are held regarding the progress of the referred students. If sufficient or adequate progress is not made, the RtI Leadership Team conducts a further, in-depth analysis of the problem. Modification of existing interventions or implementation of additional interventions are considered and frequent ongoing monitoring of the modifications and interventions are conducted. The teacher/interventionist reconvenes with the RtI Leadership Team to review post-intervention progress data. Data is reviewed and further discussion is held to determine if formal testing is needed.

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 Advisory Council (SAC), along with core curriculum committees, develop the School Improvement Plan (SIP) Plan. The School Advisory Council monitors the implementation of the School Improvement Plan. In collaboration with the School Advisory Council, the RtI Leadership team maintains a current data binder and compares previous year data to current gains. Areas of need are identified and actions steps to address them are developed. This is an ongoing process that is geared towards the development of the SIP.

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.

Academic data is required to be entered on several different databases that include: TERMS, Virtual Counselor, PMRN, Pinnacle, and Data Warehouse. This allows the data to be analyzed in a consistent manner and to better meet all students' needs. This data is consistently monitored and reviewed by Administration and Team Leaders. Students' scores and performance levels are maintained in these database systems and analyzed to make data-based decisions to focus of areas of needs, as well as to increase student achievement.

Students in Tier 1 that are not making satisfactory progress and/or not meeting Progress Monitoring Plan (PMP) criteria are given further diagnostic assessments. Tier 2 remediation and interventions as prescribed by RtI Liaison and Child Problem Solving Team (CPST) will then be implemented. Students not making satisfactory progress with Tier 2 interventions are referred the RtI again for different Tier 2 or further Tier 3 interventions.

RtI Liaisons and Case Managers continue to track data using Pinnacle, Virtual Counselor, Data Warehouse, and Progress Monitoring Recording Network (PMRN). The School Psychologist is using graphing and charting software programs to create a visual representation of student data for progress monitoring. Data is reviewed every 6 weeks with the CPST team. Tier 2 and Tier 3 interventions align with the Struggling Readers Chart, Struggling Math Chart, ESOL interventions, and Behavior interventions.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will hold staff development training on the RtI process at the start of the new school year. Teachers will meet individually as needed with the RtI Leadership Team for individual training. The staff will receive resources to explain the RtI process which includes (not limited to):
• Testing/Assessment data
• Interventions
• ESOL/ESE & Language Evaluations/Status
• Retention years
• Previous CPST findings/meetings
• Medical Concerns
• Parent Conferences
• Baseline, Pre & Post Data
• Medical Concerns

- Parent Conferences
- Baseline Pre & Post Data

Describe the plan to support MTSS.

CPST members will attend training/workshops that pertain to Data Collecting and Monitoring, Effective Teaching and Behavior Strategies, ESOL/ESE interventions and accommodations, programs that are on the Struggling Reading and/or Math chart, counseling programs and strategies, BASIS, and others.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
- Principal
- Assistant Principal
- Reading Coach
- ESE Specialist
- Media Specialist
- Grade Level Chairs/Team Leaders

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

The Literacy Leadership Team helps develop, implement and monitor the School Improvement Plan (SIP) on a monthly basis. The Literacy Leadership Team meets on a monthly basis to review students' data and evaluate current programs to see if students' needs are being met. The Literacy Leadership Team meet with grade level teams to ensure that teachers are meeting the needs of all students. The Literacy Leadership Team also worked collaboratively with teachers and model effective strategies to enhance effective literacy instruction and ensure the utilization of district's instructional calendars in the classroom.

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

The Literacy Leadership Team will provide research-based proven methods/strategies for improving literacy instruction and thoroughly monitor student progress/data. They will also research, learn, and understand the new Common Core State Standards (CCSS) for grades K-5. They will view webinars, read current research, share best practices, and develop lessons based on the CCSS.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The school staff assists preschool children in transition from early childhood programs to attend kindergarten at Pembroke Pines Elementary by inviting anticipated Kindergarten students and parents to a Kindergarten Round Up in the Spring of 2013. At the Round Up, parents and students are given the opportunity to meet the kindergarten teachers and visit the classrooms. Information about the Round-Up is disseminated through newsletters, ParentLink, the marquee and community meetings. In addition parents may arrange for a school tour, which are held on Tuesdays. A brochure, as well as a DVD, has been created to highlight school functions, events and activities. Our school provides a representative, typically the ESE Specialist or the Autism Coach, to attend the matriculation meetings of incoming Pre-K students with special needs whom will be entering our school from various Pre-K programs/schools.

*Grades 6-12 Only

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

NA

*High Schools Only

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

NA

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

NA

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 36% of students will achieve proficiency (FCAT Level 3) in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.4 % (82)	36% (100)

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 struggle with difficult or new vocabulary which is necessary to be successful readers	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and word relationships. Teacher will emphasize the use of graphic organizers. Students will read a variety of texts with content-rich vocabulary. Vocabulary words will be selected, defined and synonyms generated to extend and enrich vocabulary.	Reading Coach Administration	Teacher will administer classroom assessments and benchmark specific mini assessments focusing on student's knowledge of word meaning and relationships. Teachers will analyze results of weekly assessments and identify if strategy was effective. If strategy is not effective with 75%-80% of students, then strategy will be modified. Administration and Reading Coach will conduct Data Chats every 6 weeks with grade level teams and review data collected from these various assessments. Administration and Reading Coach will also collect data using observations to monitor the use of word walls, graphic organizers as well as use of grade-level, content-rich material.	Florida Assessment for Instruction in Reading (FAIR) Diagnostic Assessment of Reading (DAR) Oral Reading Fluency Treasures End of the Week Assessments Midyear Benchmark Assessment Test Mini Assessments (District & State – FL Achieves) iObservations
	Students have difficulty in identifying author's purpose in grade level text and how the authors perspective influences text	Students will utilize grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular	Reading Coach Administration	Teachers will administer weekly classroom assessments and benchmark specific mini assessments focusing on students' ability to identify authors' purpose in grade level text and how the author's	Treasures End of the Week Assessments Midyear Benchmark Assessment Test Mini Assessments

2		mood, entertaining or explaining.		perspective influence text. Teachers will analyze results of weekly assessments and identify if strategy was effective. If strategy is not effective with 75%-80% of students, then strategy will be modified. Reading Coach and grade level teams will conduct data chats every 6bweeks to determine if strategy was effective throughout the grade level. Administration and Reading Coach will also collect data using observations to monitor the use of grade-level appropriate materials/text.	(District & State – FL Achieves) iObservation
3	Student's reading logs indicate that students are reading less than 20 minutes a day during their free time.	Teachers will promote supplemental reading programs such Reading in the Hallways, Sunshine State Young Readers (SSYRA) for grades 3-5, Book It, and Reading Across Broward. Teachers, Media Specialist, students and parents will participate in Dr. Seuss Reading night to promote reading at home.	Administration Reading Coach Media Specialist	Teachers and Media Specialist will record the number of students participating in supplemental reading programs. Teachers will identify students who are not participating in supplemental program and provide additional motivation and encouragement to these students. Students and parents will record their reading time on their Reading Across Broward, SSYRA, Book It, or Minutes Read log.	Teacher observations Reading Across Broward, SSYRA, Book It, and Minutes Reading Logs Dr. Seuss Reading Night sign in sheet

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:	In grades 3-5, 83% of students will achieve proficiency (Level 4, 5, and 6) in reading on the 2013 Florida Alternate Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	83 % (5)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students with disabilities have reading ability levels that are 2 or more years	Teachers will implement Tier 3 intervention programs as identified on	Administration Autism Coach	Administration and/or Autism Coach will conduct observations	Individualized Educational Plan (IEP) Data

1	below grade level.	the Struggling Reader Chart. Teachers/Speech Language Pathologist will introduce vocabulary with visuals and prints. Teacher will use picture walks to assist students in making predictions of a reading selection.	Exceptional Student Education (ESE) Specialist	that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct obervations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	collection sheets Informal assessments IEP Progress Monitoring Report iObservation
2	Student with disabilities may have a limited ability to remain focused.	Teachers will use small group, skill-specific, intervention groupings.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report iObservation
3	Students with disabilities have a variety of learning style.	Teachers will present instruction using multi-sensory modalities.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report 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:

2a. FCAT 2.0: Students scoring at or above Achievement

Level 4 in reading.

Reading Goal #2a:

In grades 3-5, 40% of students will achieve above proficiency (FCAT Levels 4 & 5) in reading on the 2013 FCAT Reading Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
34.4% (96)	40% (113)

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 scoring Level 4 & 5 need additional exposure to enrichment activities (higher order thinking skills, Project Based Learning). Students seldom demonstrate critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Use Project Based Learning in order to move students from guided learning to more independent learning. Teachers will incorporate differentiated learning centers and small group instruction. Teachers will incorporate literature circles and/or involve students in Book Clubs before or after school. Teachers will utilize novels for enrichment.	Reading Coach Team Leaders	Teachers will conduct ongoing classroom observations focusing on student's ability to complete assignments as teachers become facilitator, guiding students to become independent learners. Teachers will conduct data chats with students to review student's progress and assist students in identifying any areas in need of improvement. Team Leaders and grade level teams will conduct data chats to determine if strategy was effective throughout the grade level.	Student work samples Benchmark Assessment Test (BAT) 2 Unit/Novel Assessments Teacher Observations
2	Students are exposed to a higher number of low-level questions, rather than higher-level questions.	A Reading Professional Learning Communities (PLCs) comprised of teacher representatives from each grade level K-5 and the Reading Coach and will be established. Reading Coach will conduct a workshop on Higher Order Questioning Strategies. Results and use of high-order thinking strategies will be shared at each monthly Reading PLC meetings. Teachers will utilize higher order thinking questioning as students interpret and organize information from real world documents such as articles, brochures, fliers, websites, and text features.	Administration Reading PLC	Administrators conduct weekly observations to determine whether teachers are utilizing higher order thinking questions. Administration and Reading Coach will meet with grade level teams to review data collected from the classroom observations. Reading PLC will meet monthly to determine if strategies were effective throughout the various grade levels.	Benchmark Assessment Test (BAT) 2 End of selection tests Teacher Observations Classroom Walk-throughs (CWT) Checklist
	Students have difficulty with higher level vocabulary words.	Emphasize the use of graphic organizers and teach words through context and	Administration Reading Coach Team Leaders	Grade level teams will meet weekly to discuss the week's vocabulary words for reading, math, science, and/or social	Benchmark Assessment Test (BAT) 2 Treasures End of

		word association		studies. Administration and Reading Coach will conduct observations to determine if graphic organizers are being used with vocabulary development.	Week Assessment Mini Assessments (District & State - Fl Achieves) Classroom Walkthroughs (CWT) Checklist
3					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	In grades 3-5, 50% of students will achieve at or above Level 7 in reading on the 2013 Florida Alternate Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.3 % (2)	50% (3)

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 with disabilities have reading ability levels that are 2 or more years below grade level.	Teachers will implement Tier 3 intervention programs as identified on the Struggling Reader Chart. Teachers/Speech Language Pathologist will introduce vocabulary with visuals and prints. Teacher will use picture walks to assist students in making predictions of a reading selection.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report iObservation
2	Student with disabilities may have a limited ability to remain focused.	Teachers will use small group, skill-specific, intervention groupings.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report iObservation

1				and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	
3	Students with disabilities have a variety of learning styles.	Teachers will present instruction using multi-sensory modalities.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report 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, 62% of students will make learning gains in reading based on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (109)	62% (115)

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 entering classroom with below grade level vocabulary knowledge.	Emphasize teaching words through context and word association. Develop student-friendly explanations to get students actively engaged. Teachers will emphasize the use of graphic organizers. Teachers will build vocabulary and prior knowledge of topics using current events (including Scholastic News) and integrating social studies.	Administration Reading Coach	Teachers will conduct data chats with students to review student's progress and assist students in identifying any areas in need of improvement. Team Leaders and grade level teams will conduct weekly team meetings to determine if strategy was effective throughout the grade level. Administration and Reading Coach will conduct observations to determine whether	Mini Assessments (District & State - Fl Achieves) Student-teacher conferences Benchmark Assessment Test (BAT)2 Classroom Walk-through (CWT) Checklist

			Person or Position Responsible for Monitoring		

				strategies are being implemented. Administration and Reading Coach will meet with grade level teams and review data collected from the observations every 6 weeks.	
2	Student scores on FCAT indicate a deficiency in reference and research skills.	Target students with specific skill deficiencies and place in small groups for targeted instructions. Media Specialist will incorporate reference and research strategies into lesson plans.	Reading Coach Team Leaders Administration	Reading Coach and Team Leaders meet with grade level teams during data chats every 6 weeks to determine if strategy was effective, and meet with media specialist on areas needed for further instruction/remediation. Administration will observe media specialist's lessons involving reference/research and provide feedback on lesson.	Mini assessments (District & State - Fl Achieves) Benchmark Assessment Test (BAT)2 Observation instrument
3	Students are not being exposed to specific technology that is geared toward rigorous grade level standards that will enhance their reading levels.	Update computer lab schedules in order to optimize usage of computers. Students will utilize mobile laptop carts within the classroom. Students will utilize computers for extended learning opportunities at home, in aftercare, or other areas outside of school such as the public library.	Administration	Teachers will pull reports from Florida Comprehensive Assessment Test (FCAT) Explorer and Destination Reading (Riverdeep) to monitor the number of minutes the students utilize each of these programs. Administration will analyze reports from FCAT Explorer, Florida Achieves, and Destination Reading and determine if students that are utilizing FCAT Explorer and Destination Reading (Riverdeep) showed improvement.	FCAT Explorer for grades 3-4. Florida Achieves for gr. 3-5, and Destination (Riverdeep) Reading Assessments for gr. K-2 & 5.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 63% of students scoring in the lowest quartile will achieve a years worth of progress of reading as evidenced on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (24)	63% (30)

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	Based on beginning of the year reading diagnostic assessments, students are demonstrating difficulty decoding words at their grade level.	Struggling students will be provided with small group instruction in phonics and decoding. Tutoring before and after school will be provided for struggling students.	Administration Reading Coach	Team Leaders and grade level teams will conduct data chats to determine if strategy was effective throughout the grade level. Administration and Reading Coach will monitor and analyze data collected by grade levels and small group interventions every six weeks.	Teacher observations Data Analysis Reports (such as Phonics for Reading)
2	Based on beginning of the year reading diagnostic assessments, students are demonstrating difficulty with reading fluency.	In a small group setting, teachers will utilize fluency strategies such as teacher modeling, partner reading, repeated reading and whisper reading.	Administration Reading Coach	Teachers will administer an Oral Reading Fluency Assessment or FAIR Assessment three times a year (pre, mid, post) to monitor student's progress. Administration, Reading Coach, and grade level teams will conduct data chats evry 6 weeks to determine if strategy was effective throughout the grade level.	Treasures Oral Fluency Assessment OR FAIR Assessment
3	Based on beginning of the year reading diagnostic assessments, students are demonstrating below grade level vocabulary and comprehension skills.	Emphasize teaching words through context and word association. Develop student-friendly explanations to get students actively engaged. Teachers will utilize intervention programs to help struggling readers.	Administration Reading Coach	Team Leaders and grade level teams will conduct data chats to determine if strategy was effective throughout the grade level. Teachers will conduct data chats with students to review student's progress and assist students in identifying any areas in need of improvement. Administration and Reading Coach will monitor students' performance on progress on Mini Assessments and Weekly End of Selection	Mini Assessments (District & State - FL Achieves) Student-teacher conferences Weekly End of Selection Assessments

					Assessments.
4					

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 # N/A 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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, 28% of White students, 35% of Black students, 26% of Hispanic students and 100% of Asian students will score below a level 1.0 or 2.0 on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 38% (20), Black 41% (35), Hispanic 34% (40), Asian 13% (1)	White 28% (15), Black 35% (30), Hispanic 26% (30), Asian 100% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may lack the prior knowledge necessary to make the reading comprehension connection.	Teachers will utilize graphic organizers to assist students in activating prior knowledge and making a connection to the text they are reading.	Reading Coach	Teachers will administer a pre and post-test to determine if the strategy was effective. Reading Coach will monitor the results of post-tests and BAT assessments.	Pre and Post test Midyear Benchmark Assessment Test
2	Appropriate and timely placement of students into an intervention has been an obstacle.	Utilize data to identify Tier II and Tier III students, place in appropriate interventions within the first month of the 2012-2013 school year, and monitor student progress monthly.	Response to Intervention (RTI) Leadership Team	Response to Intervention Leadership Team will meet monthly to monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Ongoing progress monitoring assessments
3	Students fall behind during the acquisition process of learning the grade level content.	Highly qualified teachers will use intensive strategies and provide extra learning opportunities before or after school to develop academic skills.	Administration Reading Coach	Teachers will conduct data chats with students to review student's progress and assist students in identifying any areas in need of improvement. Administration and Reading Coach will monitor the students weekly assessments and the teacher's pace,	Treasures End of Week Assessment Midyear Benchmark Assessment Test

				regarding the Instructional Focus Calendars.
				The Reading Coach will develop Extra Learning Opportunities with highly effective teachers for students who are falling behind.

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, the percentage of ELL students not making progress in reading will decrease to 24%, as evidenced by the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (7)	24% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to a language barrier, students struggle with new vocabulary that is necessary to be successful readers.	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships. Teacher will emphasize the use of graphic organizers. Students will also read a variety of texts with content-rich vocabulary. Teachers will utilize bilingual or picture dictionaries to enhance student's understanding of the English language.	Reading Coach Administration	Teacher will administer weekly classroom assessments and benchmark specific mini assessments focusing on student's knowledge of word meaning and relationships. Teachers will analyze results of weekly assessments and identify if strategy was effective. If strategy is not effective with 75%-80% of students, then strategy will be modified. Administration and Reading Coach will conduct Data reviews with grade level teams and review data collected from these various assessments every 6 weeks. Administration and Reading Coach will also collect data using observations to monitor the use of word walls, graphic organizers, and use of grade-level, content-rich material.	Treasures/Triumphs End of the Week Assessments Midyear Benchmark Assessment Tests (BAT) Mini Assessments (District & State – FL Achieves) 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, the number of SWD students not making satisfactory progress in reading will be decreased to 54%, as evidenced by the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (36)	54% (25)

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 the Autism Spectrum Disorder (ASD) Cluster demonstrate difficulty with processing information and therefore have deficits in reading comprehension.	Teachers will utilize verbal, visual, and gestural prompts/cues. Teachers will incorporate technology. Teachers will emphasize the use of graphic organizers. Struggling students will be provided with small group instruction using specialized curriculum (s) such as Structured Methods in Language Education (SMILE), Verbalizing and Visualizing (V & V), Reading Mastery, etc. Teachers will create specialized material via the use various software BoardMaker, PixWriter, Picture It, ClozePro, etc.	Administration Autism Coach Speech Language Pathologist	Teachers will document the number of students participating in supplemental reading programs. Teachers will identify students who are participating in specialized reading programs and provide additional verbal and social praise to motivate and encourage these students.	Student work samples Ongoing progress monitoring assessment Teacher Observation Clinician Observation Midyear Benchmark Assessment Test Treasures Assessments
2	SWD are being pulled out of the classroom excessively throughout the day and interrupting their teaching/learning time.	SWD will be placed in classrooms with a Dual Certified teacher (ESE and Elem Ed) to ensure that their IEP goals and gen ed standards are being implemented.	Administration ESE Specialist	Dual certified teachers will meet monthly with the ESE Specialist to monitor the student's progress. Dual certified teachers will receive the proper training needed to implement the student's IEP goals. Administration will conduct data chats with all ESE certified teachers every 6 weeks to monitor progress and learning gains.	Student work samples Ongoing progress monitoring assessment Teacher observation IEP goals monitoring plans

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, the percentage of Economically Disadvantaged students not making satisfactory in reading will decrease to 33%, as evidenced by the 2013 FCAT Reading Test.

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	40% (80)			33% (65)	

	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	Some students may lack the prior knowledge necessary to make the reading comprehension connection.	Teachers will utilize graphic organizers to assist students in activating prior knowledge and making a connection to the text they are reading.	Reading Coach	Teachers will administer a pre and post-test to determine if the strategy was effective. Reading Coach will monitor the results of post-tests and BAT assessments.	Pre and Post test Midyear Benchmark Assessment Test
2	Appropriate and timely placement of students in intervention has been an obstacle.	Utilizing data identifying Tier II and Tier III students will be placed in appropriate interventions within the first month of the 2012-2013 school year. Student progress will be monitored monthly.	Response to Intervention (RTI) Leadership Team	Response to Intervention Leadership Team will meet monthly to monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Ongoing progress monitoring assessments
3	Students fall behind during the acquisition process of learning the grade level content.	Highly qualified teachers will use intensive strategies and provide extra learning opportunities before or after school to develop academic skills.	Administration Reading Coach	Teachers will conduct data chats with students to review student's progress and assist students in identifying any areas in need of improvement. Administration and Reading Coach will monitor the students weekly assessments and the teacher's pace, regarding the Instructional Focus Calendars. The Reading Coach will develop Extra Learning Opportunities with highly effective teachers for students who are falling behind.	Treasures End of Week Assessment Midyear Benchmark Assessment Test (BAT)
4	Parents are unfamiliar with or lack knowledge about the new generation reading standards that are assessed on the FCAT 2.0 Reading Test.	Parents will attend the FCAT Reading Family Night to learn about the new standards. Parents will receive effective reading strategies training to enable them to assist their child at home. Parents will be given FCAT 2.0 sample reading test materials and test preparation materials for their child.	Reading Coach Title 1 Liaison Administration	Attendance logs from FCAT Family Night training will be kept. These logs will be used to compare parents of students in the economically disadvantaged subgroup that attended workshop to those who did not attend, and compare their proficiency levels on the 2013 FCAT Reading Test of the two groups.	2013 FCAT Reading Test

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
Common Core State Standards (CCSS) in Literacy	K-5/Reading	Reading PLC Chair	Representative from every grade level K-5, including specials/resource teachers	Reading PLC will meet monthly after school and on Teacher Planning Days, beginning September 2012.	Reading PLC participants will watch webinars and/or read books on CCSS and discuss in PLC groups. PLC participants will provide lesson samples incorporating higher level questions, data before and after implementation, and share best practices with their grade level teams.	Administration Reading Coach
Response to Intervention - Using the Struggling Readers Chart to diagnose and provide necessary Tier 2 and 3 interventions for specific reading deficiencies	K-5/Reading	Reading Coach	Case Managers K-5/Reading Teachers RtI Leadership Team	Development of RtI Reading plan during Preplanning Week (August 13-17 , 2012). RTI team will share Reading plan with Case Managers and K-5 Reading teachers in September 2012. RtI team meets every 6 weeks to review struggling readers interventions and progress.	Teacher and Student Data Chat forms and RtI tracking forms. RtI team meets every 6 weeks to review struggling readers interventions and progress.	Administration RtI Leadership Team
Attend various Reading Workshops addressing reading curriculum and implementing reading strategies and interventions	K-5/Reading	Broward County Public Schools Human Resources Department (SBBC HRD) Trainer	School-wide teachers	Ongoing	Teachers will indentify specific trainings needs in the area of reading. They will then register for workshop or training, complete a TDA form, and call in for a substitute for that day of training. After the training, they will be required to meet with their team to discuss and share their learning, apply learning in their classroom, and demonstrate new learned tasks during reading lessons. They will meet with	Administration

					Administration and/or team to review training and effects on student reading.	
Parents will attend the FCAT Reading Family Night to learn about the new standards, be trained on effective reading strategies to help their child at home, and receive FCAT 2.0 sample reading test materials and test preparation for their child.	3-5/Reading	Reading Coach 2 Teachers from 3-5 grade levels	Parents	October 2012	Attendance logs from FCAT Family Night training will be kept. These logs will be used to compare parents of students in the economically disadvantaged subgroup that attended workshop to those who did not attend, and compare their proficiency levels on the 2012 FCAT Reading Test of the two groups.	Administration Title 1 Liaison
New Social Studies curriculum adoption for grades K-5	K-5/Social Studies	Reading Coach Team Leader	2 teachers per grade level attended summer training on new Social Studies text and curriculum. Those teachers then came back to train the other teachers on their team.	Team training occurred during pre-planning week (August 13-17, 2012). Social studies skills and implementation calendar are discussed at weekly team meetings.	Weekly team meeting notes document the Social Studies curriculum taught each week. Training materials and presentations were shared with team members, Reading Coach, and Administration.	Administration
Parents will attend workshops, trainings, or school events that foster reading success and literacy.	K-5/Reading	Reading Coach Administrators Reading PLC Chair	Parents	Ongoing	Attendance logs from these family nights, such as "Reading Success Night", Book Fair Night, Barnes & Nobles Night, SAC/SAF meetings, Dr. Seuss Night, etc.	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 1-4 will use Weekly Reader (AKA Scholastic News) to enhance their current news, science, and social studies instruction and further teach reading skills.	Weekly Reader (AKA Scholastic News) magazine	SAC funds	$1,780.35
Students in grades K-5 will participate in supplemental reading incentive programs to enrich their reading experience, such as Read Across Broward, Sunshine State Young Readers Awards, and Reading in the Hallways.	Reading Across Broward Sunshine State Young Readers Awards Reading in the Hallways	PTA funds	$250.00
Students in grade 5 will participate in an enrichment Book Club, to be held before or after school each month.	Book Club materials, such as novels and student supplies	PTA funds	$150.00
Students will have access to newly added books in our media center to foster reading motivation, such as	Books for media center	General budget	$4,389.00

Sunshine State Readers Award books, and love of reading.			
Teachers will have Tier 2 and Tier 3 reading intervention programs and materials (as referenced on our Struggling Readers Chart) available to them to assist their struggling readers.	Tier 2 and Tier 3 Reading Intervention programs and materials	General budget	$1,940.00
ESE certified teachers will have Wilson and Fundation reading materials, in order to provide explicit ESE reading instruction	Wilson and Fundations reading programs and materials	General budget	$513.00
			Subtotal: $9,022.35

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-4 will utilize FCAT Explorer for reading to build FCAT 2.0 skills. Students who reach their goals in January and April will earn prizes from administrators.	FCAT Explorer	General Budget for incentives/prizes (program is free from FLDOE)	$100.00
Students in grades 3-5 will utilize Florida Achieves to assess their reading skills/benchmarks tested on FCAT 2.0 reading.	Florida Achieves	NA - free from FLDOE	$0.00
Students in grades K-2 and 5 will utilize Destination (Riverdeep) Reading to practice their grade level reading skills.	Destination (Riverdeep) Reading program	NA - free from the Broward School District	$0.00
			Subtotal: $100.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading PLC - book studies on Common Core for literacy and Reading for Meaning	Books	Title 1 Professional Development	$258.00
Teachers will receive additional training in Reading PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Substitutes are needed when teachers receive their professional development during the school day.	Substitutes for TDA's/training	General Budget	$2,500.00
			Subtotal: $4,858.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parents will attend reading/literacy events to promote reading.	Barnes and Nobles gift cards for incentives and increased attendance	PTA funds	$50.00
			Subtotal: $50.00
			Grand Total: $14,030.35

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:	The percentage of ELL students in Kindergarten through fifth grade scoring at a proficiency level in Listening and Speaking will increase to 45% as determined by the 2013 CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
40% (36) of the ELL students in Kindergarten through fifth grade demonstrated a proficiency level in Listening and Speaking as determined by the 2012 CELLA.	

	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 who speak English as a second language have difficulties comprehending daily classroom instruction.	Teachers will utilize curriculum/program developed to address the needs of the English for Speakers of Other Language (ESOL) learner.

Teachers will utilize English for Speakers of Other Language (ESOL) strategies when providing instruction. | Administration

ESOL Coordinator | The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement.

Teachers will use data analysis meetings to help focus on areas of strength and weakness.

Evidence in lesson plans, Snapshot, formal and informal iObservations. | Informal assessments

Lesson Plans

iObservations |
| 2 | Students who speak English as a second language have a limited vocabulary beyond survival and everyday words. | Teachers will utilize English for Speakers of Other Language (ESOL) strategies when providing instruction.

Teachers will create a print rich environment where vocabulary will be reinforced on a daily basis.

Teachers will teach word meaning before, during and after reading. | Administration

ESOL Coordinator | The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement.

Teachers will use data analysis meetings to help focus on areas of strength and weakness.

Evidence in lesson plans, Snapshot, formal and informal iObservations. | Informal assessments

Lesson Plans

iObservations |
| 3 | Spanish speaking students have a more difficult time learning the English language when placed in a non-Spanish speaking teacher's class. | A1-A2 ESOL level students that speak Spanish are placed in bilingual, Spanish speaking teacher's classrooms (when applicable) to assist them in English language acquisition. | Administration | Student data will be documented in Pinnacle, Virtual Counselor, etc. by the classroom teacher.

Administration will meet with teachers every six weeks to analyze and monitor student data. | iObservations

Data Database |

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:	The percentage of ELL students in Kindergarten through fifth grade scoring at a proficiency level in Reading will increase to 30% as determined by the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

25% (23) of the ELL students in Kindergarten through fifth grade demonstrated a proficiency level in Reading as determined by the 2012 CELLA.

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

| 1 | ELL students have a limited background and therefore lack prior knowledge necessary to comprehend grade level text. | Teachers will utilize curriculum/program developed to address the needs of the English for Speakers of Other Language (ESOL) learner.

Teachers will utilize English for Speakers of Other Language (ESOL) strategies when providing instruction.

Teachers will provide small group instruction. | Administration

ESOL Coordinator | The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement.

Teachers will use data analysis meetings to help focus on areas of strength and weakness.

Evidence in lesson plans, Snapshot, formal and informal iObservations. | Lesson Plans

iObservations

K-5 FAIR Assessment

Midyear Benchmark Assessment Test

1-5 Mini-Benchmarks |

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of ELL students in Kindergarten through fifth grade scoring at a proficiency level in Writing will increase to 34% as determined by the 2013 CELLA.
2012 Current Percent of Students Proficient in writing:	
29% (26) of the ELL students in Kindergarten through fifth grade demonstrated a proficiency level in Writing as determined by the 2012 CELLA.	

	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 unable to clearly express their thoughts due to limited knowledge of the writing process and writing strategies.	Students will complete a writing prompt every month. Teachers will instruct the writing process by modeling strategies and techniques and providing feedback during student/teacher conferences. Teachers will provide small group and/or individualized instruction to focus on the writing process and teach students writing strategies.	Classroom Teacher ESOL Coordinator	Teachers will use feedback and error analysis data collected from writing sample prompts to determine areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Student writing samples iObservations

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use ESOL programs and materials to foster their learning of the English language	ESOL programs and materials (such as English in My Pocket, Newcomer's Kit, etc)	District funds - ESOL Dept.	$500.00

Students will use bilingual dictionaries to assist their acquisition of the English language.	Dictionaries	General Budget	$200.00
			Subtotal: $700.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Students in grades K-5 will utilize Destination (Riverdeep) programs to foster their learning of the English language.	Destination (Riverdeep) program	NA - free from Broward School District	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Teacher assistant who assists with ESOL groups will attend trainings throughout the year.	Substitutes for days when attending training	General Budget	$625.00
			Subtotal: $625.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,325.00

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% of students will achieve proficiency (FCAT Level 3) on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (72)	36% (100)

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	On Go Math assessments, students demonstrate that they lack pre-requisite math skills.	Teachers will administer the Key Math Diagnostic Assessment to identify the student's area of weakness. Teachers will provide students with small group instruction utilizing Basic Math or Go Math Intensive and Strategic interventions or Touch Math to reinforce and or introduce lacking math skills	Administration	Teacher will conduct weekly data reviews with grade level team members and analyze results of chapter tests to ensure progress is being made and adjust strategy if needed. Administration will meet with teams to discuss students' math data on a six-week rotational basis.	Go Math Pre-requisite and Chapter Tests Key Math Diagnostic Assessment Midyear Benchmark Assessment Test
2	When solving math problems, students demonstrate lack of knowledge of mathematical terminology needed to solve math problems.	Teachers will provide targeted students with specific math vocabulary instruction using the Go Math Intensive and Strategic Intervention program.	Administration	Teacher will conduct weekly data reviews with grade level team members and analyze results of chapter tests to ensure progress is being made and adjust strategy if needed. Administration will meet monthly with teams to discuss students' math data on a six-week rotational basis.	Go Math Chapter Tests Midyear Benchmark Assessment Test (BAT) Mini Assessments (District & State - FL Achieves)
3	Students having difficulty explaining methods used to solve math problems	Teacher will emphasize the use of math journals for students to develop and display math problem solving skills. Math Professional Learning Committee (PLC) will hold monthly meetings to discuss how to effectively use math journals to promote problem solving and critical thinking skills.	Administration Math PLC	Teachers will conduct data reviews with students to review math journal and assist students in identifying any areas in need of improvement. Administration will conduct observations to monitor the use of student math journals. Math Professional Learning Community (PLC) will meet monthly to discuss and view	Student journals Go Math Chapter Tests Midyear Benchmark Assessment Test (BAT) iObservations

			student math journals. Math Professional Learning Community (PLC) to discuss common student mathematical errors, effective instruction to correct those errors and student data.	
4	5th grade students are not familiar/experienced in taking their FCAT math test on a computer. This will be their first year.	5th grade students will take their Go Math End of Chapter tests online, rather than writing their answers on their math paper test. Students will also take their Florida Achieves Math assessments online.	Administration	Reports will be pulled from Florida Achieves resources by Administration during grade level data chats held every 6 weeks. Teachers will input Go Math End of Chapter tests into Pinnacle gradebook.	Go Math Chapter Tests Florida Achieves

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:	In grades 3-5, 50% of students will achieve a scoring Level 4, 5, and 6 in mathematics on the 2013 Florida Alternate Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	50% (3)

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 with disabilities have mathematics ability levels that are 2 or more years below grade level.	Teachers will implement Tier 3 intervention programs as identified on the Struggling Math Chart. Teachers manipulatives, visuals, and assistive technology to teach math concepts.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report iObservation
	Student with disabilities may have a limited ability to remain focused.	Teachers will implement Tier 3 intervention programs as identified on the Struggling Math Chart.	Administration Autism Coach Exceptional	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers	Individualized Educational Plan (IEP) Data collection sheets

2		Teachers will use small group, skill-specific, intervention groupings.	Student Education (ESE) Specialist	are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Informal assessments IEP Progress Monitoring Report iObservation
3	Students with disabilities have a variety of learning styles.	Teachers will implement Tier 3 intervention programs as identified on the Struggling Math Chart. Teachers will use manipulatives, games (such as Partner Games), visuals, and assistive technology to teach math concepts. Provide real objects for tactile exploration and recognition of basic concepts during math activities.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 49% of students will achieve proficiency (FCAT Level 4 or 5) on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (121)	49% (135)

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
	Levels 4 and 5 students showed an area of deficiency in Measurement as noted on the 2012 administration of the FCAT Mathematics Test.	Students will be given opportunities to develop measurement skills through quarterly math days where students will participate in hands on measurement activities.	Administration Math Contact	Teachers will review and analyze unit assessments and classroom assignments that target application of measurement skills to determine if strategy was effective.	Mini Assessments (District & State - FL Achieves) End of Measurement Unit tests

1	The deficiency may be due to limited classroom opportunities to develop exploration and inquiry activities.			Teachers will conduct data reviews with students to review student work that was completed during the measurement activities. Teachers will provide feedback and extra support for students that may need additional guidance in this area. Administration will meet with grade level teams to go over pre- and post-assessment data (End of Chapter and Unit tests, Mini Assessments).	Student work samples
2	Students demonstrate limited higher order thinking when it comes to solving complex mathematical problems.	Teachers will provide opportunities for students to engage in discussion to elaborate, analyze and explain facts and ideas. Math Professional Learning Communities (PLC) will also encourage teachers to use math journals to increase opportunities to use higher order thinking. Students in grades 4-5 will participate in our school's Math League competition group.	Administration Math PLC Math League coordinators	Administrators will conduct observations to determine whether students are engaged in the math lessons. Administration will meet with grade level teams and review data collected from the snapshots. Math PLC will conduct monthly data reviews to determine if strategy was effective throughout the grade level.	Go Math Chapter Tests Big Idea tests Math Student journals rubric iObservation
3	Students use of technology needs to be motivating, rigorous, and aligned with grade level math standards and benchmarks.	Teachers will increase opportunities for the usage of computer assisted programs including FCAT Explorer and Destination (Riverdeep) Math. Parents will incorporate these technology tools at home or outside of school.	Administration Team Leaders	Teachers will analyze data reports weekly, from FCAT Explorer and Destination (Riverdeep) Math . Teachers will determine the utilization of technology programs to reinforce math skills has increased student achievement. Team Leaders and grade level teams will conduct bi-weekly data reviews to determine if strategy was effective throughout the grade level. Administration will monitor assessments of FCAT Explorer, Florida Achieves, and Destination Math to assess student's progress.	FCAT Explorer, Florida Acheives, and Destination (Riverdeep) Math Reports Go Math Chapter Tests Midyear Benchmark Assessment Test (BAT)
4	Students in grades 3-4 do not have enough online math resources to increase their math knowledge and fluency.	Students in grades 3-4 will participate in First in Math program. Teachers will incorporate these technology tools throughout the school day and encourage participation at home.	Administration Team Leaders of gr. 3-4	Teachers will analyze data reports weekly, from First in Math. Teachers will motivate participation of all students, both in and out of school. Students will track their	First in Math reports Go Math Chapter Tests

| | | | progress and rate of math growth.

Adminstration will monitor student growth in First in Math program. | |

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:	In grades 3-5, 50% of students will achieve a score at or above achievement level 7 in mathematics on the 2013 Florida Alternate Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	50% (3)

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 with disabilities have Mathematics ability levels that are 2 or more years below grade level	Teachers will implement Tier 3 intervention programs as identified on the Struggling Math Chart.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report iObservation
2	Student with disabilities may have a limited ability to remain focused.	Teachers will implement Tier 3 intervention programs as identified on the Struggling Math Chart. Teachers will use manipulatives, visuals, and assistive technology to teach math concepts. Teachers will use small group, skill-specific, intervention groupings.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report iObservation

				Teachers will use data analysis meetings to help focus on areas of strength and weakness.	
3	Students with disabilities have a variety of learning styles.	Teachers will present instruction using multi-sensory modalities. Provide real objects for tactile exploration and recognition of basic concepts during math activities.	Administration Autism Coach Exceptional Student Education (ESE) Specialist	Administration and/or Autism Coach will conduct observations that focus on evidence of strategies teachers are using to differentiate instruction. Administration and/or Autism Coach will conduct observations that focus utilization of access points, implementation of effective teaching strategies, organization and management of instruction/lesson presentation. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Individualized Educational Plan (IEP) Data collection sheets Informal assessments IEP Progress Monitoring Report 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 mathematics. Mathematics Goal #3a:	In grades 3-5, 70% of students will make learning gains in mathematics as evidenced on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (120)	70% (130)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty in understanding and interpreting graphs, charts, pictographs, and line plots.	Teachers provide opportunities for student to analyze and interpret graphs utilizing a daily math journal	Administration Team Leaders	Teachers will conduct data and math journal reviews with students to assist students in identifying any area(s) in need of improvement. Team Leaders and grade level teams will conduct monthly data reviews to determine if strategy was effective throughout the grade level. Administration will conduct observations and collect data on use of student math journals and non-linguistic representation.	Go Math Chapter Tests Math Journals iObservation
	Students are entering the next grade level with below grade level math	Teachers will teach math vocabulary.	Administration Teacher	Teachers will review and analyze unit assessments and classroom	Math journals Go Math Chapter

2	vocabulary knowledge.	Teacher will display a math word wall for student reference. Students will be instructed on utilization of math journal and graphic organizers.		assignments that target application of math vocabulary skills to determine if strategy was effective. Teachers will conduct data reviews with students to assess if student work was completed with accuracy. Teachers will provide feedback and extra support for students that may need additional guidance in this area.	Tests
3	Teachers are inconsistent with providing implementation of small group instruction during the mathematics instructional block.	Teachers will implement a daily rotation schedule and allocate time for small group instruction during the 60 minutes instructional math block.	Administration Team Leaders	Administrators will conduct observations to determine whether teachers are implementing a rotation schedule for small group instruction. Administration will meet with grade level teams every 6 weeks to review data collected from the observations. Team Leaders and grade level teams will conduct weekly data reviews to determine if strategy was effective throughout the grade level.	Go Math Chapter Tests Unit Assessments Midyear Benchmark Assessment Test 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. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	In grades 3-5, 80% of students scoring in the lowest quartile will achieve a years worth of progress in mathematics as

Mathematics Goal #4:	evidenced on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (31)	80% (36)

	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 having difficulty with understanding the concept of numbers and basic computation skills.	Teachers will deliver small group instruction to teach and reinforce basic math concepts, such as TouchMath. Students will use "Grab and Go" math kits/center materials during the math block. Teachers will provide small group instruction to struggling math students before or after school.	Administration	Administrators will conduct observations to determine whether teachers are utilizing higher order thinking questions. Administration will meet with grade level teams and review data collected from the observations every 6 weeks. Team Leaders and grade level teams will conduct weekly data chats to determine if strategy was effective throughout the grade level. Teachers will review and analyze chapter test data that targets the application of computation skills to determine if the strategy was effective.	Go Math Chapter Tests Midyear Benchmark Assessment Test iObservation
2	Teachers are inconsistent with implementation of small group instruction during the mathematics instructional block.	Teachers implement a rotation schedule for small group instructions on a daily basis during the 60 minutes instructional block.	Administration	Administrators will conduct observations to determine whether teachers are implementing a rotation schedule for small group instruction. Administration will meet with grade level teams and review data collected from the observations every 6 weeks. Team Leaders and grade level teams will conduct weekly data chats to determine if strategy was effective throughout the grade level.	Go Math Chapter Tests Midyear Benchmark Assessment Test iObservation
3	The lack of understanding the Number and Operations concept due to below grade level reading skills are impeding student ability to comprehend and solve math problems.	Students will utilize Go Math intervention technology program, which will assist students that struggle in reading by allowing the student to hear the math problems being read to them.	Administration Response to Intervention (RTI) Leadership Team	Teacher will monitor student progress weekly by analyzing student assessment data and adjust academic goals utilizing teacher feedback on student skill attainment Response to Intervention	Student work samples Go Math Chapter Tests Midyear Benchmark Assessment Test iObservation

	Teachers will integrate math problems into small group reading instruction for students who are below level in reading.		Leadership Team will meet every six weeks to monitor students progress who are below level in reading and the effectiveness of program delivery using data from prescribed intervention assessments.	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	N/A ▲ 5A : ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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:	In grades 3-5, White 23% students, Black 28% students, Hispanic 22% students, and Asian 13% students will score a level 1.0 or 2.0 in mathematics based on 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 33% (17), Black 34% (29), Hispanic 28% (32), Asian 25% (2)	White 23% (12), Black 28% (24), Hispanic 22% (25), Asian 13% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of various strategies that can be used to solve mathematical problems.	Teachers will provide increased utilization of technology programs for students, such as FCAT Explorer and Destination Math, to provide them with additional reinforcement of math skills. Teachers in grades K-2 will utilize Calendar Math to expose students to a broad range of math skills. Teachers in grades 3-5 will utilize Mountain Math to expose students to a broad range of math skills and mathematical problems.	Administration Team Leaders	Teachers will analyze data reports weekly, from FCAT Explorer and Destination (Riverdeep) Math Teachers will determine the utilization of technology programs to reinforce math skills has increased student achievement. Team Leaders and grade level teams will conduct weekly data chats to determine if strategy was effective throughout the grade level. Administration will analyze monthly data reports from FCAT Explorer, Florida Achieves, and Destination (Riverdeep) Math to determine if	FCAT Explorer, Florida Achieves, and Destination (Riverdeep) Math Reports Go Math Chapter Tests Midyear Benchmark Assessment Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				students are using program and achieving progress.	
2	Teachers may be inconsistent in implementation of small group instruction during the mathematics instructional block.	Teachers will incorporate a rotation schedule for small group instructions on a daily basis during the 60 minutes instructional block.	Administration Team Leaders	Administrators will conduct observations to determine whether teachers are implementing a rotation schedule for small group instruction. Administration will meet with grade level teams and review data collected from the observations every 6 weeks. Team Leaders and grade level teams will conduct weekly data reviews to determine if strategy was effective throughout the grade level.	Go Math Chapter Tests Midyear Benchmark Assessment Test iObservation
3	Students lack opportunities outside of the school setting to use real life math, which, in turn may impact their ability to understand content math.	Teachers provide real life contexts for mathematical explorations and develop students understanding through the support of manipulatives, field trips, demonstrations/projects, and oral discussions about current events involving math. Students will use "Grab and Go" kits/centers and hands-on materials to further assist their understanding of math concepts.	Administration Math Contact	Teachers will monitor weekly students work samples and adjust academic goals utilizing teacher feedback on student skill attainment.	Student work samples

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 3-5, the number of ELL students not making satisfactory progress in mathematics will decrease to 35%, as evidenced on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (9)	35% (6)

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 limited understanding of math vocabulary due to their limited English language.	Teach math vocabulary through journal activities and graphic organizers. Teach and reinforce math vocabulary through the use of a math word wall.	Administration	Team Leaders and grade level teams will conduct weekly data reviews to determine if strategy was effective throughout the grade level. Administration will conduct observations	Go Math Chapter Tests Midyear Benchmark Assessment Test iObservation

			and share data to grade level teams in regards to use of journal activities graphic organizers and math word wall.	
2	Students have limited understanding of math word problems due to their limited English language.	Teacher will demonstrate word problems using math manipulatives and visuals, in order for students to understand word problems.	Administration	Team Leaders and grade level teams will conduct weekly data reviews to determine if strategy was effective throughout the grade level. Administration will conduct observations and share data to grade level teams in regards to use of journal activities graphic organizers and math word wall.	Go Math Chapter Tests Midyear Benchmark Assessment Test 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:	In grades 3-5, the number of SWD students not making satisfactory progress in mathematics will decrease to 53%, as evidenced on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (29)	53% (24)

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 the Autism Cluster identified with Autism Spectrum Disorder (ASD) demonstrate difficulties with processing information and therefore have deficits in basic math computation skills.	Teachers will incorporate technology, such as FCAT Explorer and Destination Math. Teachers will emphasize the use of hands-on learning opportunities incorporating manipulatives. Struggling students will be provided with small group instruction using specialized curriculum(s) such as TouchMath.	Administration Autism Coach	Teachers will document the number of students participating in supplemental math programs. Teachers will identify students who are participating in specialized math programs and provide additional verbal, gestural and social praise to motivate and encourage these students.	Student work samples Ongoing progress monitoring assessment Teacher Observation Midyear Benchmark Assessment Test Go Math Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	IIn grades 3-5, the number of economically disadvantaged students not making satisfactory progress in mathematics will decrease to 25%, as evidenced on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

32% (63)

25% (50)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students entering classroom with below grade level math vocabulary knowledge.	Teach math vocabulary through journal activities and graphic organizers. Teach and reinforce math vocabulary through the use of a math word wall.	Administration	Team Leaders and grade level teams will conduct weekly data reviews to determine if strategy was effective throughout the grade level. Administration will conduct observations and share data to grade level teams in regards to use of journal activities graphic organizers and math word wall.	Go Math Chapter Tests Midyear Benchmark Assessment Test iObservation
2	Parents are unfamiliar or lack knowledge about the new generation math standards that are assessed on the FCAT 2.0 Math Test.	Parents will attend the FCAT Math Family Night to learn about the new standards, be trained on effective math strategies to help their child at home, and receive FCAT 2.0 sample math test materials and test preparation for their child.	Title 1 Liaison Administration	Attendance logs from FCAT Family Night training will be kept. These logs will be used to compare parents of students in the economically disadvantaged subgroup that attended workshop to those who did not attend, and compare their proficiency levels on the 2012 FCAT Math Test of the two groups.	2013 FCAT Math Test
3	On beginning of the year math assessments, students demonstrate a lack of pre-requisite math skills.	Teachers will administer the Key Math Diagnostic Assessment to identify the student's area of weakness. Teachers will provide students with small group instruction utilizing Basic Math or Go Math Intensive and Strategic interventions to reinforce and or introduce lacking math skills. Students will use "Grab and Go" kits/center materials for hands-on practice and deepen understanding of math concepts.	Administration	Teacher will conduct weekly data reviews with grade level team members and analyze results of chapter tests to ensure progress is being made and adjust strategy if needed. Administration will conduct observations to monitor the use of small group math instruction. Administration will also meet every 6 weeks with grade level teams to discuss student's data and progress on math skills.	Go Math Chapter Tests Key Math Diagnostic Assessment Midyear Benchmark Assessment Test
4	Student may lack ability to apply mathematical skills in real world settings.	Teachers will provide real life contexts for mathematical explorations and develop students understanding through the support of manipulatives, field trips, demonstrations/projects, and oral discussions about current events involving math. Teachers will provide students with opportunities to apply mathematical skills learned by emulating real	Administration	Teachers will conduct weekly data reviews with students to review student works samples and assist students in identifying any areas in need of improvement and determine if strategies were effective. Teachers will monitor weekly students work samples and adjust academic goals utilizing teacher feedback on student skill attainment.	Student work samples Teacher observations

			world experiences, such as shopping for groceries and figuring out the total cost.			
5		Students lack knowledge of various strategies that can be used to solve mathematical problems.	Teachers will provide increased utilization of technology programs for students, such as FCAT Explorer, First in Math, and Destination (Riverdeep) Math, to provide them with additional reinforcement of math skills.	Administration	Teachers will analyze data reports from FCAT Explorer, First in Math, and Destination (Riverdeep) Math on a weekly basis to determine if the utilization of technology programs to reinforce math skills has increased student achievement. Team Leaders and grade level teams will conduct weekly data reviews to determine if strategy was effective throughout the grade level. Administration will analyze data reports from FCAT Explorer, Florida Achieves, First in Math, and Destination (Riverdeep) Math on a monthly basis to determine if students are using program and achieving progress.	FCAT Explorer, Florida Achieves, First in Math, and Destination (Riverdeep) Math Reports Go Math Chapter Tests Midyear Benchmark Assessment Test

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
Common Core State Standards (CCSS) in Mathematics	K-5/Math	Math PLC Chair	Representative from every grade level K-5, including specials/resource teachers	Math PLC will meet monthly after school and on Teacher Planning Days, beginning September 2012.	Math PLC participants will watch webinars and/or read books on CCSS and discuss in PLC groups. PLC participants will provide lesson samples incorporating math journals, data before and after implementation, and share best practices with their grade level teams.	Administration
Teachers will					Teachers will register to attend a specific Math workshop, complete a TDA form, and call in for a substitute for that day of	

attend various workshops that focus on the delivery of math curriculum and the implementation of strategies and interventions.	K-5/Math	Broward County Public Schools Human Resources Department (SBBC HRD) Trainer Math Contact	School-wide teachers	Ongoing	training. After the training, they will be required to meet with their team to discuss and share their learning, apply learning in their classroom, and demonstrate new learned tasks during math lessons. They will meet with Administration to review training and effects on student's math acheivement.	Administration
Go Math Training for K-5 teachers that are new to their grade level or have not received Go Math training previously or would like to attend the Go Math Intensive and Strategic Intervention Workshop for struggling math students.	K-5/Math	Broward County Public Schools Human Resources Department (SBBC HRD) Trainer Math Contact	K-5	Ongoing	Teachers new to the grade level will register for their grade level specific Go Math Workshop, complete a TDA form, and call in for a substitute for that day of training. After the training, they will be required to meet with their team to discuss and share their learning, apply learning in their classroom, and demonstrate new learned tasks during math lessons. They will meet with Administration to review training and effects on student's math acheivement.	Administration Team Leaders
Parents will attend the FCAT Math Family Night to learn about the new standards, Attendance logs from FCAT Family Night training will be kept. These logs will be be trained on effective math strategies to help their child at home, and receive FCAT 2.0 sample math test materials and test preparation for their child.	3-5/Math	Title 1 Liaison 2 teachers from grade levels 3-5	Parents of students in grades 3-5	December 2011	Attendance logs from FCAT Family Night training will be kept. These logs will be used to compare parents of students in the economically disadvantaged subgroup that attended workshop to those who did not attend, and compare their proficiency levels on the 2012 FCAT Math Test of the two groups.	Administration
				Development of RtI Math plan during Preplanning Week (August 13-17, 2012).		

Response to Intervention - Using the Struggling Math Chart to diagnose and provide necessary Tier 2 and 3 interventions for specific math deficiencies.	K-5/Math	Math Contact RtI Liason	RTI Leadership Team Case Managers K-5	RtI team shared Reading plan with Case Managers and K-5 Math teachers in September 2012. RtI team meets every 6 weeks to review math interventions and progress with struggling students.	Teacher and Student Data Chat/review forms RTI tracking forms RTI team meets every 6 weeks to review struggling math students with the effectiveness of the interventions and progress.	Administration RtI Leadership Team
The Math PLC will host a variety of Math trainings and workshops for parents, such as Math Fair/ Manipulatives, Publix Family Math during the school year	K-5/Math	Math PLC Chair Partnership Liaison	Math PLC Representatives from every grade level K-5	Ongoing	Math PLC will plan activities for families to complete at Publix that involve mathematics/ problem solving. Parent sign-in sheets will verify attendance. Math PLC will coordinate with our Title 1 and Partnership Liaison on other parent nights to involve math.	Administration Math PLC Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 4-5 will participate in an enrichment Math League, to be held before school twice a month.	Student materials and supplies	PTA funds	$150.00
Students in grades 4-5 will participate in an enrichment Math League, to be held before school twice a month, and will compete against other schools in the school district.	Registration fees for competition	General budget	$80.00
Teachers will have Tier 2 and Tier 3 math intervention programs and materials (as referenced on our Struggling Math Chart) available to them to assist their struggling math students.	Tier 2 and Tier 3 Math Intervention programs and materials, including Mountain Math	General budget	$532.00
ASD teachers will use math manipulatives and games to reinforce the learning of math skills	Math Partner Games	General budget	$1,078.00
			Subtotal: $1,840.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-4 will participate in First in Math competition and basic skills math program to practice basic math skills and enrich their math understanding, since there is no FCAT Explorer math component for these grade levels.	First in Math online program	General budget	$1,321.00
Students in grade 5 will participate in FCAT Explorer for math to practice FCAT 2.0 math skills/benchmarks	FCAT Explorer Math	NA - free from FLDOE	$0.00
Students in grades K-2 will participate in Destination (Riverdeep) Math program to practice math skills.	Destination (Riverdeep) Math	NA - free from Broward School District	$0.00

Students in grades 3-5 will utilize Florida Achieves to assess their math skills/benchmarks tested on FCAT 2.0 math. 5th grade students will take their Florida Achieves tests online this year.	Florida Achieves	NA - free from FLDOE	$0.00
			Subtotal: $1,321.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Math PLC - book studies on Common Core for math and Learning to Love Math	Books	Title 1 Professional Development	$255.00
Teachers will receive additional training in Math PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Substitutes are needed when teachers receive their professional development during the school day.	Substitutes for TDA's/training	General budget	$1,500.00
			Subtotal: $3,855.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,016.00

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:	In grade 5, 33% of students will achieve proficiency (a level 3.0) on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (23)	33% (32)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student performance on the 2012 FCAT Science shows that students have difficulty with content involving the Scientific Thinking and Physical and Chemical Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Teachers will provide opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions and science journal writing.	Administration	Administrators will conduct observations to determine whether teachers are utilizing higher order thinking questions and hands on activities in teaching Science. Administration will meet every 6 weeks with grade level teams to conduct data reviews to determine if	Student's Journal Science Fusion Chapter/Unit Tests On-going Weekly Scientific Investigations Mini Assessments (State - Florida

1				strategy was effective throughout the grade level. Teachers will review and analyze data on weekly scientific investigations to determine if the strategy was effective. Teachers will review student science journals and assist students in identifying any areas in need of improvement.	Achieves) iObservations
2	Students are limited in the amount of time and resources to explore and use technology during application of Science concepts.	Teachers will provide students with opportunities to use various methods of technology to improve scientific learning such as FCAT Explorer, Science Fusion Digital Lessons, and Think Central. Teachers will use Florida Achieves to assess student knowledge of science content. Students will use technology in the form of multi-media, including United Streaming, Science Alive, Soaring into FCAT Science, and Science & Me programs, videos, and demonstrations.	Administration	Teachers will analyze data reports quarterly from FCAT Explorer. Teachers will determine if the utilization of technology programs has increased student achievement. Teachers will collect monthly reports from FCAT Explorer to determine amount of time and student's progress. Students will track their time and proficiency levels on FCAT Explorer Science. The students who successfully complete the Science FCAT Explorer model with 70% or more of the skills attained earn the opportunity to create slime and use it on a staff member of their choice. Administrators and grade level teams will conduct data reviews every 6 weeks to determine if strategy was effective throughout the grade level.	FCAT Explorer, Think Central, and Florida Achieves Reports Midyear Benchmark Assessment Test
	Students entering fifth grade have difficulty recalling Science concepts taught at prior grade levels	Teachers will administer Florida Science Fusion Diagnostic Assessment to identify areas that need remediation and provide additional support in those areas. Students in K-4 will be remediated based on Science Fusion quizzes and assessments. The school's science	Administration Reading Coach	Teachers and grade level teams will review results from the Florida Diagnostic Assessment to identify areas that need remediation. Teachers will review the results of State science mini benchmark assessment (Florida Achieves) data to monitor student's progress.	Florida Science Fusion Diagnostic Assessment Mini Assessments (State - FL Achieves) Midyear Benchmark Assessment Test

| 3 | | lab will be available to all classes in grades 2-5. The lab will be utilized to implement hands-on science experiments and ensure that science instruction is implemented at previous grades.

Science buddies will be paired between students in these grade levels (K/3, 1/4, 2/5) to expand on science concepts. | | Reading Coach will monitor implementation of science lab and experiments on a monthly basis. | |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	20% of the 5th grade students will achieve above proficiency levels 4 or 5 on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (14)	20% (20)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students having limited hands on opportunities for learning have difficulty with comprehending theoretical instruction	Teacher will utilize hands-on experiments to enhance students need to develop higher order thinking skills in order to increase levels	Administration Team Leaders	Administrators will conduct observations to determine whether teachers are utilizing hands on experiments in teaching Science.	Student Journals Science Fusion Chapter Tests Mini Assessments

1	in science.	of enrichment so students will be able to compare, contrast, interpret, analyze and explain science concepts and classroom discussions.		Administration will meet with grade level teams and review data collected from the observations. Team Leaders and grade level teams will conduct data reviews every 6 weeks to determine if strategy was effective throughout the grade level. Teachers will review and analyze data on science mini benchmark assessments to determine if the strategy was effective. Teachers will conduct data reviews with students to review student science journal and assist students in identifying any areas in need of improvement.	(State - Florida Achieves) Midyear Benchmark Assessment Test iObservation
2	Student lack the scientific knowledge in order to develop and implement independent projects	Teacher will guide students on the process of developing independent science projects. Science PLC will meet monthly to review, discuss, and monitor Strand H (Scientific Investigation) in grade level lessons and student science projects. Parents will attend a Science Fair Workshop, in order to learn about the Scientific Process, assist their child with conducting, recording, and displaying their science projects, and then attend a Science Fair Night to view all projects and their child's project score.	Science PLC	Teachers will incorporate hands-on science activities, involving scientific investigation, and meet with students weekly to review their science journals and results of investigation. Teacher will periodically review science projects to ensure students are making progress and that adjustments are being made as necessary. The Science PLC will facilitate the science projects and review student journals for evidence of scientific investigations.	Science projects rubrics Student journals Science Fusion Chapter Tests Mini Assessments (State- Florida Achieves)
3	Students not provided real world experiences for learning have difficulty with comprehending theoretical instruction in science.	Teachers will provide real world experiences, such as field trips, virtual experiences, or theme-based units, to enhance student's background knowledge and understanding of concepts in order to increase levels of enrichment so students will be able to compare, contrast, interpret, analyze and explain science concepts and classroom discussions.	Administration	Teachers will conduct student conferences and review journals before and after a learning experience, in order to determine if the experience resulted in positive learning. Team Leaders and grade level teams will conduct monthly data chats to determine if strategy was effective throughout the grade level.	Student journals Science Fusion Chapter Tests Mini Assessments (State - Florida Achieves) Midyear Benchmark Assessment Test iObservation

| | | | | Teachers will review and analyze data on science mini benchmark assessments to determine if the strategy was effective. | |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parents will attend the Science Fair Family Night to learn about the new standards, be trained on effective science strategies to help their child at home, and receive FCAT 2.0 sample science test materials, reference materials for science, and	5/Science	5th grade teachers Science PLC Chair	Parents of gr. 5 students	February 2012	Attendance logs from Science Fair Family Night training will be kept. These logs will be used to compare parents of students in the economically disadvantaged subgroup that attended workshop to those who did not attend, and compare their science fair overall scores of the two groups.	Administration Title 1 Liaison

science display boards for upcoming science fair projects						
Grade level appropriate Science field trips	K-5/Science	Grade Level Chairs	Kindergarten-Flamingo Gardens 1st Grade- Buehler Planetarium 2nd Grade- Anne Kolb 3rd Grade- High Touch, High Tech 4the grade- Everglades 5th Grade-Museum of Discovery and Science (IMAX)	Scheduled throughout the 2012-2013 School Year	Teachers will develop pre-post test	Administration

Science PLC |
| Science PLC will focus on Literacy Common Core State Standards (CCSS) and how to integrate Science | K-5/Science | Science PLC Chair | Science PLC - 1 staff member from each grade level | Monthly PLC meetings beginning in September 2012 | Science PLC participants will watch webinars and/or read books on CCSS and discuss in PLC groups.

PLC participants will provide lesson samples incorporating science journals, data before and after implementation, and share best practices with their grade level teams. | Administration

Science PLC |
| Parents will attend a workshop on how to implement an effective Science Fair project with their child at home | K-5/Science | Science PLC Chair | Science PLC - 1 staff member from each grade level | December 2012 | Parents will attend a workshop to obtain information on how to implement a science fair project at home, materials needed, and criteria for scoring/judging. | Administration

Science PLC |

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Each K-5 classroom will recieve a class set of Caterpillar/Butterfly larvae to observe, record data, and monitor to enhance their science investigative skills and learn about life science of insects.	Caterpillar/Butterfly larvae	PTA funds	$200.00
Students in grade 5 will utilize the Science Weekly magazines to further develop science skills and integrate reading skills/strategies that are aligned with FCAT 2.0 science and reading.	Science Weekly magazine	General budget	$630.00
Students in grade K participate in the Flamingo Gardens field trip to enhance their science knowledge.	Flamingo Gardens field trip	General budget - Science and Arts funds	$1,150.00
Students in grade 5 participate in the Museum of Discovery and Science (MODS & IMAX) field trip to enhance their science knowledge.	Museum of Discovery and Science	General budget - Science and Arts funds	$1,352.00
			Subtotal: $3,332.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grade 5 will			

	Slime Fest for grade 5 FCAT Explorer	PTA funds NA - free from FLDOE	$50.00
participate in FCAT Explorer Science. Students who meet their goal will participate in the school's Slime Fest in April.			
Students in grade 5 will utilize Florida Achieves to assess their science skills/benchmarks tested on the FCAT 2.0 Science test	Florida Achieves	NA - free from FLDOE	$0.00
		Subtotal: $50.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Science PLC - book studies on Common Core for literacy and Teaching Reading in the Content Areas	Books	Title 1 Professional Development	$255.00
Parents will attend the Science Fair workshop in order to better assist their child with their science fair project at home.	Science Fair project boards and workshop materials	PTA funds	$500.00
Four students from each grade level will receive a prizes (ribbon or trophy) for their science fair project.	Science Fair ribbons and/or trophies	General budget	$581.00
Teachers will receive additional training in Science PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Substitutes are needed when teachers receive their professional development during the school day	Substitutes for TDA's/training	General budget	$500.00
		Subtotal: $3,936.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
Replenish consumable materials for hands-on science kits for all classes and grade levels.	Science materials and grade level kits	General budget	$1,500.00
Students in grade 5 participate in a recycling club where they collect recyclables throughout the school each week and promote reducing energy consumption and other environmental issues.	Student supplies and materials - Green Delegates Club	PTA funds	$150.00
		Subtotal: $1,650.00	
		Grand Total: $8,968.00	

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:	In grade 4, 93% of students will achieve a 4.0 or higher on the 2013 FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (76)	93% (81)
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	Students demonstrate difficulty supporting their writing experiences with ideas that are descriptive and vivid.	Teachers will conduct daily writing instruction, including the writing process (planning, drafting, revising, editing, and publishing). Through the revising and editing stages, teachers will conduct weekly student conferences focusing on supporting student's written ideas with descriptive and vivid words. 4th grade teachers will conduct monthly "Razzle Dazzle" Writing Workshops to assist students to increase their use of expressive writing elements, such as similes, metaphors and vivid examples.	Administration Classroom Teacher	Administration will conduct observations to ensure all teachers are integrating writing workshop and teacher/student conferences during writing instruction. Administration will also observe and participate in monthly Razzle Dazzle workshops. Teachers will conduct weekly data reviews with students to review writing journals/samples and assist students in identifying any areas that need improvement.	Expository and Narrative Monthly School Assessment Writing Prompts FCAT Writing rubric Teacher/Peer conferencing Student work samples iObservation
	2	Prior to 4th grade, students have been exposed to various planning method models when writing which has confused students with how to begin planning for their writing.	Teachers will utilize consistent planning methods for writing, such as the E frame for Expository and the CSP123 model for Narrative. Teachers will also utilize The Broward Enterprise Education Portal (BEEP) for writing lessons that spiral from grades 3-4. Grades K-2 will focus on reactive (extended response) writing.	Administration Classroom Teacher Team Leaders Writing PLC	Writing PLC will develop school-wide planning framework for writing (E frame for expository & CSP123 for narrative) and share with all grade level teams at first PLC meeting. Writing PLC will meet monthly to view student writing plans and samples for feedback and sharing of best practices. Team Leaders and grade level teams will meet weekly to discuss Writing Instructional Focus Calanders and BEEP writing lessons. Administration will conduct observations to ensure that BEEP writing plans and lessons, along with school-wide planning framework for writing are being utilized with fidelity.	Expository and Narrative Monthly School Assessment Writing Prompts FCAT Writing rubric Teacher/Peer conferencing Student work samples iObservation
	3	Students need more feedback on their writing samples that correlate with the New Generation Sunshine State Standards (NGSSS) and FCAT writing 2.0, so they increase their writing score to a 4.0 and above.	4th grade teachers will be trained on how to identify and score student's writing samples based on the new FCAT 2.0 writing rubric. These teachers will then share their rubric scoring training with the Writing PLC members in grades K-3. Teachers will provide weekly feedback to students about their	Administration Classroom Teacher Team Leaders Writing PLC	Team Leaders and grade level teams will conduct weekly data chats and analyze data from students writing samples and ensure sufficient feedback is provided to all students. Writing PLC will meet monthly to review student writing samples and scores, to ensure that scoring is	Expository and Narrative School Assessment Writing Prompts (3x a year) FCAT Writing rubric Teacher/Peer conferencing Student work samples

	writing samples, including their current writing score (1.0-6.0 based on the new FCAT 2.0 writing rubric) and specific ways to improve their score in the publishing phase of writer's workshop.		consistent with rubric and grade level expectations. Administration will conduct weekly observations to collect and monitor implementation of student feedback during the writing process.	iObservation
4	Students struggle with usage of proper grammar and punctuation in their written work.	Teachers will provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. Teachers will model appropriate writing techniques.	Administration Classroom Teacher	Daily as needed and individual student conferences to assist in planning for instruction and to determine individual or group areas in need of improvement.	Expository and Narrative Monthly School Assessment Writing Prompts FCAT Writing rubric Teacher/Peer conferencing Student work samples 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

4th grade teachers will develop monthly Razzle Dazzle Writing lessons that focus on specific areas enhance their writing and provide more support to their main idea. Students will participate in Razzle Dazzle workshops and apply new skills to their daily writing experiences.	4th grade/Writing	Team Leader	4th grade students and teachers	"Razzle Dazzle" writing workshops begins in September 2012 and continues monthly until February 2013 (FCAT Writing)	Informal Observations Student Journals and writing samples	Administration
4th grade teachers will read and understand the new FCAT 2.0 Writing scoring method and rubric. They will apply the scoring rubric to their student's writing, and collaborate on the student's score.	4th grade/Writing	Team Leader	4th grade students and teachers	Ongoing	FCAT 2.0 Writing Scoring Rubric	Administration
Writing PLC will develop school-wide planning framework for writing (E frame for expository & CSP123 for narrative) and share with all grade level teams. They will share ideas from BEEP Writing Plans and other writing experts.	Gr. K-5/Writing	Writing PLC Chair	Representatives from all grade levels, K-5, and specials/resource teachers	Writing PLC will meet monthly, beginning September 2012. They will introduce school-wide writing plan and continue to meet monthly to view student writing plans and samples for feedback and sharing of best practices.	Student writing samples	Administration
An "Author's Celebration" event will be held to increase parent involvement in the writing process.	Gr. K-5/Writing	Writing PLC Chair	Representatives from all grade levels, K-5, and specials/resource teachers	Student writing samples will be displayed. Best practiced will be shared.	Student writing samples	Administration
Writing PLC will develop school-wide rubrics for writing and share with all grade level teams	Gr. K-3/ Writing	Writing PLC Chair	Representatives from all grade levels K-5	Ongoing	Student writing samples	Administration
Writing PLC will implement Common						

Core literacy standards in all various writing areas, such as writing in the content areas, responding to literature, publishing writing pieces, etc.	Gr. K-5/Writing	Writing PLC Chair	Representatives from all grade levels K-5	Ongoing	Student writing samples	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grade 4 will participate in monthly Razzle Dazzle writing workshops to enhance their writing abilities and better prepare them for FCAT, including certificates at the final workshop.	Student materials and supplies, including certificates and recognition	General budget	$150.00
		Subtotal: $150.00	
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 - book studies on Common Core Literacy and Writing in the Content	Books	Title 1 Professional Development	$255.00
Teachers will receive additional training in Writing PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Substitutes are needed when teachers receive their professional development during the school day	Substitutes for TDA's/training	General budget	$500.00
		Subtotal: $2,855.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $3,005.00	

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our school's attendance goals are: Increase student attendance in grades K- 5 to 98%. Decrease the number of students with excessive absences (10 or more) by 2%. Decrease the number of students with excessive tardiness (10 or more) by 14%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96% (557)			98% (568)	
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)	
6% (32)			4% (23)	
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)	
29% (167)			15% (87)	

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	Increase in student truancy	Identify and refer students who develop a pattern of non-attendance to Comprehensive Problem Solving Team (CPST)for intervention services and BTIP after 5 unexcused absences. Teachers will communicate with parents using the student's planners/agendas after 3 absences or tardies.	Administration Social worker	Analyze attendance data	Attendance rosters
2	Absences due to poor health or improperly maintained health issues, such as asthma or diabetes.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Teach students and parents how to manage their diabetes, asthma, head lice problems, medications, and other health-related problems. Require a doctor's note to excuse absences after 5 unexcused absences.	Administration Head custodian Nurse	Administrators will monitor school's environment and ascertain health education and health prevention strategies will be implemented throughout the school. Nurse will conduct trainings with students, staff, and parents on how to manage their health-related illnesses or medication. Custodial staff will effectively maintain and clean the school facilities.	Attendance rosters
3	Absences due to poor nutrition or poor food choices.	Teach proper nutrition and diet Provide opportunities to eat or sample healthy foods, such as a variety of fruits and vegetables, with each meal Provide well-balanced	Food and Nutrition Services Cafeteria Manager and Staff	Cafeteria Manager will monitor the number of meals, fruit/vegetable options, and milk sold. Teachers will track students attendance. Parents and students will track their eating diary in their daily	Attendance rosters

		breakfast and/or lunch		student planners.	
4	Parents may be unaware of our school's attendance and tardy policies and procedures.	The school's attendance and tardy policy will be discussed at our Meet & Greet, Open House, and SAC/SAF meetings. They will also be published in our Parent Handbook, school website, monthly newsletter, and reminder letters. Teachers will also communicate with parents using the student planners and interim/conference forms, as well as report cards.	Administration	Teachers will track students attendance. Administration will analyze attendance data.	Attendance rosters

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
Administrators provided staff with an update of attendance policies and procedures, in regards to Pinnacle attendance, school's tardy policy going into affect at 8:01 AM, and 5 or more absences or tardies per quarter is considered excessive and needs to be reported to administration at that time.	School-wide	Administration	School-wide	August 2012 Pre-planning Week	Teachers need to monitor student's attendance and report excessive absences and tardies to Administration right away. Interims, conference forms, and report cards will document attendance concerns, in addition to Pinnacle reports.	Administration
School Social Worker provided a training on increasing parent communication and completing the new social worker referral forms for attendance issues.	School-wide	School Social Worker	School-wide	August 2012 Faculty Meeting	Teachers will complete electronic School Social Worker (SSW) Referral form in BASIS. Administration and Social Worker will determine appropriate actions steps to take based on a case-by-case basis.	Administration Guidance counselor

School-wide incentive program for attendance will be implemented to encourage and reinforce good attendance.	Quarterly Perfect Attendance Awards given to all students who are eligible for grades K-5. Gr. 3-5 awards are given at quarterly assemblies.	Administration	School-wide	Quarterly	Teachers will submit a list of their students who had perfect attendance each marking period to Administration.	Administration
The Comprehensive Problem Solving Team (CPST) will conduct data analysis of attendance data and contact parents before/after school for meetings.	CPST Team	Administration	School-wide	Quarterly	CPST team will send out reminder letters, call parents, or hold conferences in order to improve attendance or tardy issues.	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parents and teachers will communicate with each other about student's attendance using their student agendas/planners	Student agendas/planners for all students in grades 1-5	PTA funds	$2,400.00
Students will receive Perfect Attendance certificates for each quarter they have "near" perfect attendance.	Certificates and/or prizes for all students who have 0 days absent or 0-1 days tardy per quarter.	General budget	$150.00
			Subtotal: $2,550.00
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
Leadership team contacts parents before or after school to address attendance/tardy issues and develops/monitors the attendance policy and data.	Stipends for Leadership team to come work the week after or before school	Title 1 Professional Development	$720.00
			Subtotal: $720.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Maintain constant communication with parents regarding attendance, such as newsletters, parent letters, parent handbook, interims/conference forms, report cards, etc.	Paper needed for parent communication, including stamps and envelopes for letters mailed to parents	General budget	$650.00
			Subtotal: $650.00
			Grand Total: $3,920.00

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:	Our school's suspension goals are: Decrease number of in-school suspensions by 5 (1%). Decrease the number of students with in-school suspensions by 2 (1%). Decrease the number of out of school suspensions by 2 (.3%). Decrease the number of students with out of school suspensions by 1 (.2%).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
19 (3%)	14 (2%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10 (2%)	8 (1%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6 (1%)	4 (.7%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2 (.4%)	1 (.2%)

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 positive behavioral structure to maintain their behavior.	Utilize the Student Code of Conduct by providing incentives for compliance through the use of the Sun-Sentinel program Kids of Character. Behavioral expectations will be communicated in the classroom setting, as well as school-wide via a proactive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement, and Participation (CHAMPs). Students chosen for Kids of Character or Student of the Month will receive an ice	Guidance Counselor Administration	Monitor reports on students' suspension rate and referrals logged on the Discipline Management System (DMS). Monitor Student of the Month and Kids of Character reports with those that were on the behavior/suspension report for each quarter.	DMS data Students recognized on Student of the Month or Kids of Character log form

#					
		cream party incentive.			
2	Students display disruptive behavior due to academic struggle.	Students demonstrating behavior concerns due to experiencing academic struggles will be assigned intensive interventions in small group structure, according to Response to Intervention (RtI).	Classroom teacher

Administration | Class grades and behavior in class when given academic task

DMS Data | Class progress report

DMS Data |
| 3 | Students lack basic needs at home (i.e. breakfast, lack of sleep, etc.) that can disturb their school day | Social Worker and Guidance Counselor will work with family interventions in order to place services for students and parents/guardian.

Parents will be provided with training on building an understanding of the Student Code of Conduct and CHAMPs. | Classroom teacher

Social Worker

Guidance Counselor

Administration | Class grades and behavior in class when given academic task

DMS Data | Class progress report

DMS Data |
| 4 | Students need to develop positive student attitudes and behavior. | Teachers will implement CHAMPs.

Classroom Rules will be displayed. Class-wide behavior plan will be developed.

Rewards and consequences will be clearly communicated.

Individualized Behavior Plans will be developed as deemed necessary.

K-5 Students will participate in school-wide Red Ribbon/Just Say No activities throughout the school year.

Students in grade 5 participate in the GRADE program offered by the Pembroke Pines Police Department and our SRO. | Classroom teacher

Social Worker

Guidance Counselor

Administration

SRO

Just Say No Committee | On-going monitoring of class-wide behavior plan.

Chart and track individualized behavior plans. | Class progress report

Daily/Weekly behavior charts

DMS Data |

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

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

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

					meetings)	
Quarterly Behavioral Assemblies	K-5	Administration Guidance Counselor	School-wide	Quarterly	Classroom Observations DMS Data	Administration
Work with Business Partners to promote Student of the Month and Kids of Character Awards	K-5	Guidance Counselor Administration	School-wide	Monthly Business Partners provide student incentives	Monthly Kids of Character Awards and Student of the Month awards- use monthly sheet for student names Classroom observations	Administration
Behavioral Strategies for all Students, such as CHAMPS	K-5	Team Leaders	School-wide	Ongoing - weekly team meetings	Classroom Observation DMS Data Weekly Team Meeting notes	Administration
Safety and Prevention Team will address Discipline issues	K-5	Assistant Principal Guidance Counselor	Safety and Prevention PLC	Monthly PLC meetings	Monthly Team Meeting notes DMS Data	Administration
Just Say No/ Red Ribbon Week	K-5	Just Say No Committee Guidance Counselor	School-wide	Begins October 23, 2012 and continues throughout the year	Students will demonstrate ways to live a drug-free and bully-free life	Administration
G.R.A.D.E. program - sponsored by the Pembroke Pines Police Dept.	Gr. 5 only	SRO	Grade 5 students	Begins January 2013	SRO meets weekly with all 5th grade students to discuss making good choices, and developing resistances to drugs, gangs, alcohol, etc.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will communicate with parents using "communication folders" regarding their child's behavior	Green Communication folders for all students in grades K-5	PTA funds	$700.00
K-5 students will participate in programs and activities that promote making good choices, such as Just Say No/Red Ribbon Week	Incentives, ribbons, and materials to promote Red Ribbon Week/Just Say No program	PTA funds	$150.00
Certificates, pencils, and other incentives are given to students that exhibit/portray good Character Traits and are good role models for others	Student incentives and certificates for Student of the Month and Kid of Character	General budget	$100.00
			Subtotal: $950.00
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
Leadership team conduct data analysis of discipline referrals and develop/monitor school-wide discipline plan	Stipends for Leadership team to work the week after or before school	Title 1 Professional Development	$720.00
			Subtotal: $720.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Students who are chosen as Student of the Month and/or Kids of Character receive an ice cream party for an incentive	Ice cream, cones, paper products, sprinkles, etc.	General budget	$400.00
		Subtotal: $400.00	
		Grand Total: $2,070.00	

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year the average School Advisory Committee (SAC) attendance was 15% for the year. Our goal for the 2012-2013 school year is to increase parent participation at SAC meetings to 17%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
SAC meetings 15% (45)	SAC meetings 17% (51)

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 participation in school wide activities by parents of English Language Learners (ELL)	Staff fluent in parent's home language will call families to invite them to attend meetings. Flyers of upcoming events, meetings, and workshops will be sent home in English and Spanish.	Administration SAC Chair	Analyze attendance data	SAC attendance records Telephone Log Title 1 Meeting agendas and minutes
2	Parents have limited knowledge and understanding of the function of the School Advisory Council (SAC) and School Advisory Forum (SAF) and the potential impact of their input.	Explain to parents during the SAC meetings what the School Improvement Plan (SIP) is, what it entails and the significance of their involvement in school-based decisions. Reinforce why the SAC/SAF committee is vital to the overall functioning of the school and the impact on their child's education. Explain what Title 1 and its role in their child's	SAC Chair Administration Guidance Counselor	Review sign in sheet/logs to determine parents attending school events	SAC attendance records Parent involvement at school events Title 1 Meeting agendas and minutes

		education. Provide information on how parents can access the SIP online on our website. website.			
3	Parents need additional information and resources to assist them with raising a family that demonstrates positive character traits.	2 parents will be invited to attend the annual Title 1 Seminar.	Title 1 Liaison	Review sign in sheets of Title 1 Seminar Parents who attended training will share new information at a future SAC/SAF meeting.	Title 1 Sign in Sheets SAC/SAF Sign in sheets
4	Parents have limited understanding of FCAT test in regards to tested content, complexity of questions and length of test.	Parents of students in grades 3-5 are invited to attend FCAT Family Night, so they can learn about what their child needs to know in order to pass the FCAT 2.0 reading and math tests. Parents will receive FCAT sample tests and Test Preparation materials to help their child at home better prepare for the FCAT test.	Title 1 Liaison	Review sign in sheets to determine the number of parents attended	Sign in Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title 1 in Action	K-5	Title 1 Liaison	Parents	September 2012	Review Sign in Sheet to determine the number of parents attended	Administration Title 1 Liaison
Technology Tuesdays for Parents	All parents of students in K-5	Media Specialist	Parents	One Tuesday a month, beginning September 2012	Review Attendance Record to determine the number of parents attended	Media Specialist
FCAT Family Night - discuss FCAT skills needed to pass FCAT 2.0 Reading and Math tests.	Grades 3-5	Reading Coach SAC Chair Title 1 Liaison	Parents	October and December 2012	Review Attendance Record to determine the number of parents attended	Administration Title 1 Liaison
Student Achievement (School Improvement) data	K-5	Administration SAC Chair	Parents	September 2012 - January 2013	Review SAC Sign in Sheet to determine the number of parents attended	Administration SAC Chair
Science Fair Family Night for grade 5					Review Attendance	

| parents, to discuss criteria for upcoming science fair projects | 5 | Science PLC Chair | Parents | February 2013 | Record to determine the number of parents attended | Administration

Title 1 Liaison |

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
2 interested parents will attend the Annual Title 1 Parent Seminar and share what they learned with other parents.	Registration fees for 2 parents	Title 1 Parental Involvement	$80.00
Parents will attend various Title 1 Family Nights, such as FCAT/Academic Nights, Grade Level Nights, Tech Tuesdays, Science Fair, etc.) in order to better help their child succeed at home and school	Stipends for teachers conducting the Title 1 Family Nights/trainings	Title 1 Parental Involvement	$1,170.00
Parents will need resources at home to help their child become a better reader and/or prepare for FCAT 2.0 Reading test	Training workbooks and materials/supplies	Title 1 Parental Involvement	$891.00
Parents will need resources at home to help their child become a better math students and/or prepare for FCAT 2.0 math test	Training workbooks and materials/supplies	Title 1 Parental Involvement	$750.00
			Subtotal: $2,891.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,891.00

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:	100% of students in grades K-5 that have been identified to receive an accelerated or gifted program, will integrate technology into science and math-based projects.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	High/beyond level students are not motivated in the lessons.	Teachers will integrate technology, such as Promethean boards, document cameras, iPads, laptops, desktop computers, and/or LCD projectors, into their delivery of teaching lessons. Students will use technology to extend their knowledge and learn lessons at their own level, such as the khanacademy.org website.	Team Leaders Administrators	Administrators will conduct observations to see the number of students engaged in the lesson. Team leaders will share effective teaching strategies with team members using various technology tools.	iObservations Student assessments
2	High/beyond level students are not working to their potential.	Teachers will develop technology-based projects for students to integrate science and math skills and concepts. Students will create projects integrating technology skills and higher-order/critical thinking skills.	Team Leaders Administrators	Teachers will share their project-based learning ideas at team meetings. Administrators will conduct observations to see the number of project-based learning activities being implemented in the classrooms. Students will share their projects with others in the classroom, grade level or to their parents.	iObservations Student portfolios

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
Technology PLC teachers will share best practices on how to integrate technology into lessons.	K-5	Administrator	School-wide	Ongoing	Administrators will observe to see that shared technology strategies are being implemented in the classrooms.	Administrators

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
Purchase various technology hardware to update our current technology inventory or enhance our technology.	Technology hardware	General budget	$2,500.00
			Subtotal: $2,500.00

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: $2,500.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in grades 1-4 will use Weekly Reader (AKA Scholastic News) to enhance their current news, science, and social studies instruction and further teach reading skills.	Weekly Reader (AKA Scholastic News) magazine	SAC funds	$1,780.35
Reading	Students in grades K-5 will participate in supplemental reading incentive programs to enrich their reading experience, such as Read Across Broward, Sunshine State Young Readers Awards, and Reading in the Hallways.	Reading Across Broward Sunshine State Young Readers Awards Reading in the Hallways	PTA funds	$250.00
Reading	Students in grade 5 will participate in an enrichment Book Club, to be held before or after school each month.	Book Club materials, such as novels and student supplies	PTA funds	$150.00
Reading	Students will have access to newly added books in our media center to foster reading motivation, such as Sunshine State Readers Award books, and love of reading.	Books for media center	General budget	$4,389.00
Reading	Teachers will have Tier 2 and Tier 3 reading intervention programs and materials (as referenced on our Struggling Readers Chart) available to them to assist their struggling readers.	Tier 2 and Tier 3 Reading Intervention programs and materials	General budget	$1,940.00
Reading	ESE certified teachers will have Wilson and Fundation reading materials, in order to provide explicit ESE reading instruction	Wilson and Fundations reading programs and materials	General budget	$513.00
CELLA	Students will use ESOL programs and materials to foster their learning of the English language	ESOL programs and materials (such as English in My Pocket, Newcomer's Kit, etc)	District funds - ESOL Dept.	$500.00
CELLA	Students will use bilingual dictionaries to assist their acquisition of the English language.	Dictionaries	General Budget	$200.00
Mathematics	Students in grades 4-5 will participate in an enrichment Math League, to be held before school twice a month.	Student materials and supplies	PTA funds	$150.00
Mathematics	Students in grades 4-5 will participate in an enrichment Math League, to be held before school twice a month, and will compete against other schools in the school district.	Registration fees for competition	General budget	$80.00
	Teachers will have Tier 2 and Tier 3 math			

Mathematics	intervention programs and materials (as referenced on our Struggling Math Chart) available to them to assist their struggling math students.	Tier 2 and Tier 3 Math Intervention programs and materials, including Mountain Math	General budget	$532.00
Mathematics	ASD teachers will use math manipulatives and games to reinforce the learning of math skills	Math Partner Games	General budget	$1,078.00
Science	Each K-5 classroom will recieve a class set of Caterpillar/Butterfly larvae to observe, record data, and monitor to enhance their science investigative skills and learn about life science of insects.	Caterpillar/Butterfly larvae	PTA funds	$200.00
Science	Students in grade 5 will utilize the Science Weekly magazines to further develop science skills and integrate reading skills/strategies that are aligned with FCAT 2.0 science and reading.	Science Weekly magazine	General budget	$630.00
Science	Students in grade K participate in the Flamingo Gardens field trip to enhance their science knowledge.	Flamingo Gardens field trip	General budget - Science and Arts funds	$1,150.00
Science	Students in grade 5 participate in the Museum of Discovery and Science (MODS & IMAX) field trip to enhance their science knowledge.	Museum of Discovery and Science	General budget - Science and Arts funds	$1,352.00
Writing	Students in grade 4 will participate in monthly Razzle Dazzle writing workshops to enhance their writing abilities and better prepare them for FCAT, including certificates at the final workshop.	Student materials and supplies, including certificates and recognition	General budget	$150.00
Attendance	Parents and teachers will communicate with each other about student's attendance using their student agendas/planners	Student agendas/planners for all students in grades 1-5	PTA funds	$2,400.00
Attendance	Students will receive Perfect Attendance certificates for each quarter they have "near" perfect attendance.	Certificates and/or prizes for all students who have 0 days absent or 0-1 days tardy per quarter.	General budget	$150.00
Suspension	Teachers will communicate with parents using "communication folders" regarding their child's behavior	Green Communication folders for all students in grades K-5	PTA funds	$700.00
Suspension	K-5 students will participate in programs and activities that promote making good choices, such as Just Say No/Red Ribbon Week	Incentives, ribbons, and materials to promote Red Ribbon Week/Just Say No program	PTA funds	$150.00
Suspension	Certificates, pencils, and other incentives are given to students that exhibit/portray good Character Traits and are good role models for others	Student incentives and certificates for Student of the Month and Kid of Character	General budget	$100.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in grades 3-4 will utilize FCAT Explorer for reading to build FCAT 2.0 skills. Students who reach their goals in January and April will earn prizes from administrators.	FCAT Explorer	General Budget for incentives/prizes (program is free from FLDOE)	$100.00
Reading	Students in grades 3-5 will utilize Florida Achieves to assess their reading skills/benchmarks tested on FCAT 2.0 reading.	Florida Achieves	NA - free from FLDOE	$0.00
Reading	Students in grades K-2 and 5 will utilize Destination (Riverdeep) Reading to practice their grade level reading skills.	Destination (Riverdeep) Reading program	NA - free from the Broward School District	$0.00
CELLA	Students in grades K-5 will utilize Destination (Riverdeep) programs to foster their learning of the English language.	Destination (Riverdeep) program	NA - free from Broward School District	$0.00
Mathematics	Students in grades 3-4 will participate in First in Math competition and basic skills math program to practice basic math skills and enrich their math understanding, since there is no FCAT Explorer math component for these grade levels.	First in Math online program	General budget	$1,321.00
Mathematics	Students in grade 5 will participate in FCAT Explorer for math to practice FCAT 2.0 math skills/benchmarks	FCAT Explorer Math	NA - free from FLDOE	$0.00
Mathematics	Students in grades K-2 will participate in Destination (Riverdeep) Math program to practice math skills.	Destination (Riverdeep) Math	NA - free from Broward School District	$0.00
Mathematics	Students in grades 3-5 will utilize Florida Achieves to assess their math skills/benchmarks tested on FCAT 2.0 math. 5th grade students will take their Florida Achieves tests online this year.	Florida Achieves	NA - free from FLDOE	$0.00
Science	Students in grade 5 will participate in FCAT Explorer Science. Students who meet their goal will participate in the school's Slime Fest in April.	Slime Fest for grade 5 FCAT Explorer	PTA funds NA - free from FLDOE	$50.00
Science	Students in grade 5 will utilize Florida Achieves to assess their science skills/benchmarks tested on the FCAT 2.0 Science test	Florida Achieves	NA - free from FLDOE	$0.00
	Purchase various technology hardware			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	to update our current technology inventory or enhance our technology.	Technology hardware	General budget	$2,500.00
				Subtotal: $3,971.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading PLC - book studies on Common Core for literacy and Reading for Meaning	Books	Title 1 Professional Development	$258.00
Reading	Teachers will receive additional training in Reading PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Reading	Substitutes are needed when teachers receive their professional development during the school day.	Substitutes for TDA's/training	General Budget	$2,500.00
CELLA	Teacher assistant who assists with ESOL groups will attend trainings throughout the year.	Substitutes for days when attending training	General Budget	$625.00
Mathematics	Math PLC - book studies on Common Core for math and Learning to Love Math	Books	Title 1 Professional Development	$255.00
Mathematics	Teachers will receive additional training in Math PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Mathematics	Substitutes are needed when teachers receive their professional development during the school day.	Substitutes for TDA's/training	General budget	$1,500.00
Science	Science PLC - book studies on Common Core for literacy and Teaching Reading in the Content Areas	Books	Title 1 Professional Development	$255.00
Science	Parents will attend the Science Fair workshop in order to better assist their child with their science fair project at home.	Science Fair project boards and workshop materials	PTA funds	$500.00
Science	Four students from each grade level will receive a prizes (ribbon or trophy) for their science fair project.	Science Fair ribbons and/or trophies	General budget	$581.00
Science	Teachers will receive additional training in Science PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
Science	Substitutes are needed when teachers receive their professional development during the school day	Substitutes for TDA's/training	General budget	$500.00
Writing	Writing PLC - book studies on Common Core Literacy and Writing in the Content	Books	Title 1 Professional Development	$255.00
Writing	Teachers will receive additional training in Writing PLC's	Stipends for teachers who attend this training after school throughout the school year	Title 1 Professional Development	$2,100.00
	Substitutes are needed when teachers			

Writing	receive their professional development during the school day	Substitutes for TDA's/training	General budget	$500.00
Attendance	Leadership team contacts parents before or after school to address attendance/tardy issues and develops/monitors the attendance policy and data.	Stipends for Leadership team to come work the week after or before school	Title 1 Professional Development	$720.00
Suspension	Leadership team conduct data analysis of discipline referrals and develop/monitor school-wide discipline plan	Stipends for Leadership team to work the week after or before school	Title 1 Professional Development	$720.00
Parent Involvement	2 interested parents will attend the Annual Title 1 Parent Seminar and share what they learned with other parents.	Registration fees for 2 parents	Title 1 Parental Involvement	$80.00
Parent Involvement	Parents will attend various Title 1 Family Nights, such as FCAT/Academic Nights, Grade Level Nights, Tech Tuesdays, Science Fair, etc.) in order to better help their child succeed at home and school	Stipends for teachers conducting the Title 1 Family Nights/trainings	Title 1 Parental Involvement	$1,170.00
Parent Involvement	Parents will need resources at home to help their child become a better reader and/or prepare for FCAT 2.0 Reading test	Training workbooks and materials/supplies	Title 1 Parental Involvement	$891.00
Parent Involvement	Parents will need resources at home to help their child become a better math students and/or prepare for FCAT 2.0 math test	Training workbooks and materials/supplies	Title 1 Parental Involvement	$750.00
				Subtotal: $20,460.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parents will attend reading/literacy events to promote reading.	Barnes and Nobles gift cards for incentives and increased attendance	PTA funds	$50.00
Science	Replenish consumable materials for hands-on science kits for all classes and grade levels.	Science materials and grade level kits	General budget	$1,500.00
Science	Students in grade 5 participate in a recycling club where they collect recyclables throughout the school each week and promote reducing energy consumption and other environmental issues.	Student supplies and materials - Green Delegates Club	PTA funds	$150.00
Attendance	Maintain constant communication with parents regarding attendance, such as newsletters, parent letters, parent handbook, interims/conference forms, report cards, etc.	Paper needed for parent communication, including stamps and envelopes for letters mailed to parents	General budget	$650.00
	Students who are			

Suspension	chosen as Student of the Month and/or Kids of Character receive an ice cream party for an incentive	Ice cream, cones, paper products, sprinkles, etc.	General budget	$400.00
			Subtotal: $2,750.00	
			Grand Total: $45,725.35	

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ○ Yes ● No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Scholastic News magazine	$1,780.35
Technology	$800.00

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

SAC will hold monthly meetings with community members and parents. Items discussed will include: School Improvement Plan, Title 1 involvement activities, Partners in Education, School Safety, Anti-Bullying policy, Academic Workshops for parents, School events and trainings, etc.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PEMBROKE PINES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	82%	86%	45%	290	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	61%			125	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	49% (NO)			105	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					520	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District
PEMBROKE PINES ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	85%	43%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	66%			131	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?	62% (YES)	66% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					548	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested