

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: BROADVIEW ELEMENTARY SCHOOL

District Name: Broward

Principal: Donald E. Lee

SAC Chair: Patricia Trick

Superintendent: Robert Runcie, Superintendent

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Donald E. Lee	Masters of Science in Educational Leadership. Certified K-12  Bachelors of Science in Elementary Education  Associate of Arts in Business	4	10	2011-2012 Grade: A Reading Mastery: 58% Math Mastery: 58% 2010-2011 Grade: A Reading Mastery: 64% Math Mastery: 72% Science Mastery: 38% Writing Mastery: 97% AYP: 74% of criteria met. All subgroups achieved AYP mastery in writing. 2009-2010 Grade: A Reading Mastery: 67% Math Mastery: 74% Science Mastery: 30% Writing Mastery: 93% AYP: 77% Mastery Met: Black, Hispanic, ELL, and Economically Disadvantaged did not meet mastery in reading. Black, ELL and Economically Disadvantaged students did not meet mastery in Math. 2008-2009

					Grade: A Reading Mastery: 62% Math Mastery: 67.6% Science Mastery: 40% Writing Mastery: 88% AYP: 100% mastery met
Assis Principal	Vanessa Schnur	Bachelors Degree Varying Exceptionalities  Masters of Science in Marriage and Family Therapy  Certified in Educational Leadership  Certified Elementary 1-6	5	5	2011-2012 Grade: A Reading Mastery: 58% Math Mastery: 58% 2010-2011 Grade: A Reading Mastery: 64% Math Mastery: 72% Science Mastery: 38% Writing Mastery: 97% AYP: All subgroups achieved AYP mastery in writing. 2009-2010 Grade: A Reading Mastery: 67% Math Mastery: 74% Science Mastery: 30% Writing Mastery: 93% AYP: 77% Mastery Met: Black, Hispanic, ELL, and Economically Disadvantaged did not meet mastery in reading. Black, ELL and Economically Disadvantaged students did not meet mastery in Math. 2009: School Grade A, met 100% of AYP criteria. 2008: School Grade A, met 97% of AYP criteria. : 71% of students met high standards in reading.78% of students achieved high standards in math.

## 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)
Curriculum Specialist Reading, Writing and Mathematics	G. R. Gordon	Elementary and Early Childhood Education PreK-6, ESOL Endorsement, Reading Endorsement.	24	5	2011-2012 Grade: A Reading Mastery: 58% Math Mastery: 58% 2010-2011 Grade: A Reading Mastery: 64% Math Mastery: 72% Science Mastery: 38% Writing Mastery: 97% AYP: All subgroups achieved AYP mastery in writing. 2009-2010 Grade: A Reading Mastery: 67% Math Mastery: 74% Science Mastery: 30% Writing Mastery: 93% AYP: 77% Mastery Met: Black, Hispanic, ELL, and Economically Disadvantaged did not meet mastery in reading. Black, ELL and Economically Disadvantaged students did not meet mastery in Math. 2009: School Grade "A", met 100% of AYP criteria.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Educator Support System	Pam Mosser	Monthly Meetings	Continuing

### Non-Highly Effective Instructors

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

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

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

### 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
69	11.6%(8)	2.9%(2)	40.6%(28)	34.8%(24)	31.9%(22)	100.0%(69)	7.2%(5)	4.3%(3)	98.6%(68)

### 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
Team Leaders	Teachers New to Grade Level or School	To provide support for new grade level expectations	Weekly Meetings/ Planning
Pamela Mosser	Jennifer Konikoff	Intermediate Grade Level	Weekly Meetings/Assistance/Joint Planning
John Mauro	Haley Belba	Team Leader	Monthly Meetings/Assistance/Joint Planning
Emily Wiskoff	Simone Bonspille	Team Leader	Weekly Meetings/Assistance/Joint Planning
Maria Muniz Justicia	Merrill Galante	Same Grade Level	Weekly Meetings/Assistance/Joint Planning
Deborah Pennachio	Adrienne Jaimerson	Same Grade Level	Weekly Meetings/Assistance/Joint Planning
Darlene Adams	Crystal Reyes	Guidance Counselor	Weekly Meetings/Assistance
James Kosches	Jacqilin Errico	Same Grade Level	Weekly Meetings/Assistance/Joint Planning
Linda Burciaga	Jessica Lawrence	Team Leader	Weekly Meetings/Assistance/Joint Planning

## ADDITIONAL REQUIREMENTS

Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Services provide additional teachers to assist students, particularly low performing students, with additional assistance during the school day. We have a Title I Liaison who attends meetings and coordinates the Title I Activities, We will have the Title I bus scheduled to be at the school for parent meetings. We will send out the School-Parent Compact to be signed by all parents. Parents are encouraged to attend PTO meetings, SAC meetings, and all conferences. School and curriculum information is provided at all parent meetings and is provided in English, Spanish and Creole. The district coordinates with Title I to ensuring staff development needs are met.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

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

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to assist in additional instructional support and teacher salaries for teachers that work with at risk students.

Violence Prevention Programs

Threat Assessment and Bullying programs are in effect in the school.

Nutrition Programs

86.0% of students are eligible for the Free and Reduced Lunch Program.

Housing Programs

N/A

Head Start

Broadview has two Head Start classes. The Head Start Department pays for instructional and non-instructional staff, materials and supplies, equipment, technology and substitute teachers. All expenditures are used to build programming designed to providing children with experiences that support immediate and future academic, social and emotional growth.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our RtI Leadership Team consists of:

Principal, Donald E. Lee – Oversees all processes

Assistant Principal, Vanessa Schnur – Coordinates the Collaborative Problem Solving Process

Guidance Counselor, Crystal Reyes – Works with teachers to develop behavior and emotional interventions

ESE Specialist, Marie Rumble-Wise – Oversees the ESE Program and works with all teachers on interventions for academics and behavior.

Curriculum Specialist, Richelle Gordon – Oversees all curriculum and assist teachers in creating interventions.

School Psychologist, Shakuanda Holt, – Assists in evaluating whether a child should go on for further testing and makes suggestions for interventions.

School Social Worker, Mercedes Seda – Works with teachers and parents to ensure proper social, emotional and economic interventions are taking place.

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 Assistant Principal and Guidance Counselor are responsible for coordinating the Collaborative Problem Solving Team. The first step in the process is for teachers to identify a problem and implement interventions. They can come to anyone on the RtI Team for assistance with this implementation. If necessary, the teacher will then complete a referral packet including pre and post data, descriptions of the interventions, parent conferences, etc. Along with the ESE Specialist, the Assistant Principal will schedule meetings with the classroom teachers, psychologist, social worker, ESE teachers, and the parents. At that meeting a determination will be made as to whether the child will go forward for evaluation or further interventions will be suggested. A case manager is assigned to observe and follow up with the teacher.

Team Leaders facilitate team meetings bi-weekly. These meetings are used to analyze data, share best practices and to discuss progress of individual students.

Administration meets with Team Leaders at least once a month. Team Leaders have been trained to do Classroom Walkthroughs. These are completed and discussed at the meetings. In addition, data is analyzed, best practices are shared, and training takes place.

Learning communities are scheduled once a month. All instructional staff members sign up for a committee of their choice focusing on their strengths. There is a representative from each grade level as well as specials and support staff. Once again, data and strategies are shared. In addition, these teams monitor the implementation of the School Improvement Plan. It is also at these meetings that vertical planning takes place.

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 RtI Leadership Team reviews the implementation of the School Improvement Plan with the learning communities on a monthly basis. Professional Development will be provided and trainings will occur throughout the school year. If changes need to be made in the plan, recommendations are made to administration and support staff. These recommendations are presented to SAC and changes are made as needed. In the spring of every year, the learning communities review the plan and make recommendations for the new School Improvement Plan based on data received from BAT 2 and the BEEP mini Assessments. FCAT is used if scores are available. These recommendations are presented for discussion to SAC who also have input into the final writing of the plan.

### 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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT1 & 2 for reading and math), FCAT

Progress Monitoring: PMRN, Mini assessments, FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of Year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning times and small sessions will occur throughout the year. Two PD sessions entitled, "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI", and "RtI: Challenges to Implementation Data Based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The RtI Team will also evaluate additional staff professional development needs during the regular RtI Leadership Team meetings.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Donald E. Lee (Principal), Vanessa Schnur (Assistant Principal),  
Richelle Gordon (Curriculum Specialist), Marie Rumble-Wise (ESE Specialist)

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

The Literacy Leadership Team (LLT) will provide information for students on whom data was collected for the purpose of determining areas for academic improvement and/or enrichment.

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

Develop Instructional Focus Calendars by grade teams based on subject content, test specification, district recommendations, and the testing calendar. Implemented within daily lesson plans, team level meetings, and intermittent assessments. Monitored by Classroom Walkthroughs, Leadership Team, data chats, and staff development needs assessment. Students will be grouped by FCAT and corresponding ability level. Through a series of push-in and pullout delivery models, intensive interventions will be utilized with alternate, research-based materials from the District's Struggling Charts for Reading and Math. The following types of ongoing formative assessments will be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention. In the primary grades, reading running records, quarterly STAR reading assessments for all grades except K, K uses FAIR to help determine reading groups, CCC in reading and math-Computer Lab, DAR for all struggling readers based on prior year FCAT performance, Fluency ratings, and classroom chapter and unit tests.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/18/2012)

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

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth

transition to kindergarten by clearly specifying the necessary enrollment processes and timeline to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	By April 2013, 30% (121) of students will score a level 3 on the Reading portion of the FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.5% (111) of students scored a level 3 in reading	30% (121) of students will score a level 3 in reading.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments



		the core instruction.			
2	Teacher knowledge and application of the Common Core Standards and materials	All teachers will engage in learning communities to unwrap the Common Core Standards and ensure implementation across the grade levels K-2. Teachers in grades 3-5 will continue to review both the NGSSS and Common Core Standards	Administration, Curriculum Specialist, PLC Facilitator	Monthly individual and team data chats; Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
3	Parents lack understanding of rigor and Standards for each grade level.	Monthly family nights will occur targeting parental/home support for the Common Core Standards and its implementation.	Administration, Curriculum Specialist, Aspiring Leaders, Team Leaders	Parent Surveys	Parent Surveys and feedback forms
4	Lack of vocabulary development.	The Elements of Reading Vocabulary Program will be utilized in all grade levels to guide instruction in vocabulary.  Complex texts will be utilized to teach reading by integrating science, social studies, and informational texts into the reading block.	Administration, Curriculum Specialist,	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	Elements of Reading Assessments, BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, FCAT Testmaker PRO Assessments
5	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, oral presentations, and collaborative learning groups in order to extend reading, writing and speaking in all areas.	Administration, Curriculum Specialist	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	Writing samples, oral presentations, literary reflections and responses to literature.
6	Lack of rich vocabulary in content areas.	Teacher will increase the usage of content area vocabulary using strategies such as word walls, non-linguistic representations, flip charts and foldables, scaffolded instruction.	Administration, Curriculum Specialist	Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
7	Students possess a variety of learning styles and ability levels	Differentiated instruction will be implemented in each classroom through small groups. ESE students will be serviced thorough push-in as well as pull-out services depending on needs.	Administration, Curriculum Specialist	Observations and classroom walkthroughs, plan book evaluations	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
8	Parents lack understanding with new educational changes.	Monthly parent nights will occur targeting parents/home support for the Common Core Standards and its implementation.	Administration, Aspiring Leaders, Team Leaders, Curriculum Specialist	Parent Surveys, Feedback forms	Parent Surveys, Feedback forms

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	By the 2013 FCAT 33% (120) students will score at or above Achievement level 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.9% (125) students scoring at or above Achievement level 4 in reading.	33% (120) students will score at or above Achievement level 4 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack critical and creative thinking and problem solving skills.	Teachers will differentiate instruction by pulling small groups of proficient students	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data	BAT 1 & 2, Curriculum based benchmark tests and Mini-bats, end of chapter tests, FCAT Testmaker PRO Assessments
2	Students lack critical and creative thinking and problem solving skills.	Utilize provided curriculum activities/assignments for enrichment groups	Administration, curriculum specialist, team leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
3	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, oral presentations and collaborative learning groups in order to extend reading, writing and speaking in all areas.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
4	Finding the time necessary to implement additional project-based activities.	Teachers will plan together on a grade level basis to increase implementation of rigorous projects and rubrics into classroom learning experiences	Administration, curriculum specialist, team leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data, Team Meeting Agenda and Minutes	Project Rubrics
5	Assumption that high performing students are proficient in all reading benchmarks.	Teachers will conduct an item analysis of questions missed by high performing students.	Administration, curriculum specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT

					Testmaker PRO Assessments
6	Students are not reading outside of the reading block	Increase use of motivational reading programs within and outside of school such as: Accelerated Reader, Book-It, and Read Across Broward	Administration, Curriculum Specialist, Media Specialist	Review AR Reports	AR Reports
7	There are limited opportunities for enrichment reading outside of the basal reader	Students will be provided opportunities to participate in novel studies using text with higher complexity levels.  Teacher will utilize Webbs Depth of Knowledge and Common Core Standards Question stems when creating discussion and comprehension questions.	Administration, Curriculum Specialist, Team Leaders,	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data. Plan Book Examination.	AR Reports on novel test, BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By 2013 FCAT, 77% (207) of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73.5% (198) of students made learning gains in reading.	77% (207) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

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

1	Mastery of pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based benchmark tests and Mini BATS, and end of chapter tests. Weekly data chats within teams Teacher/Teacher, data chats Teacher/Principal, data chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter tests, and FCAT Testmaker PRO Assessments.
2	Increasing critical thinking skills through reading, writing, listening and speaking.	Students will participate in literature circles, close reading activities, oral presentations, and collaborative learning opportunities in order to extend reading, writing and speaking in all academic areas	Administration, Curriculum Specialist	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	Writing samples, oral presentations, literary reflections/responses to literature
3	Meeting the various needs of students	Classroom teachers will implement differentiated centers based on student needs for specific benchmarks	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	Student products, RtI reports, BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter tests, and FCAT Testmaker PRO Assessments.
4	Grade level material is difficult for students and they may need additional instruction or strategies.	Teachers will utilize programs defined on the Struggling Readers or Struggling Math charts to provide additional skill intervention.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter tests, and FCAT Testmaker PRO Assessments.
5	Students possess a variety of learning styles and ability levels	Differentiated instruction will be implemented in each classroom through small groups. ESE students will be serviced through push-in as well as pull-out services depending on needs.	Administration, Curriculum Specialist, Team Leaders	Observations, classroom walkthroughs, and plan book evaluation	BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter/story tests, and FCAT Testmaker PRO Assessments.

6	Benchmarks from previous grade levels are not mastered.	Students will be pulled for small group reading instruction. The District IFC will be utilized to drive instruction. Based on school data assessment, secondary benchmarks may be added to the IFC	Administration, Curriculum Specialist, Team Leaders	End of units reading assessments, weekly reading comprehension selections and Mini Bats will be administered and monitored.	BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, end of chapter/story tests, and FCAT Testmaker PRO Assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By April 2013, 82% (58) of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79.1% (55) of students in the lowest 25% made learning gains in reading.	82% (58) of students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Mastery of pre-requisite skills from previous grade level not mastered	Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATS, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments

1		<p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>			
2	Students do not have sufficient background knowledge to foster understanding of complex text and ideas.	Teacher will utilize various genres and cross curricular materials to expose students to varying complex texts	Administration, Curriculum Specialist, Team Leaders, Classroom Teachers	Weekly data chats (Teacher/Teacher), Marzano Informal, Formal and Snapshot data, Plan book examination.	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Various learning styles and ability levels possessed by selected students	Differentiated instruction will be implemented in each classroom through small groups. ESE students will be serviced through push-in as well as pull-out services depending on needs.	Administration, Curriculum Specialist, Team Leaders	Observations, classroom walkthroughs, plan book examination	DRAs, FAIR, BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter/story tests, and FCAT Testmaker PRO Assessments
4	Students not reading widely outside of reading block	Utilization of the Accelerated Reader Program and the incentives provided to encourage students to read.	Administration, Curriculum Specialist, Team Leaders, Media Specialist	Review of AR Reports	AR Reports
5	Difficulty understanding complex texts	Teachers will develop strategies to scaffold high complexity texts for struggling readers through participation in PLC Meetings, team meetings, and Common Core Trainings	Administration, Literacy Leadership Team	Data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student. Review of Team Meeting Minutes	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter/story tests, and FCAT Testmaker PRO Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By 2016-2017, the percentage of our students not demonstrating proficiency will be reduced by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	41	37	33	27	23	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	By 2013 FCAT, we will reduce the number of student subgroups by ethnicity not making satisfactory progress in reading by 10%. White 31% (10) Black 45% (71) Hispanic 31% (59)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 34% (11) Black: 50% (78) Hispanic: 35% (67)	White 31% (10) Black 45% (71) Hispanic 31% (59)

**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	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
	Lack of background knowledge and exposure to various forms of texts creates learning gaps.	Students will be encouraged to participate in motivational educational	Administration, Curriculum Specialist, Team Leaders,	Monthly individual and team data chats; Marzano Informal, Formal and Snapshot Data,	AR Reports, FAST Math Reports, BAT 1 & 2, Curriculum based benchmark

2		programs, field trips, technology resources (i.e. FAST Math, Riverdeep, BEEP, Think Central, etc)		Team Meeting Minutes, AR Reports,	tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Mobility- New students arriving at school below level	Analyze data using BASIS to identify students needing reading intervention. Students will receive double dose in reading and will be instructed in small groups.	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (Teacher/Teacher), Data Chats (Teacher/Principal), Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter/story tests and FCAT Testmaker PRO Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	By April 2013, English Language Learners not making satisfactory progress in reading will decrease by 10% ELL: 45% (15)
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (18) English Language Learners did not make satisfactory progress in reading.	English Language Learners not making satisfactory progress in reading will decrease by 10% ELL: 45% (15)

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	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental</p>	Administration, Curriculum Specialist, Team Leaders, ELL Specialist, ELL Teachers	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments



		instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.			
2	Students not rapidly progressing in Language acquisition.	Students will be instructed using research based and district supported instructional techniques for ELL Students.	ELL Sheltered classroom teachers, ELL Specialist	Classroom Walkthroughs, Data Chats	CELLA, FAIR, BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Mobility- New students arriving at school below grade level	Analyze data using BASIS to identify students needing reading intervention. Students will receive double dose in reading and will be instructed in small groups.	Administration, ELL Sheltered classroom teachers, ELL Specialist	Classroom Walkthroughs, Data Chats	CELLA, FAIR, BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
4	ELL Students lack vocabulary and thus have a difficult time comprehending complex texts	Teachers will develop strategies to scaffold high complexity texts for ELL students through participation in PLC Meeting, Team Meetings, and Common Core Trainings.  Teachers will utilize the Elements of Reading Vocabulary Program to assist with language and vocabulary acquisition.  Teachers will build content area vocabulary through word walls.	Administration, ELL Specialist, Curriculum Specialist	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	CELLA, FAIR, BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	By 2013 FCAT, the Students with Disabilities (SWD) not making satisfactory progress in reading will decrease 10% to 67% (49)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (55) of Students with Disabilities (SWD) not making satisfactory progress in reading	71% (49) of Students with Disabilities (SWD) not making satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Pre-requisite skills from previous grade level not mastered	Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred	Administration, Curriculum Specialist, Team Leaders, ESE Specialist, ESE Teachers	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments

1		<p>to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>		Chats Teacher/Student	
2	Decoding and comprehending on grade-level texts when significantly deficient in all reading areas.	<p>Teachers will analyze data to determine decoding deficiencies and develop a plan for interventions to accelerate students' growth through utilization of research based intervention in small groups.</p> <p>Teachers will develop strategies to scaffold high complexity texts for ESE students through participation in PLC Meetings, Team Meetings, and Common Core Trainings</p>	Administration, Curriculum Specialist, Team Leaders, ESE Specialist, ESE Teachers	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Students have a history of failure in reading and lack motivation to read independently	Teachers will increase the usage of motivational reading programs such as Accelerated Reader, Book It, and Read Across Broward to encourage independent reading.	Administration, Media Specialist, Team Leaders	Analyzing AR Reports and Student Reading Logs,	AR Reports, BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
4	Students have limited or deficient phonemic, word recognition, decoding, fluency, vocabulary and comprehension skills appropriate for their grade level.	<p>Both ESE and Classroom teachers will utilize research based programs and strategies to increase student achievement in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> <p>Classroom teachers will develop strategies to</p>	Administration, Curriculum Specialist, Team Leaders, ESE Specialist, ESE Teachers	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	Program goals, program assessments, BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments

	scaffold high complexity texts for ESE students through participation in PLC Meetings, Team Meetings, and Common Core Trainings		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	By FCAT 2012, the percentage of Economically Disadvantaged Students not making satisfactory progress in reading will decrease by 10% to 39.4% (138)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.7% (153) of Economically Disadvantaged students are not making satisfactory progress in reading.	the percentage of Economically Disadvantaged Students not making satisfactory progress in reading will decrease by 10% to 39.4% (138)

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	Benchmarks from previous grade level not mastered.	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
	Student background	Teachers will utilize read	Administration,	Monthly individual and	BAT 1 & 2,

2	knowledge is deficient for comprehension of complex texts.	allows to expose students to various genres and texts across curricular areas.  Teachers will utilize technology to create and implement various representations of information such as virtual field trips, power point presentations, flip charts, and representations of primary resources.	Curriculum Specialist, Team Leaders.	team data chats; Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Meeting diverse needs of students	Classroom teachers will implement differentiated centers based on student needs for specific benchmarks	Administration, Curriculum Specialist, Team Leaders.	Monthly individual and team data chats; Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards Implementation	All Grades	Richelle Gordon, Curriculum Specialist	School-wide	Initial session 8/16/12. Monthly trainings utilizing Unwrapping the Standards.	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data. Team Meeting Agenda and Minutes	Administration, Curriculum Specialist.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Common Core Standards	Common Core Resource Materials	Title I	\$3,500.00
			Subtotal: \$3,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By June 2013, 55% of ELL Students will score as proficient in the areas of Listening and Speaking.		
2012 Current Percent of Students Proficient in listening/speaking:				
50% of current ELL students are proficient in Listening/Speaking				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	By FCAT 2012, 32% (129) of Students will score at Achievement Level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.7% (116) of Students scored at Achievement Level 3 in mathematics.	32% (129) of Students will score at Achievement Level 3 in mathematics.

## 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	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
	Teacher knowledge and application of the Common Core Standards	All teachers will engage in learning communities to unwrap the Common	Administration, Curriculum Specialist, PLC	Monthly individual and team data chats; Marzano Informal, Formal	BAT 1 & 2, Curriculum based Benchmark Tests

2	and materials	Core Standards and ensure implementation across the grade levels K-2. Teachers in grades 3-5 will continue to review both the NGSSS and Common Core Standards	Facilitator	and Snapshot Data, Team Meeting Minutes	and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
3	Parents lack understanding of rigor and Standards for each grade level.	Monthly family nights will occur targeting parental/home support for the Common Core Standards and its implementation.	Administration, Curriculum Specialist, Aspiring Leaders, Team Leaders	Parent Surveys	Parent Surveys and feedback forms
4	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, oral presentations, and collaborative learning groups in order to extend reading, writing and speaking in all areas.	Administraion, Curriculum Specialist	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	Writing samples, oral presentations, literary reflections and responses to literature.
5	Lack of rich vocabulary in content areas.	Teacher will increase the usage of content area vocabulary using strategies such as word walls, non-linguistic representations, flip charts and foldables, scaffolded instruction.	Administration, Curriculum Specialist	Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
6	Students need increased rigor embedded into instructional delivery	Teachers will develop lesson plans that include more rigor and problem solving strategies.	Administration, Curriculum Specialist, Team Leaders	Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes, Lesson Plan Examination	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter tests, FCAT Testmaker PRO Assessments
7	Students need increased rigor and problem solving strategies embedded into instructional delivery	Teachers will develop lesson plans that include more rigor and problem solving strategies.	Administration, Curriculum Specialist, Team Leaders	Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes, Lesson Plan Examination	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter tests, FCAT Testmaker PRO Assessments
8	Teachers need training in the CCSS in order to provide the most effective instruction.	Provide professional development during team meetings, faculty meetings and learning communities so that teachers know how to implement the CCSS(K-2) and blend the CCSS with the NGSSS(grades 3-5)	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within team, teachers will share information about their implementation of the new standards. Marzano Informal, Formal and Snapshot Data	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter tests, FCAT Testmaker PRO Assessments
9	All tested skills must be taught and mastered prior to the FCAT Assessment.	Utilize the Instructional Focus Calendar to ensure that all skills are taught within the appropriate time frame.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within team, teachers will share information about their pacing in mathematics. Marzano Informal, Formal and Snapshot Data	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter tests, FCAT Testmaker PRO Assessments

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

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in mathematics.



Mathematics Goal # 1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By FCAT 2013, 32% (129) students will score at or above Achievement Level 4 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.2% (118) Students scored at or above Achievement Level 4 in mathematics.	32% (129) students will score at or above Achievement Level 4 in mathematics.

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 critical and creative thinking and problem solving skills.	Teachers will differentiate instruction by pulling small groups of proficient students	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data	BAT 1 & 2, Curriculum based benchmark tests and Mini-bats, end of chapter tests, FCAT Testmaker PRO Assessments
2	Students lack critical and creative thinking and problem solving skills.	Utilize provided curriculum activities/assignments for enrichment groups	Administration, curriculum specialist, team leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
3	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, oral presentations and collaborative learning groups in order to extend reading, writing and speaking in all areas.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
4	Students lack critical and creative thinking and problem solving skills in mathematics	Teachers will differentiate instruction by pulling small groups of proficient students  Utilize Go Math Enrichment Activities	Classroom Teacher, Administration	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, GO Math Assessments, Mini Benchmark Assessments, FCAT Testmaker PRO.

5	Students may not be consistently challenged to move beyond their current levels.	Enrich students with abstract thinking and problem solving strategies. Encourage higher order thinking skills and precision in problem solving.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
6	Early identification of qualifying students is essential in order to provide them with the appropriate placement.	Maintain Self-Contained/High Achiever Classrooms	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	By FCAT 2013, 74% (199) students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (191) students made learning gains in mathematics.	74% (199) students will make learning gains in mathematics.

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
Mastery of pre-requisite skills from previous grade level not mastered	Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the	Administration, Curriculum Specialist, Team Leaders	Curriculum based benchmark tests and Mini BATS, and end of chapter tests. Weekly data chats within teams	BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter tests,

1		<p>instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>		<p>Teacher/Teacher, data chats Teacher/Principal, data chats Teacher/Student</p>	<p>and FCAT Testmaker PRO Assessments.</p>
2	Meeting the various needs of students	Classroom teachers will implement differentiated centers based on student needs for specific benchmarks	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	Student products, Rtl reports, BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter tests, and FCAT Testmaker PRO Assessments.
3	Grade level material is difficult for students and they may need additional instruction or strategies.	Teachers will utilize programs defined on the Struggling Readers or Struggling Math charts to provide additional skill intervention.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests, Mini BATS, and end of chapter tests, and FCAT Testmaker PRO Assessments.
4	Students have not been given enough opportunities to use hands-on materials to increase their understanding of math concepts.	All students will be instructed using manipulatives when appropriate, with the teacher modeling the use of manipulatives.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
5	Not keeping pace with instructional frameworks and calendars.	Quarterly grade-level discussions focusing on pacing and instructional frameworks for the common core standards.	Administration, Curriculum Specialist, Team Leaders	Team meeting agendas, team meeting minutes	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
6	Lack of automaticity for struggling students with basic math facts.	All students will work on basic math facts utilizing FAST Math computer program.	Administration, Curriculum Specialist	Review of FAST Math data reports	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests,

					FCAT Testmaker PRO Assessments
7	Students have difficulties understanding and applying math concepts.	Teachers will utilize programs defined on the Struggling Readers or Struggling Math charts to provide additional skill intervention in small groups	Administration, Curriculum Specialist	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By FCAT 2013, 73% (52) of students in lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.6% (49)of students in lowest 25% made learning gains in mathematics.	73% (52) of students in lowest 25% will make learning gains in mathematics.

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
	Mastery of pre-requisite skills from previous grade level not mastered	Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments

1		<p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>			
2	Students do not have sufficient background knowledge to foster understanding of complex text and ideas.	Teacher will utilize various genres and cross curricular materials to expose students to varying complex texts	Administration, Curriculum Specialist, Team Leaders, Classroom Teachers	Weekly data chats (Teacher/Teacher), Marzano Informal, Formal and Snapshot data, Plan book examination.	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO 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 # By 2016-2017, the percentage of students who are not proficient in mathematics will decrease by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	39	32	28	24	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	By FCAT 2013, the percentage of student subgroups by ethnicity not making satisfactory progress in mathematics will decrease by 10%. Black 48% (75) , Hispanic 30% (57)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 52.9% (83) Hispanic: 33.2% (63) student subgroups by ethnicity not making satisfactory progress in mathematics.	Black 48% (75) , Hispanic 30% (57) percentage of student subgroups by ethnicity not making satisfactory progress in mathematics

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	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
2	Lack of background knowledge and exposure to various forms of texts creates learning gaps.	Students will be encouraged to participate in motivational educational programs, field trips, technology resources (i.e. FAST Math, Riverdeep, BEEP, Think Central, etc)	Administration, Curriculum Specialist, Team Leaders,	Monthly individual and team data chats; Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes, AR Reports,	AR Reports, FAST Math Reports, BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By FCAT 2013, the percentage of ELL students not making satisfactory progress in mathematics will decrease by 10% to 60% (44)
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.7 (24) of ELL Students not making satisfactory progress in mathematics.	60% (44) the percentage of ELL students not making satisfactory progress in mathematics.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders, ELL Specialist, ELL Teachers	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
2	Slow progression of English language acquisition impairs the ability of ELL Students to grasp problem solving and data analysis skills	Provide sheltered instruction for A1, A2, and B1 students to allow for more differentiated instruction through grouping in specific skills	ELL Specialist	Classroom Walkthroughs, Data chats (teacher/teacher)	GO Math Assessments, Curriculum based benchmark tests, Mini BATS, BAT 1 & 2, FCAT Testmaker Pro

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	By FCAT 2013, the percentage of Students with Disabilities not making satisfactory progress in mathematics will decrease by 10% to 57.5% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64.4% (47) of Students with Disabilities (SWD) not making satisfactory progress in mathematics.	57.5% (43) the percentage of Students with Disabilities not making satisfactory progress in mathematics.

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	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders, ESE Specialist, ESE Teachers	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
2	Lack of automaticity for struggling students with basic math facts.	All students will work on basic math facts using FAST Math Computer Program	Administration, Curriculum Specialist	FAST Math Program Data	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Lack of concrete understanding of concepts.	<p>All teachers will utilize hands on instruction with manipulatives to introduce new concepts to students.</p> <p>Teachers K-5 will differentiate instruction using research based strategies and programs identified on the Struggling Math Chart</p>	Administration, Curriculum Specialist	<p>Marzano Informal, Formal and Snapshot Data</p> <p>Weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student</p>	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end of chapter tests, and FCAT Testmaker PRO Assessments
	Students have different learning needs and may need additional instruction and	Accommodate individual needs as per each students' IEP	Administration, ESE Specialist, ESE Teacher	Marzano Informal, Formal and Snapshot Data	BAT 1 & 2, Curriculum based benchmark tests and Mini BATs, end



4	reinforcement in different skill areas.		Weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	of chapter tests, and FCAT Testmaker PRO Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By FCAT 2013, the percentage of Economically Disadvantaged students who did not make satisfactory progress in mathematics will decrease by 10% to 39.4% (138)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.7% (153) of Economically Disadvantaged students did not make satisfactory progress in mathematics.	39.4% (138) percentage of Economically Disadvantaged students not making satisfactory progress in mathematics

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	Benchmarks from previous grade level not mastered.	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
	Lack of automaticity for struggling	All students will work on basic math facts utilizing	Administration, Curriculum	FAST Math Data reports	BAT 1 & 2, Curriculum based

2	students with basic math facts.	FAST Math Computer Program	Specialist		benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments
3	Comprehension of the text and word problems affects mathematical progression.	Teachers will scaffold the complex text found in math problems to aid in comprehension.	Administration, Curriculum Specialist	Curriculum based Benchmark Tests and Mini BATS, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based benchmark tests and Mini BATS, end of chapter tests, and FCAT Testmaker PRO Assessments

*End of Elementary School Mathematics Goals*

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

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

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

Mathematics Budget:

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

*End of Mathematics Goals*

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	By FCAT 2013, 34% (44) of students will score at Achievement Level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30.8% (40)of students scoring at Achievement Level 3 in science.	34% (44) of students will score at Achievement Level 3 in science.

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	Pre-requisite skills from previous grade level not mastered	<p>Tier 1: Plan differentiated instruction using evidence based curriculum and interventions within the instructional block for all level 1 and 2 students. Students will be referred to the Collaborative Problem Solving Team as needed for additional instructional strategies.</p> <p>Tier 2: Plan supplemental instruction and/or interventions for students not responding to core instruction. Focus of instruction will include explicit instruction, guided practice, and independent practice. Supplemental instruction is provided in addition to core instruction. Students will be referred to the Collaborative Problem Solving Team as needed for additional intervention strategies.</p> <p>Tier 3: Plan targeted instruction for students not responding to core plus supplemental instruction using the problem solving process. Interventions will be matched to the individual student needs, be evidence based, and be provided in addition to the core instruction.</p>	Administration, Curriculum Specialist, Team Leaders	Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, weekly data chats within teams (teacher/teacher), Data Chats Teacher/Principal, Data Chats Teacher/Student	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments

2	Teacher knowledge and application of the Common Core Standards and materials	All teachers will engage in learning communities to unwrap the Common Core Standards and ensure implementation across the grade levels K-2. Teachers in grades 3-5 will continue to review both the NGSSS and Common Core Standards	Administration, Curriculum Specialist, PLC Facilitator	Monthly individual and team data chats; Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
3	Parents lack understanding of rigor and Standards for each grade level.	Monthly family nights will occur targeting parental/home support for the Common Core Standards and its implementation.	Administration, Curriculum Specialist, Aspiring Leaders, Team Leaders	Parent Surveys	Parent Surveys and feedback forms
4	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, oral presentations, and collaborative learning groups in order to extend reading, writing and speaking in all areas.	Administration, Curriculum Specialist	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	Writing samples, oral presentations, literary reflections and responses to literature.
5	Lack of rich vocabulary in content areas.	Teacher will increase the usage of content area vocabulary using strategies such as word walls, non-linguistic representations, flip charts and foldables, scaffolded instruction.	Administration, Curriculum Specialist	Marzano Informal, Formal and Snapshot Data, Team Meeting Minutes	BAT 1 & 2, Curriculum based Benchmark Tests and Mini BATs, End of Chapter/Story tests, FCAT Testmaker PRO Assessments
6	A consistent time period where science instruction will occur in all grade levels	Students in grades K-5 will receive a minimum of 2 hours of science instruction each week	Team Leaders, Administration	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Plan Book Examination	Florida Science Fusion Assessments, District created Mini-Bats, teacher created assessments
7	Pre-requisite skills from previous grade level not mastered.	Effective use of the Broward County Hands-On Science kits and District provided Science IFC at all grade levels.	Team Leaders, Administration	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Plan Book Examination	Florida Science Fusion Assessments, District created Mini-Bats, teacher created assessments
8	Students need to increase scientific thinking through use of labs, manipulatives and digital resources.	Effective use of the Broward County Hands-On Science kits, and technology resources available through Think Central	Administration, Curriculum Specialist	Data Chats (Principal/Teacher) Marzano Informal, Formal and Snapshot Data, Plan Book Examination	Florida Science Fusion Assessments, District created Mini-Bats, teacher created assessments

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

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	By FCAT 2013, 17% (22) of students will score at or above Achievement Level 4 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13.8% (18) students scored at or above Achievement Level 4 in science.	17% (22) of students will score at or above Achievement Level 4 in science.

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 critical and creative thinking and problem solving skills.	Teachers will differentiate instruction by pulling small groups of proficient students	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data	BAT 1 & 2, Curriculum based benchmark tests and Mini-bats, end of chapter tests, FCAT Testmaker PRO Assessments
2	Students lack critical and creative thinking and problem solving skills.	Utilize provided curriculum activities/assignments for enrichment groups	Administration, curriculum specialist, team leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
3	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, oral presentations and collaborative learning groups in order to extend reading, writing and speaking in all areas.	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	BAT 1 & 2, Curriculum based benchmark tests and Mini-Bats, end of chapter tests, FCAT Testmaker PRO Assessments
4	Pre-requisite skills from previous grade levels not mastered	Effective use of the Science materials and District provided Science IFC in all grade levels	Team Leaders, Administration, Curriculum Coach	Classroom Walkthroughs, Examination of plan books	Florida Science Fusion Assessments, District created Mini-Bats, teacher created assessments
5	Students may not be comfortable applying science concepts in real-world situations.	Provide students with the opportunity to increase real-world applications through research and project-	Administration, curriculum specialist, team leaders	Project Rubrics, Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data	Florida Science Fusion Assessments, District created Mini-Bats,

		based learning, with technology integration.		chats. Marzano Informal, Formal and Snapshot Data.	teacher created assessments
6	Students lack the foundation skills for mastery of science concepts	<p>All students will participate in an annual science-fair in which students will complete all components of the project in the classroom through collaborative groups.</p> <p>Teachers will include informational texts relating to science instruction in their reading block.</p> <p>Teachers will engage students in writing about content area scientific concepts in order to increase comprehension through reading, writing, listening and speaking.</p>	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Marzano Informal, Formal and Snapshot Data.	Florida Science Fusion Assessments, District created Mini-Bats, teacher created assessments
7	Students lack critical and creative thinking and problem solving skills in Science.	<p>Teachers will utilize higher order questioning techniques based on inquiry and requiring students to defend their hypothesis with proof and research.</p> <p>Teachers will utilize complex and rigorous scientific texts.</p> <p>Teachers will utilize rigorous scientific vocabulary</p>	Administration, Curriculum Specialist, Team Leaders	Weekly data chats within teams (Teacher/Teacher), Teacher/Principal data chats. Plan Book Examination	Florida Science Fusion Assessments, District created Mini-Bats, teacher created assessments

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

2b. Florida Alternate Assessment:  
 Students scoring at or above Achievement Level 7 in science.  
 Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	By February 2013, 91% (124) of students will score a level 3 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.2% (120) of students scored a level 3 or higher in writing.	91% (124) of students will score a level 3 or higher in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pre-requisite skills from previous grade level not mastered.	A minimum 45 minute block will be provided for writing instruction in grades K-4  K-4 teachers will utilize the district provided BEEP lessons to provide instruction in writing  Differentiated instruction will be provided to students through the implementation of small groups	Classroom teacher, Administration, Curriculum Coach	Classroom Walkthroughs, Plan Book examinations, periodic review of writing samples within teams	Progress on bi-monthly writing prompts graded using the FCAT writing rubric
2	Students lack of experiences affect writing progression.	Students in grades K-5 will utilize writing frames for both narrative and expository samples.	Classroom teacher, Administration, Curriculum Coach	Classroom Walkthroughs, Plan Book examinations, periodic review of writing samples within teams	Progress on bi-monthly writing prompts graded using the FCAT writing rubric
3	Students lack knowledge of grammar and conventions	All teachers will incorporate mini-lessons concentrating on grammar and mechanics to improve writing fluency.	Classroom teacher, Administration, Curriculum Specialist	Classroom Walkthroughs, Plan Book examinations.	Periodic review of student writing samples K-4

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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



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

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

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

Writing Budget:

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

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:	By June 2013, the Attendance rate for our school will increase to 98%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.8	98%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
95	86
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
249	224

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	Elementary students must rely on parents to bring them to school	Incentives for students with perfect attendance and no tardies	Principal, Assistant Principal, Social Worker	Monitor attendance of targeted students and make home contact with parents	BASIS data

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By 2013, internal and external suspensions will decrease by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
9	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	7
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
9	8
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	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	Lack of consistent implementation of school wide discipline plan	Staff development in CHAMPs	Administration, Classroom Teachers	Review referral and suspension data	referral data, suspension data from Discipline Management System
2	Students are not directly instructed in Character Education	Use morning announcements to increase awareness of Character Traits	Administration, Aspiring Leaders, morning announcement coordinator	Review referral and suspension data.	referral data, suspension data from Discipline Management System

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June, 2013, 100% (970) of our parents will participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95% (922)of our parents participated in school activities.	100% (970)of our parents will participate in school activities.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of Common Core Standards	Common Core Resource Materials	Title I	\$3,500.00
				Subtotal: \$3,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,500.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/8/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will monitor and review the School Improvement Plan on a monthly basis. SAC will review school data on a monthly basis and



make decisions for school improvement based on needs of school. SAC will make decisions that will comply with the school improvement plan. SAC will review and discuss ways to make the school better academically.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District BROADVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	75%	97%	39%	280	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	71%	73%			144	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?	70% (YES)	79% (YES)			149	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District BROADVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	74%	93%	30%	264	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	68%	74%			142	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?	70% (YES)	76% (YES)			146	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					552	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested