

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

District Name: Broward

Principal: Thomas J. Schroeder

SAC Chair: Darlene Bragg

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Thomas J. Schroeder	Bachelor of Arts in Education Masters of Science in Educational Leadership Certifications: Elementary Education, Educational Leadership, ESOL Endorsement	8	8	09-10 A graded school, 90% of AYP Criteria met; Black, Hispanic and Economically Disadvantaged Demonstrating a Need for Improvement in the Area of Mathematics 10-11 B graded school with 82% of AYP criteria met. All groups demonstrated a need to improve in mathematics 11-12 B Grade School. 53% above a level 3 in Reading 56% above a level 3 in Math 45% above a level 3 in Science 80% above a level 3 in writing 70% learning gains in Reading 78% learning gains in Mathematics 68% learning gains for lowest 25% in Reading 61% learning gains for lowest 25% in Math
					10-11 A graded school, Oakland Park Elementary School with 82% of AYP criteria

Assis Principal	Tara Pasteur	Bachelors of Science in Education Masters of Science Educational Leadership	1	1	met. 11-12 B Graded School. 53% above a level 3 in Reading 56% above a level 3 in Math 45% above a level 3 in Science 80% above a level 3 in writing 70% learning gains in Reading 78% learning gains in Mathematics 68% learning gains for lowest 25% in Reading 61% learning gains for lowest 25% in Math
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jeanne Kraus	Bachelors of Arts in Education, Masters of Science in Curriculum Instruction Certifications: Reading, Gifted, ESOL, Elementary Education	16	15	09-10 School Grade A: AYP-90% criteria met with Black, Hispanic and Economically Disadvantaged Students demonstrating need for improvement in the area of Reading. 10-11 B graded school with 82% of AYP criteria met. All groups demonstrated a need to improve in mathematics 11-12 B Grade School. 53% above a level 3 in Reading 56% above a level 3 in Math 45% above a level 3 in Science 80% above a level 3 in writing 70% learning gains in Reading 78% learning gains in Mathematics 68% learning gains for lowest 25% in Reading 61% learning gains for lowest 25% in Math

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	Margate Buddy Program in which Highly Qualified Teachers are tapped to support those in need	Jeanne Kraus	August 13, 2012	
2	Learning Community Coaches/Grade Chairpersons— Identification of school-wide leaders to facilitate learning communities/vertical teams to develop school-wide initiatives	Thomas Schroeder Jeanne Kraus	June 2013	
3	Team Planning and Weekly Collaboration Meetings—Staff members plan with their grade level teams, professional learning community and fellow colleagues in order to identify strategies to solve problems	Thomas Schroeder Jeanne Kraus	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	0.0%(0)	27.7%(18)	33.8%(22)	38.5%(25)	40.0%(26)	100.0%(65)	4.6%(3)	3.1%(2)	73.8%(48)

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
Daniel Bass	Carrie Pagley	New position at school	Orientation procedures, schedules, expectations
Margaret Anderson	Ida Romero	Grade Level Change to Kindergarten	Collaborative Planning Staff Development Overview of Margate Initiatives Overview of Grade Level Standard

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

•With our Title I funds, we were able to add an additional instructional position to support class size mandate. Additionally, our Title I funds will be utilized to fund parental involvement workshops.

•Workshop topics will range from: Implementation of the Common Core Standards, Preparing our Students for Rigor in Reading and Mathematics, Ways to Support Students in the FCAT, Hands-On Support for Students in the Area of Reading, Writing, Mathematics, Science; Parenting Skills and/or Handling Behavior Problems with Difficult Students.

Title I Funds are also utilized to support and implement high quality professional development aligned to our school improvement plan goals. Professional Development topics include: Common Core Implementation, Go Math Big Ideas Training, unwrapping the common core standards (K-2) and the NGSSS (3-5) in reading, math, and science; reading assessments - administration and linking results to instruction, Science Fusion, Destination reading and math ILS

Title I, Part C- Migrant

To meet the needs of our students, the Title 1 funds received are used for family universities and outreach. These sessions provide parents with the necessary tools to work with their children at home to improve academic performance. Teachers utilize support materials to facilitate activities to provide tutorials and remediation. We utilize our support staff to work with outside agencies to ensure families get the services needed.

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

- We utilize such funds to provide remediation to students in the method of creating smaller classes with a lower pupil to teacher ratio.
- Funds are also utilized to purchase research-based supplemental programs such as Fountas and Pinell Leveled Literacy Intervention LLI, Quick Reads, FAST Track, Great Leaps, Math Manipulatives

Violence Prevention Programs

Bully-free Classrooms, District-wide Silence Hurts, Creation of school-based Peacekeepers to pair up students experiencing behavioral difficulty
 D.A.R.E. Program to All Fifth Grade Students

Nutrition Programs

School's Wellness Policy, Commit to Be Fit Program extended to Gr. 3-5, Fuel up to Play 60 Grant program for student health and fitness

Housing Programs

N/A

Head Start

N/A

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.

Thomas J. Schroeder-Principal and RTI/ Collaborative Problem Solving Team Coordinator; Toba Keener-ESE Specialist; Tara Pasteur, Assistant Principal; Jeanne Reynolds-School Psychologist; Faye Zacca-School Social Worker; Jeanne Kraus-Curriculum/Reading Coach; Rachel Belfer -Guidance Counselor; Nancy Stone-ESE Resource Teacher; Patti Moore-First Grade Teacher; Carrie Pagley, Art Teacher; Maddie Ferriera-Speech Language Pathologist.

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?

Teachers create an inquiry question based on a concern or deficiency noted for a particular student. The teacher frames the question with the assistance of their grade-level team and/or colleagues. The teacher then meets with the child's parent to discuss the concern and to generate interventions and suggestions for improvement. After this step, the teacher then submits the inquiry question along with supportive information (interventions currently being implemented) to the Principal, CPST Coordinator. Within 10 school days, the team convenes on this particular student and discusses the inquiry question. RTI/CPST meetings take place each Thursday from 2:00 until 3:00 p.m. Additional meetings are scheduled on Thursday, if necessary. Interventions are generated which are designed to solve the problem and create success for the student. A Case Manager is assigned at the first CPST meeting to help the teacher generate additional interventions and strategies. At such meeting the team create an intervention plan for the student through utilization of our filemaker Pro Student Database. On such plan, the team lists the Tier interventions along with the progress monitoring to be utilized for tracking such progress. Progress monitoring instruments may include: FAIR Assessment for Kindergarten, Letters/Sounds

Recognitions, Mini-Benchmark Assessments, Go Math Chapter Assessment, Rigby Running Record Assessments, Scatter Plots, ABC Data. Tier I and Tier II Interventions are typically developed first and look at the basics for solutions. A follow-up date is planned at the first meeting for four weeks in the future. The team reconvenes four weeks later and reviews data to determine effectiveness of interventions. The progress monitoring data generated from the Intervention Plan is graphed to look at student progress in comparison with grade level expectations. At this time if interventions are successful then such interventions are continued and monitored through progress monitoring data. If interventions are proving minimally successful or unsuccessful, then additional Tier III interventions will be recommended. Updates will be made to the student's intervention plan and progress monitoring data will be generated and graphed. The team will reconvene four to six weeks later to review progress monitoring data entered in the database. If interventions are successful, then such interventions are maintained. If interventions prove unsuccessful or minimally successful or too costly to continue in general education a psychological evaluation may be suggested for further analysis

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?

As part of the RtI process, the team ensures that all actions steps outlined in the SIP are being implemented in the classroom of a student being discussed. Additionally, the RtI team collaborates with the School Advisory Council to generate interventions and/or action steps relating to student deficiencies and/or areas of concern. The RtI team also reviews grade level data and looks for trends in order to ensure that the SIP Goals are being met and that students are progressing.

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.

All data is contained on an electronic portfolio housed on the school's database along with BASIS in virtual counselor. This portfolio is reviewed during each RtI/CPST Meeting to ensure that interventions being implemented have yielded positive results. For example, if the suggestion of a Tier II intervention such as Quick Reads was made for a student experiencing fluency concerns, then in the electronic portfolio the team will review the Oral Reading Fluency scores of this student. The following are sources reviewed as part of the database are: BAT 1&2, Mini-benchmark assessments, Weekly Classroom Assessments, Quarterly Focus Reports, STAR, weekly assessments, end of chapter tests, Accelerated Reader Reports, FCAT, FAIR, RigbyRunning Records, Oral Reading Fluency, DRA, DAR, CELLA, Stanford Diagnostic Assessment, writing samples, discipline reports, behavioral checklists, anecdotal records.

Describe the plan to train staff on MTSS.

Annually, during our pre-planning meetings, school staff is reviewed the role of the Collaborative Problem Solving Team and its purpose in driving student achievement. Additionally, Tier Interventions are reviewed with the staff in order to give a frame of reference for the types of interventions to be developed. New teachers to Margate will receive an in-depth review of the CPST process and how RtI is a plan for student success. This year, RtI training occurred on 8/16/12. The RTI Team developed an in-depth presentation regarding the RtI process, requirements, timelines, graphing do's and responsibilities of teachers. Specific Tiered interventions will be reviewed and then addressed in depth through our Professional Learning Communities.

Describe the plan to support MTSS.

RTI/MTSS is supported through all operations of the school. The RTI/CPST Team meet every Thursday afternoon to discuss individual cases and generate interventions for student success. At our monthly grade level data chats, interventions are discussed and generated based on the needs of entire classrooms, grade levels, small groups and individual students. At each meeting the multi-level tier approach is developed to ensure effective interventions are applied.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal-Thomas J. Schroeder
Assistant Principal-Tara Pasteur

Reading Coach/ESOL Contact/ELL Coordinator-Jeanne Kraus
Reading PLC Facilitator-Shannon Mills
Kindergarten Teacher-Susan DeMarco
First Grade Teacher-Patricia Moore
Media Specialist-Daniel Bass
Fifth Grade Teacher-Madeline Rodack
Fourth Grade Teacher-Darlene Bragg
Third Grade Teacher-Tara Dalu
Second Grade Teacher-Arlene Reisner
ESE Teacher--Nichole Galinkin

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

LLT meets on a monthly basis as a Reading Professional Learning Community. LLT reviews data from ongoing assessments and make recommendations. The LLT also ensures that the District's K-12 Reading Plan is implemented with fidelity.

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

Implementation of the Accelerated Reader Incentive Program for school-wide reading improvement.
Implementation of the K-12 Reading Plan.
Providing literacy support in all content areas K-5. Unwrapping the benchmarks and the Next Generation Standards.
Implementation of the Struggling Reader's Chart. Specifically, the administration and interpretation of diagnostic and progress monitoring reading assessments.
Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs.
Monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity; leading and supporting PLCs and Study Groups.
Creating and sharing school-wide initiatives and activities that promote literacy.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*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.

- All of our new K students are screened in the summer to determine their readiness level relating to numbers, letters, concepts of print
- All new K students and parents are invited to a Kindergarten Orientation to review the school's curriculum, instructional programs, and receive a tour of the school.
- Three "Kindergarten Round-ups" were held in May. Parents meet our Kdg. teachers and support staff, visit Kdg. classrooms, and have an opportunity to register their student for the new school year.
- Additionally, any student in an ESE program such as PLACE or Pepper are matriculated with our ESE specialist, ESE Resource Teacher and Kindergarten Team Leader.
- Regular meetings with our local pre-schools to convey our mission and expectations for K student

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The trend data indicates a that our reading proficiency scores declined in the 11-12 school year as result of the cut-score changes to FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (108/486) of students scored a level 3 in Reading on the 2012 FCAT.	27% (131/486) will score a level 3 in Reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack of understanding with new educational changes	Monthly family universities will occur targeting parental/home support for the Common Core Standards and its implementation.	Administration Team Leaders	Parent Surveys Reflection Sheets Measure Up Forms on Customer Service	Measure Up Forms on Customer Service Surveys
2	Lack of Background Knowledge for student population entering school.	Screen all incoming Kindergarten students through a literacy readiness screening instrument to effectively group students. Provide vocabulary rich experiences for all students through an effective 90-minute literacy block incorporating all six areas of reading instruction through the utilization of shared reading, read alouds, guided reading groups, and wide-area reading.	Administration Reading Coach Kindergarten Team Leader	Monthly data assessment points from Treasures which measures Vocabulary mastery along with comprehension assessment. Review of data in kid by kid grade level and individual chats by administration.	Treasures Reading Assessment Mini-BAT Assessments FLKRS, FAIR Data
3	Meeting all the needs of individual students	Teachers K-5 will differentiate instruction using research based strategies as determined by needs from assessment data results. All K-5 students will participate in a balanced reading program. Materials to be utilized in the reading instructional block include: Macmillian/McGraw-Hill Treasures, Wilson Reading Foundations, Fountas and Pinnelas Literacy Leveled	Administration & reading coach	Review of data benchmarks in leadership team as compared to school, team and individual teacher goals. Review of goals and actual results on monthly basis in grade-level and individual-classroom data kid by kid chats. Marzano Informal, Formal and Snapshot data.	Treasures Reading Assessment Rigby Running Record DIBELS ORF

4

		Intervention Program, novels and supplemental reading programs.			
	Teacher knowledge and application of the Common Core Standards and materials.	<p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p> <p>All teachers in grades K-5 will implement Treasures Reading Series with fidelity.</p> <p>All teachers will engage in learning communities to unwrap the Common Core Standards and ensure implementation with fidelity across the Grade Levels K-2. Teachers in grades 3-5 will continue to review both NGSSS and Common Core STANDARDS.</p> <p>Teachers will utilize Common Core Instructional Frameworks to assist in daily, weekly and monthly planning.</p> <p>Teachers facilitate close analytic reading using the Comprehension Instructional Sequence (CIS) and/or other close reading models aligned to the Common Core State Standards.</p> <p>At team meetings on a weekly basis, teachers will utilize the defining the core website for professional development webinars regarding the monthly literary instructional shifts.</p>	Administration Reading Coach Reading PLC facilitator	Monthly individual and team data conferences; Marzano Informal, Formal and Snapshot Data. Weekly Team Meeting Minutes	Monthly individual and grade assessments in Treasures Reading. FOCUS ASSESSMENTS
	Students not progressing to the proficiency target.	<p>Determine core instructional needs by reviewing the FCAT, BAT and DAR, Rigby Running Record Assessments for all Level 1 and 2 students. Plan differentiated instruction using evidence-based instruction/interventions within the 120-minute reading block. Students will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies.</p> <p>Tier 2: Plan supplemental</p>	Administration Reading Coach Team leaders	Daily, Weekly, and Monthly; Monthly data conferences. Marzano Informal, Formal and Snapshot Data.	Monthly individual and grade level assessments in Treasures Reading. BAT Data

5		<p>instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of data and will include explicit instruction, modeled instruction, guided practice and independent practice in the area of deficiencies. Students will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies.</p> <p>Tier 3 Determine Intensive Research-based interventions which require increase in intensity and frequency.</p> <p>Monitor all data points on a daily, weekly and monthly basis to determine growth.</p>			
6	Lack of vocabulary development	<p>The Elements of Reading Vocabulary Program will be utilized in all grade levels to guide instruction in vocabulary.</p> <p>Complex texts will be utilized to teach reading by integrating science, social studies and informational texts into the reading blocks utilizing Buzz About It, Read alouds and shared readings.</p>	Administration Reading Coach Literacy Leadership Team Leadership Team	Administration will have monthly data conferences. Marzano informal, formal and snapshot data.	Monthly individual and grade level assessments in Treasures Reading, BAT Data.
7	Increasing critical thinking skills through reading, writing, listening and speaking	Students will participate in literature circles, close reading activities, debates, oral presentations and peer collaborative learning groups in order to extend reading, writing and speaking in all areas.	Reading Coach Administration	Rubrics will be reviewed. Administration will have monthly data conferences. Marzano Informal, Formal and snapshot data.	Writing samples, oral presentations, literary reflections/responses to literature.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	Overall, trend data shows that the percentage of students scoring a level 4 or higher on FCAT has remained relatively the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (152/486) of students scored at or above a level 4 in Reading on the 2012 FCAT.	36% (175/486) of students will score at or above a level 4 in Reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of exposure to higher materials and thinking skills.	<p>Grouping students based on reading FCAT levels to ensure that advanced performing students are grouped together in a reading group.</p> <p>Teachers will utilize high order questioning techniques and strategies.</p> <p>Teachers will generate and create high level question stems utilizing Webb's Levels of Cognitive Complexity.</p> <p>Teachers will utilize Close Reading teaching with complex and rigorous texts to develop critical thinking strategies for analysis Teachers facilitate close analytic reading using the Comprehension Instructional Sequence (CIS) and/or other close reading models aligned to the Common Core State Standards.</p> <p>Utilization of higher order thinking skills and the 9 high yield strategies. Teachers will attend trainings on higher order thinking skills.</p>	<p>Reading Coach</p> <p>Principal</p>	<p>Monthly data grade level and individual class data chats to review the higher performing students progress on benchmark assessments.</p> <p>Marzano Informal, Formal and Snapshot Data.</p>	Treasures Reading Assessments, BAT Assessments
	Assumption that high performing students are proficient in all reading benchmarks.	On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with	Reading Coach Administration	Review of data during Monthly teacher data chats.	Treasures Reading Assessments BAT Assessments

2		<p>particular attention to the subgroup progress and item analysis for high performing students of missed questions and benchmark proficiency.</p> <p>Monthly assessments given in the Treasures Reading Assessment with a week review of remediation and/or advanced.</p> <p>Teachers will utilize high complexity texts.</p> <p>Teachers will utilize higher order questioning strategies and techniques.</p> <p>Teachers will incorporate literature circles and informational text reviews to advance student thinking skills beyond the basal.</p>			
3	Failing to have extensive wide-area reading.	Utilization of the Accelerated Reader Program along with the school-wide Accelerated Reader Incentive Program.	Reading Coach Media Specialist	Review of AR Reports	AR Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	The percentage of students demonstrating learning gains increased from 68% in 2011 to 70% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:

70% (233/332) of students demonstrated learning gains in reading on FCAT 2012.

73% (242/332) of students will demonstrate learning gains in reading on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of individual students	<p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p> <p>Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.</p> <p>Differentiated Instruction will be implemented in each K-5 classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through push-in as well as pullout services depending on needs.</p> <p>Teachers will implement Project Based Learning integrating technology using the Internet and multi-media applications.</p> <p>All students will participate in a balanced uninterrupted 120 minute reading instructional block including shared reading, guided reading, read alouds, and a focus on informational texts.</p> <p>Teachers will provide double-dosing daily for students struggling utilizing research-based programs detailed on the Struggling Reader's Chart such as Leveled Literacy Intervention, FAST Track, Great Leaps, Quick Reads.</p> <p>Small group instruction will occur daily using differentiated strategies and centers that are differentiated to meet the needs of all learners.</p> <p>Teachers will utilize the</p>	Administration Reading Coach	<p>Monthly Team and Individual Teacher data chats.</p> <p>Marzano Informal, Formal and Snapshot Data</p>	<p>Treasures Reading Benchmark Assessments, BAT 1 and 2 Data</p> <p>Rigby Running Records, FAIR Data, ORF Data</p>

		gradual release model for instruction which aims at a gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures such as FCAT Reading 2.0 and the forthcoming Partnership for Assessment of Readiness for College and Careers (PARCC).			
2	Lack of parental support in reading.	<p>All students will read each night for 30 minutes and record their reading on a reading log.</p> <p>Every Wednesday night each student will utilize their independent reading book and complete a benchmark assignment.</p> <p>All students will participate in the AR reading challenge</p> <p>The bookworm Kids Read Aloud Program (Informational Text Weekly Reader Program) will be utilized for grades K-2 on Friday evenings.</p> <p>The Weekend Current Event Program will be utilized for students in grades 4-5 to support school/home support.</p> <p>Reading Family Night training on how to effectively support your child's reading efforts along with implementation of the Common Core Standards.</p>	Administration	Review of Reading Logs and Accelerated Reader Quizes.	AR Reports Reading Logs
3	Effectively and accurately diagnosing reading difficulties.	All struggling students not demonstrating proficiency will be administered a Rigby Running Running on a quarterly basis. The results will be analyzed to guide instruction and develop instructional plans.	Administration Reading Coach	Monthly Team Data Chats Kid by Kid Data Reviews	Rigby Running Records FAIR and ORF Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	The percentage of students in the bottom quartile increased from 60% in 2011 to 68% in 2012.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (60 out of 88) of students in the lowest 25% demonstrated learning gains in Reading on FCAT 2012.	70% (62 out of 88) of students in the lowest 25% will demonstrate learning gains in Reading on FCAT 2013.

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
	Meeting the Needs of All students.	<p>At each grade level 2-5 classes will be formed to target our lowest quartile in which alternative research-based programs are utilized.</p> <p>Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.</p> <p>Differentiated Instruction will be implemented in each K-5 classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through push-in as well as pullout services depending on needs.</p> <p>Teachers will implement Project Based Learning integrating technology using the Internet and multi-media applications.</p> <p>All students will</p>	Administration	Monthly Data Reports reviewed and analyzed during team meetings to review benchmark goals and goal attainment pertaining to benchmark assessments.	Treasures Benchmark Assessments, Running Records, DAR

1		<p>participate in a balanced uninterrupted 120 minute reading instructional block including shared reading, guided reading, read alouds, and a focus on informational texts.</p> <p>Teachers will provide double-dosing daily for students struggling utilizing research-based programs detailed on the Struggling Reader's Chart such as Leveled Literacy Intervention, FAST Track, Great Leaps, Quick Reads.</p> <p>Small group instruction will occur daily using differentiated strategies and centers that are differentiated to meet the needs of all learners.</p> <p>Teachers will utilize the gradual release model for instruction which aims at a gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures such as FCAT Reading 2.0 and the forthcoming Partnership for Assessment of Readiness for College and Careers (PARCC).</p>			
2	<p>Time on Task and significant time for remediation.</p>	<p>PRIDE Camps will be held bi-weekly beginning in January for our struggling students to assist in their reading progress and preparation for state assessments.</p> <p>Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.</p> <p>All struggling students will utilize supplemental reading programs to increase student achievement. Programs such as Quick, Reads, Soar to Success, Gear Up, Fast Track, FCAT Coach.</p>	<p>Administration Reading Coach</p>	<p>Review of pre-test and post-test data scores to determine effectiveness of Pride Camps. Classroom walk-through visits and bi-quarterly kid by kid data chats.</p>	<p>Treasures Reading Assessment, Pre/Post Benchmark Pride Camp Tests</p>
	<p>Providing remediation and meeting the unique needs of learners in the lowest quartile.</p>	<p>Students who are below level in Reading will have an individual academic plan along with PMP and will receive additional small group instruction through research-based interventions/programs.</p>	<p>Administration Reading Coach Leadership Team</p>	<p>Monthly Data Chats Kid by Kid Data Individual Student goals</p>	<p>Treasures Reading Assessment, Rigby Running Records, ORF Scores, FAIR Data, BAT 1 and 2 Data</p>

3		<p>Students who are struggling will be referred to the Response to Intervention (RTI) team as needed for intervention strategies.</p> <p>Tier 2 Strategies to include: supplemental instructional programs and interventions. RTI Case manager will assist with the monitoring of progress and the development of effective reading interventions.</p> <p>Tier 3 Intensive Research-based interventions which require increased frequency and intensity.</p>			
4	Effectively and accurately diagnosing reading difficulties.	<p>All struggling students not demonstrating proficiency will be administered a Rigby Running Reading, DAR, FAIR Assessment on a quarterly basis. The results will be analyzed to guide instruction and develop instructional plans.</p> <p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p>	Reading Coach Administration	Monthly Data Chats Kid by Kid Data Marzano Informal, Formal and Snapshot Data	Rigby Running Records, FAIR Data, DAR
5	Difficulty understanding complex texts for our struggling readers.	Teachers will develop strategies to scaffold high complexity texts for struggling students through participation in twice a month PLC meetings, grade level meetings, Common Core webinars.	Administration Literacy Leadership Team Media Specialist Reading Coach	Review of PLC Minutes and agendas Review of monthly data chats	Treasures, Rigby Running Records, Focus 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 # In 2016-2017, the percentage of our students demonstrating non-proficiency will reduced by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	39	35	30	23	

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The gap between our African American and Hispanic student populations continues to widen from the proficiency rate of our White and Asian population.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following are the levels of our students not-demonstrating proficiency in Reading FCAT 2012: White 34% (47/140) Black 66% (109/166) Hispanic 44% (58/132) Asian 19% (6/32)	The following are the expected levels of performance for our students demonstrating proficiency on the 2013 FCAT Reading: White 75% (105/140) Black 50% (83/166) Hispanic 60% (79/132) Asian 85% (27/32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of all students and bridging the gap.	On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed. Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion. Students demonstrating significant deficiencies and failure to respond to interventions implemented in the classroom will be referred to the Collaborative Problem Solving Team. Mentoring Program for all level 1 and level 2 students to assist with goal identification, remediation skills and support.	Administration Team Leaders Reading Coach	Monthly kid by kid data charts and reports created	Treasures Reading Assessment, DAR, Rigby Running Records Mini-benchmark assessments
2	Accurately diagnosing reading difficulties.	All struggling students not meeting proficiency targets will be administered a Rigby Running Record on a quarterly basis. Running Records will then drive guided reading instruction. Professional development to review the administration of diagnostic and monitoring assessments as well as the evaluation of results for instruction.	Reading Coach	Monthly teacher data chats with grade levels and individual teachers.	Rigby Running Records DAR Results FAIR Data
	Students not reading widely.	Utilization of the Accelerated Reader Program and the	Reading Coach Media Specialist Administration	Bi-quarterly review of AR Reports	AR Reports

3		Incentive Plan for school-wide implementation, requiring students to read for 30 minutes each night.			
4	Difficulty understanding complex texts for our struggling readers.	Teachers will develop strategies to scaffold high complexity texts for struggling students through participation in twice a month PLC meetings, grade level meetings, Common Core webinars.	Administration Media Specialist Literacy Leadership Team Reading Coach	Review of PLC Minutes and agendas Review of monthly data chats	Treasures and Focus Reading Assessments, Rigby Running Records

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:	We will bridge the achievement gap for our ELL Students through reduction of the number of students non-proficient on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (24/30) of our ELL Students did not make satisfactory progress on the 2012 FCAT Reading.	40% (12/30) of our ELL Students will demonstrate proficiency on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack background knowledge, vocabulary and thus have a difficult time comprehending complex texts.	Teachers will scaffold high complexity texts. Teachers will utilize the Elements of the Reading Vocabulary Program to assist with vocabulary and language acquisition. Teachers will implement the Elements of Vocabulary in small group instruction. Additionally teachers will build content area vocabulary (Tier III) through word walls, journals and word work. Teachers will utilize the research-based 500 fry words and fry phrases created from the fry words in small group instruction, literacy centers and in learning partners.	Administration Reading Coach	Monthly Data Chats Marzano Informal, Formal and Snapshot Data.	BAT 1 and 2 Data, Florida Focus Assessments, Treasures Assessments, Rigby Running Records

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.	Data shows that our ESE Students are far below the
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Reading Goal #5D:	proficiency targets of students in other subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (57/64) demonstrated non-proficiency on the 2012 Reading FCAT.	40% (26/64) will demonstrate proficiency on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decoding and comprehending on-grade level texts when significantly deficient in all areas.	<p>Teachers will analyze data to determine decoding deficiencies and develop a plan for academic interventions to accelerate their students' growth through utilization of research-based triple dose small group opportunities.</p> <p>Teachers will plan for scaffolding support on rigorous and complex texts through close readings in both the general education classroom and ESE resource room.</p> <p>Administration and support staff will meet with all struggling ESE students to develop individual learning gains for improvement in Reading.</p>	Administration ESE Specialist Reading Coach Leadership Team ESE Resource Teacher	Monthly data chats Kid by Kid Data Reviews Individual Student goal setting reviews	BAT 1 and 2 Data; Rigby Running Records, ORF data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	There was a decrease in the percentage of students demonstrating proficiency for Economically Disadvantaged group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (180 out of 313) of economically disadvantaged students demonstrated non-proficiency on the 2012 Reading FCAT.	50% (157 out of 313) of economically disadvantaged students will demonstrate proficiency on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Meeting the Needs of All Students.	Differentiated Instruction will be implemented in each K-5 classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students	Administration	Monthly individual and team grade level teacher data chats.	Treasures Reading Assessment Rigby Running Record Scores DAR Scores

1		<p>will be serviced through push-in as well as pullout services depending on needs.</p> <p>Mentoring Program for all level 1 and level 2 students to generate student goals.</p> <p>Pride Camps for students in grades 3-5 to provide additional remediation of the benchmarks through utilization of support materials such as FCAT Coach, Options as well as utilization of CRISS Strategies.</p>			BAT Scores
2	Time on Task and significant time for remediation.	Utilization of research-based programs for those students not demonstrating proficiency. Programs to included: Gear Up, FAST Track, Soar to Success, Foundations, Great Leaps	Administration Reading Coach	Monthly individual and team grade level kid by kid Data Chats	<p>Treasures Reading Assessment</p> <p>Rigby Running Record Scores</p> <p>DAR Scores</p> <p>BAT Scores</p>
3	Students being given parental support to obtain proficiency.	<p>Bookworm Kids Read Aloud Program (weekly reader informational text) to be utilizing for grades K-2 and Current Event Programs for 3-5 aimed at increasing parental involvement in reading.</p> <p>Students will read each night for 30 minutes and record it on the reading log.</p> <p>Utilization of the Accelerated Reader program aimed at increasing wide-area reading.</p>	Administration Reading Coach Team Leaders Media Specialist	AR Reports, Reading logs, along with monthly assessments will be reviewed during grade level and individual teacher kid by kid meetings.	Treasures Reading Assessment, Reading Logs

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	PLC Facilitators Jeanne Kraus	School-wide	<p>Initial Session on 8/16/12</p> <p>Weekly Team Meeting Review with webinars from Instruction and Interventions Department utilizing Adobe Connect</p> <p>Twice a month PLC meetings on the Second and Fourth Mondays with text anchors of the following: Laura Candler's Power Reading Workshop: A Step-by-Step Guide by Laura Candler (Aug 1, 2011) and</p>	Marzano Formal, Informal and Snapshot Data; Monthly Data Chats, Kid by Kid Data, PLC Agendas and Minutes	Administration Reading Coach PLC Facilitators

				Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis (Jan 1, 2007)		
Utilizing Close Reading to Increase Analysis	All grades	Jeanne Kraus	School-wide	October 4th Faculty Meeting	Marzano Formal, Informal and Snapshot Data; Monthly Data Chats	Administration Reading Coach
Increasing Critical Thinking Skills	All grades	PLC Facilitators	School-wide	Twice a month professional learning community meetings with the following text anchors: Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners by Ron Ritchhart, Mark Church and Karin Morrison (May 3, 2011)	Marzano Formal, Informal and Snapshot Data, PLC minutes/agendas	Administration Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Balancing informational and literary resources.	Buzz About It Kits	Title One (11-12)	\$8,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improve wide-area reading	Accelerated Reader Program	General Funds	\$3,000.00
Improve wide-area reading through multi-media sources	Purchase of Kindle E-Readers	PTA Funds	\$8,000.00
Increase Student comprehension	Ticket to Read Program	General Funds	\$3,500.00
			Subtotal: \$14,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing Effective collaborative planning of Common Core Standards and NGSSS.	Quarterly Grade Level Retreats for Analysis of Data, Collaborative Team Planning and Staff Development	Title One Funds	\$2,000.00
PLC Common Core Implementation	Professional Materials for Implementing the Common Core	Inservice Funds	\$500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing Informational Text Reading with Parents	Weekly Reader Magazine Parent-Read Aloud Program	PTA Funds	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$30,000.00

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:		44% (17 out of 37) students will score proficient on the listening/speaking section of the 2012 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
41% (15 out of 37) of students scored proficient on the listening/speaking section of the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Student Vocabulary	Teachers will implement the Elements of Vocabulary in small group instruction. Additionally teachers will build content area vocabulary (Tier III) through word walls, journals and word work.	Reading Coach Team Leaders Literacy Leadership Team Principal	Monitor growth through running records along data chats.	Running Records BAT 1 and 2 Data CELLA Data 2013

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:		25% (9 out of 36) of students will score proficient on the Reading Section of the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
20% (7 out of 36) of students scored proficient on the Reading Section of the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency in sight word vocabulary.	Teachers will utilize the research-based 500 fry words and fry phrases created from the fry words in small group instruction, literacy centers and in learning partners.	Principal Reading Coach Literacy Leadership Team Team Leaders	Conduct quarterly sight word assessments and analyze data trends in data chats and leadership team meetings.	Sight Word Assessments.

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		20% (8 out of 37) of students will score proficient on the Writing Section of the 2013 CELLA.			
2012 Current Percent of Students Proficient in writing:					
17% (6 out of 37) of students scored proficient on the Writing Section of the 2012 CELLA.					

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student knowledge of the basic conventions and structure of written English language.	Teachers will differentiate instruction through planned oral language experiences, shared writing and peer collaboration.	Principal Reading Coach Literacy Leadership Team	Review and analyze writing samples on a monthly basis to determine progress and discuss at data chats.	Writing samples

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Overall, the % of students scoring at or above a level 3 on the Math FCAT has decreased from 2011 due to the changes in the cut-scores on FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% % (131/484) of grade 3-5 students scored a level 3 on the 2012 Math FCAT.	33% (160/484) of grade 3-5 will score a level on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack of understanding with new educational changes	Monthly family universities will occur targeting parental/home support for the Common Core Standards and its implementation.	Administration Team Leaders	Parent Surveys Reflection Sheets Measure Up Forms on Customer Service	Measure Up Forms on Customer Service Surveys
	Meeting the needs of all students.	<p>There will be a 90 minute block of math daily, including flex groups for instruction for struggling students.</p> <p>The 8-step method of Singapore Math will be implemented to assist students with solving higher-level problems.</p> <p>Destination Math will be used to support and enrich learning. There will be a school-wide implementation of Calendar Math daily.</p> <p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p> <p>Differentiated Instruction will be implemented in each classroom through small groups to meet the needs of children in all subgroups. ESE and ESOL students will be serviced through a push-in model.</p>	Administration Curriculum Specialist	Review of data monthly individual and team student by student data chats. Destination Math reports	Go Math Benchmark Assessments, BAT Scores, Calendar Math Assessments

2

Tier 1:
Determine core instructional needs by reviewing the Go Math Assessments, FCAT, Calendar Math, BAT . Plan differentiated instruction using evidence-based instruction/ interventions within the math block for all Level 1 and 2 students. Students will be referred to the Collaborative Problem

Solving Team (RtI) as needed for intervention strategies.

Destination Math Will be implemented with all students as a support and review tool.

Tier 2:
Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of BEEP Mini Assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction. Children will be referred to the Collaborative Problem Solving Team (RtI) as needed for intervention strategies.

Tier 3 Strategies included increasing the Frequency, Intensity of the small group instruction utilizing Go Math Intervention Programs.

3

Teacher's lack of knowledge regarding the Common Core Standards and the NGSSS.

Staff training on unwrapping the common core standards for K-2 and grades 3-5 with both the big ideas and supporting ideas (and common core standards. This will be followed up by Professional learning communities with focus of implementation of the common core standards through webinars offered by the Instruction and Interventions Department.

At team meetings on a weekly basis, teachers will utilize the defining the core website for

Administration Curriculum Specialist

Marzano Formal, Informal, and snapshot with feedback given to teachers with reflective questions; monthly data reports

Go Math Assessments, BAT Data

		professional development webinars regarding the monthly mathematical practices. Teachers will utilize Common Core Instructional Frameworks to assist in daily, weekly and monthly planning.			
4	Not keeping pace with instructional frameworks and calendars.	Quarterly grade-level retreats focusing on pacing and instructional frameworks for the common core standards.	Administration Curriculum Specialist	Marzano Formal, Informal and snapshot data. Monthly data chats	Instructional Frameworks, Go Math Assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	Overall, the % of students scoring level 4 & 5 on the 2012 FCAT decreased as a result of the cut-score changes on the 2012 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (139/484) of students scored a level 4 or 5 on the Math FCAT 2012.	33% (160/484) students will score a level 4 or 5 on the Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students being challenged and exposed to higher level and thinking materials.	Students scoring above grade level standards will be challenged utilizing Go Math Advanced materials through differentiated instruction. The Sunshine Math Program will be utilized to	Administration Curriculum Specialist	Go Math Assessment Sunshine Math Program Reports will be analyzed during monthly data conversations with individual and grade level teachers. Destination Math reports	Go Math Assessments, Sunshine Math Results, BAT Scores.

1		<p>increase student's experiences with higher-level thinking problem solving opportunities.</p> <p>The 8-step method of Singapore Math will be implemented to assist students with solving higher-level problems.</p> <p>Calendar Math Program will be utilized to stretch the student's thinking for mastery.</p> <p>Destination Math will be used to support and enrich learning.</p> <p>Teachers will utilize higher order questioning techniques which requires student's to defend their responses.</p>			
2	Meeting the needs of all students.	<p>Differentiated instruction to ensure advanced students are instructed at an appropriately advanced level.</p> <p>Classroom placement of advanced students in math groups aimed at meeting their needs.</p> <p>Careful review of benchmark assessment to ensure that there are no gaps for high level 3, 4 and 5 students to ensure learning gains are attained.</p>	Administration Curriculum Specialist	Review of data progression points during monthly student by student data conversations, Daily Classroom walkthrough data with feedback given to teachers with reflective questions; monthly data reports	Go Math Assessments, Calendar Math Assessments, BAT Data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	The % of students demonstrating math learning gains significantly increased from 2011 with 59% to 78% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (257/331) of student demonstrated learning gains in the 2012 mathematics FCAT.	80% (265/331) of students will demonstrate learning gains in the 2013 mathematics FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of all students.	<p>Pull-out groups by administration and support staff for students not meeting benchmark standards utilizing Go Math Intervention aimed at meeting their individual needs.</p> <p>Small, flexible groups utilizing differentiated instruction based on assessment data.</p> <p>Teachers K-5 will differentiate instruction using research based strategies as determined by needs from assessment data results.</p> <p>Utilization of Destination Math Technology Resource Program.</p>	Administration Curriculum Specialist	<p>Motlyly individual and team data student by student.</p> <p>Destination math reports</p>	Go math Assessments, BAT Data, Calendar Math Assessments
2	Providing additional opportunities for learning.	Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills.	Administration	Pre-test and post-test results will be reviewed for Pride Camp Monitoring.	Pride Camp Pre-tests and post-tests; Pride Camp Post Tests.
3	Assessing students in an authentic manner.	<p>Student work portfolios will reflect Math benchmark progress.</p> <p>Teachers will utilize Common Core Instructional Frameworks to assist in daily, weekly and monthly planning.</p> <p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p> <p>Team planning for teaching Big Ideas and supporting ideas</p>	Administration	Portfolios will be reviewed as student samples during learning community meetings, monthly data meetings and individual teacher conferences.	Student samples scored based on rubrics and benchmark activities

4	Student's monitoring their own individual progress.	Administration and support staff will meet with students in grades 3-5 for goal setting and progress discussion.	Administration and Support Staff	Student's individual mathematics scores will be reviewed.	Calendar Math Assessments, BAT Scores, Go math 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 mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	The percentage of the students in our lowest quartile increased from 58% in 2011 to 61% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (51/83) of students in the lowest quartile for mathematics demonstrated learning gains on the 2012 Math FCAT.	67% (56/83) of students in the lowest quartile for mathematics will demonstrate learning gains on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Struggling Students lacking basic math skills and conceptual understanding based on the NGSSS and CCS.	All students in the lowest quartile will receive a double dose of mathematics instruction and be taught using interventions based on their individual needs as determined by RTI. Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills Our struggling students Level 1 and level 2 will meet weekly with a staff	Administration Curriculum Specialist	Monthly data chats for individual and grade level teachers to review Go Math Assessments, Calendar Math Assessments. Destination Math Reports; Daily Classroom walkthrough data with feedback given to teachers with reflective questions; monthly data reports	Go Math Assessments, BAT, Calendar Math Assessments.

1		<p>mentor to develop goals, monitor progress and provide motivation.</p> <p>All teachers will vary grouping methods (small/flex groups) for differentiated mathematics instruction based on data reports and trends of individual student progress.</p> <p>All teachers will continue to develop knowledge and understanding of NGSSS(3-5) and CCS (K-2) through professional development, PLC's, and team planning.</p> <p>Implementation of the Destination Math program</p>			
2	Lack of automaticity for struggling students with basic math facts.	All students will work each evening on basic math facts and record such practice on the Math Facts Log. It will be expected that students will work for 15 minutes on basic math facts.	Administration Curriculum Specialist	Math Facts Log will be reviewed by teachers on a regular basis to determine effectiveness. Friday Math Fact Tests will be analyzed to determine progress.	Friday Math Facts Tests and Math Facts Logs.
3	Students not progressing to the proficiency target.	<p>Determining core instructional needs by reviewing the FCAT Scores and Go Math Grade Level prerequisite skills test.</p> <p>Students will be referred to the Response to Intervention (RTI) team as needed for intervention strategies.</p>	Administration Curriculum Specialist	Monthly data chats for individual and grade level teachers to review struggling student targets	Go Math Assessments, BAT 1 and 2 Data

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 #				
		In the 2016-2017 school year, we will reduce the achievement gap for our students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	38	32	26	22	

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.	There continues to be a large achievement gap amongst our Black, Hispanic populations with our White and Asian subgroups.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 FCAT non-proficiency results were as follows: White 27% (38/140)	The 2013 FCAT proficiency results will be as follows: White 75% (105/140) will demonstrate proficiency

Black 62% (103/166)
 Hispanic 46% (60/130)
 Asian 19% (6/32)

Black 50% (83/166) will demonstrate proficiency
 Hispanic 60% (78/130) will demonstrate proficiency
 Asian 85% (27/32) will demonstrate proficiency

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking basic math skills and concept understanding of NGSSS (3-5) and CCS (K-2).	<p>All students will be taught using interventions based on their individual needs as determined by RTI.</p> <p>Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills</p> <p>Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.</p> <p>All teachers will vary grouping methods (small/flex groups) for differentiated mathematics instruction based on data reports and trends of individual student progress.</p> <p>Regular use of Destination Math</p>	Administration Curriculum Specialist	<p>Monthly data chats for individual and grade level teachers to review Go Math Assessments, Calendar Math Assessments.</p> <p>Destination Math reports</p>	Go Math Assessments, BAT, Calendar Math Assessments.
2	Lack of automaticity for struggling students with basic math facts.	All students will work each evening on basic math facts and record such practice on the Math Facts Log. It will be expected that students will work for 15 minutes on basic math facts.	Administration Curriculum Specialist	Math Facts Log will be reviewed by teachers on a regular basis to determine effectiveness. Friday Math Fact Tests will be analyzed to determine progress.	Friday Math Facts Tests and Math Facts Logs.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The achievement gap between our ELL group and non-ELL Group is wide.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (21/30) of our ELL students did not demonstrate proficiency on the 2012 Math FCAT.	50% (15/30) of our ELL Students will demonstrate proficiency on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Comprehension of the text and word problems	Teachers will instruct students on Math	Administration Curriculum	Monthly Data Chats and Kid by Kid Data Reviews	FCAT, BAT 1 and 2 Go-math

1	affects mathematical progression.	<p>Vocabulary items and the 8 steps to problem solving strategies outlined in Singapore Math.</p> <p>Teachers will scaffold the complex text found in math problems to aid in comprehension.</p> <p>All students in the lowest quartile will receive a double dose of mathematics instruction and be taught using interventions based on their individual needs as determined by RtI.</p> <p>Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills</p> <p>Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.</p>	Specialist	Marzano Informal, Formal and Snapshot Data	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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The achievement gap between our SWD and non-SWD group is significant.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (54/64) of our SWD did not demonstrate proficiency on the 2012 Math FCAT.	50% (32/64) of our SWD will demonstrate proficiency on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of concrete understanding of concepts.	<p>Students will utilize math journals on a daily basis.</p> <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 as determined by needs from assessment data results.</p> <p>On a monthly basis, teachers, administration and support staff will meet to review</p>	Administration Curriculum Specialist ESE Specialist	<p>Marzano Informal, Formal and Snapshot Data</p> <p>Monthly Data Chats Individual Kid by Kid Data Reviews</p>	Go Math Assessments, FCAT, BAT 1 and 2

1	<p>benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p> <p>All students in the lowest quartile will receive a double dose of mathematics instruction and be taught using interventions based on their individual needs as determined by RTI.</p> <p>Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills</p> <p>Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.</p>		
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Overall the % of our Economically Disadvantaged students demonstrating proficiency decreased.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (176/311) of our Economically disadvantaged students did not demonstrate proficiency on the 2012 Math FCAT.	60% (188/311) of Economically Disadvantaged students will demonstrate proficiency on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lacking basic math skills and concept understanding of the NGSSS (3-5) and the CCS K-2.	<p>All students in the lowest quartile will receive a double dose of mathematics instruction a daily basis and be taught using interventions based on their individual needs as determined by RTI.</p> <p>Students in the lowest quartile will attend Pride Math Camps beginning in January to improve math skills.</p> <p>Our struggling students Level 1 and level 2 will meet weekly with a staff mentor to develop goals, monitor progress and provide motivation.</p>	Administration Curriculum Specialist	<p>Monthly data chats for individual and grade level teachers to review Go Math Assessments, Calendar Math Assessments.</p> <p>Destination math reports.</p> <p>Daily Classroom walkthrough data with feedback given to teachers with reflective questions; monthly data reports</p>	Go Math Assessments, BAT, Calendar Math Assessments.

1		<p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p> <p>All teachers will vary grouping methods (small/flex groups) for differentiated mathematics instruction based on data reports and trends of individual student progress.</p> <p>Implementation of Destination Math Program</p>			
2	Lack of automaticity for struggling students with basic math facts.	All students will work each evening on basic math facts and record such practice on the Math Facts Log. It will be expected that students will work for 15 minutes on basic math facts.	Administration Curriculum Specialist	Math Facts Log will be reviewed by teachers on an regular basis to determine effectiveness. Friday Math Fact Tests will be analyzed to determine progress.	Friday Math Facts Tests and Math Facts Logs.

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
Implementing the Common Core	All Grades	Math PLC Facilitators Curriculum Specialist Administration	All teachers	First staff development 8/16/12: Twice a month PLC meetings with text study anchors of the following: Common Core Mathematics in a PLC at Work: K - 2 by Matthew R. Larson, Francis (Skip) Fennell, Thomasenia Lott Adams and Juli K. Dixon (Apr 11, 2012) and Common Core Mathematics in a Plc at Work, Grades 3-5 by Timothy Kanold (Jun 30, 2012)	Marzano Formal, Informal and Snapshot Data	Administration
Understanding the Mathematical Practices	All Grades	Math PLC Facilitators Team Leaders Administration Curriculum Specialist	All Teachers	Weekly Team Meetings utilizing webinars developed by Instruction and Intervention Department on Math Practices	Marzano Formal, Informal and Snapshot Data	Administration
Singapore Math Practices Review Sessions	Targeted Teachers	Curriculum Specialists	Targeted Teachers	Monthly PM Trainings	Marzano Formal, Informal and Snapshot Data	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Replacement of Calendar Math Kits	Calendar Math Materials	General Budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing math fluency and problem solving ability	First in Math Technology Program	Accountability Funds	\$4,600.00
			Subtotal: \$4,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Collaborative Team Planning	Grade Level Retreats for planning of weekly, monthly and quarterly instructional frameworks implementing Common Core and NGSSS	Title One	\$2,000.00
Implementing the Common Core	PLC Books and Materials for Implementing Common Core	Inservice Funds	\$2,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$9,600.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Overall, our students increased the percentage of students scoring proficiency on the 2012 FCAT Science Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (51/170) of fifth grade students scored a level 3 on the 2012 Science FCAT .		36% (61/ 170) students will score at or above a level 3 on the 2013 Science FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lacking the foundation skills for mastery of science concepts.	All teachers will utilize the Five E Model for delivering Science Concepts. (Engagement, Exploration, Explanation, Evaluation and Extension). All teachers in grades	Administration Curriculum Coach	Monthly individual and team grade level data chats. Mini benchmarks scores Daily Classroom walkthrough data with feedback given to teachers with reflective questions;	Benchmark Assessments; Rubrics Science Journals and ScienceFair Projects. Teacher Created Assessments; Science Fusion assessments.

1		<p>1-5 will utilize science notebooks/journals in their classroom.</p> <p>All teachers will utilize the Browards Hands-On Science Kits to deliver hands-on instruction and student experiments.</p> <p>All teachers will implement the Science Fusion Program.</p> <p>All students will participate in bi-annual science-fair projects based on benchmark progression 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>		monthly data reports	
2	Teacher knowledge of new Science Standards, Big Ideas	Professional development unwrapping the science Big Ideas	Administration	Review of teacher follow-up action plans; Monthly individual and team grade level data chats. Mini benchmarks scores Daily Classroom walkthrough data with feedback given to teachers with reflective questions; monthly data reports	Benchmark Assessments; Rubrics Science Journals and ScienceFair Projects. Teacher Created Assessments; Science Fusion assessments.
3	Teacher knowledge of science program - Fusion	Weekly team meetings will include discussion on units and scientific concepts being presented.	Administration	Review of teacher follow-up action plans; Monthly individual and team grade level data chats. Mini benchmarks scores Daily Classroom walkthrough data with feedback given to teachers with reflective questions; monthly data reports; lesson study during monthly PLC meetings.	Benchmark Assessments; Rubrics Science Journals and ScienceFair Projects. Teacher Created Assessments; Science Fusion assessments.
	Meeting the instructional needs of all students.	Teachers will utilize higher order questioning techniques based on inquiry and requiring students to defend their hypothesis and	Administration	Monthly Data Chats Kid by Kid Data Reviews Marzano Informal, Formal and Snapshot Data	Benchmark Assessments, Science Journals, Science Fair Projects, Fusion Assessments

4	<p>arguments with claims and research.</p> <p>Teachers will utilize complex and rigorous scientific texts.</p> <p>On a monthly basis, teachers, administration and support staff will meet to review benchmark data and goal attainment with particular attention to the subgroup progress. Instructional plans and methods will be revised and developed.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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:	The percent of students scoring level 4 and 5 increased from 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (25/170) students scored at or above a level 4 on the 2012 Science FCAT.	20% (34/170) students will score at or above a level 4 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students engaged in the scientific process throughout the learning process.	All students will participate in collaborative (gr. 3-5) science fair projects based on scientific	Administration Curriculum Coach	Review of Science Fair Projects through rubrics by administration and leadership team.	Science Fair Rubrics

1		<p>inquiry.</p> <p>All students Gr. K-2 will participate in classroom science fair projects based on inquiry.</p> <p>All students Gr. k-5 will participate in an bi-annual Science Fair Project Showcase. Projects will be based on inquiry regarding utilization of the scientific method. Projects will be shared at an annual Family Science Fair Evening.</p> <p>Teachers will utilize higher order questioning techniques and strategies.</p> <p>All students will be engaged in complex scientific activities which requires extensions through reading, writing and speaking.</p> <p>All students will utilize science journals.</p>			
2	Teachers lack of science-based knowledge.	All teachers will utilize the district's science instructional focus calendar for benchmark implementation.	Administration Curriculum Coach	Review of follow-up actions by administration.	Benchmark Assessments; Rubrics Science Journals and ScienceFair Projects. Teacher Created Assessments; Science Fusion assessments.
3	Teachers lack of knowledge of the Science Fusion Series	Professional development provided by the district to grade level representatives will be shared with all teachers	Administration	CWT, lesson plans	Minibenchmark assessments, Fusion assessments, FCAT Science 2012

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
Effectively Implementing the Inquiry Model for Science Instruction through Science Journals and Notebooks	All Levels, Science	Curriculum Specialist Principal	All teachers	9/10/12	Review of Student notebooks and journals	Administration
Collaborative Team Planning	All Levels	Team Leader	All Teachers	Quarterly Grade-Level Retreats	Review of student notebooks and journals Monthly data chat reviews Marzano Formal, Informal and Snapshot Data	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Collaborative Team Planning of the Big Ideas	Grade level Retreats to Effectively Plan for Science	Title One Funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our data reflects a decline in the % of students scoring a level 3 in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (133/167) students scored a level 3 or higher in writing.	90% (150/167) 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	Students lack of experiences affect writing progression.	<p>1. All teachers in grades K-5 will utilize a cycle for writing instruction which incorporates brainstorming, modeling, conferencing and revising student writing samples through a writer's workshop.</p> <p>Students in grades K-5 will utilize writing frames for both narrative and expository samples.</p> <p>Fourth grade students will utilize the Margate Writing Notebook which includes curriculum and lessons developed by the Fourth Grade Team of Teachers.</p> <p>Third and Fourth Grade teachers will meet on a regular basis to score and analyze student writing samples and develop effective instructional strategies. Teachers will instruct utilizing literature in order to incorporate the Six-traits of writing.</p> <p>Support staff/administration will review selected writing</p>	Administration and Reading Coach	Monthly individual and team kid by kid data chats will review writing progress. Review of writing samples by teachers and administration utilizing FLDOE Rubric.	Writing Samples Administration/support staff grading prompts

		<p>samples and score according to the updated FLDOE rubric.</p> <p>Teachers will implement a writer's workshop in each classroom.</p> <p>Teachers will implement the Razzle Dazzle elements and Melissa Forney strategies to increase student's writing abilities.</p> <p>Teachers will utilize mentor texts to demonstrate how authors are role models as writers.</p>			
2	Lack of grammatically and mechanics knowledge	<p>All teachers will engage in daily fix-it activities derived from student writing samples aimed at improved grammar and mechanics.</p> <p>All teachers will incorporate mini-lessons concentrating on grammar and mechanics to improve writing fluency.</p>	Administration Reading Coach	Monthly Data Chats Review of writing samples by administration	Writing samples

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		N/A			
Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to incorporate Mini-Lessons on Grammar and Mechanics into the Writing Block	All grade levels	Curriculum Specialist Fourth Grade Team Leader	All teachers	October Faculty Meeting and October Early Release Day	Review of Writing Samples	Administration Curriculum Specialist
Razzle Dazzle Writing Strategies	All Grade Levels	Curriculum Specialist Fourth Grade Team Leader	All teachers	Saturday Session	Review of Writing Samples	Administration Curriculum Specialist
Implementing the Common Core Standards	All Grade Levels	Curriculum Specialist PLC Facilitator	All TEachers	Twice a month PLC Sessions with text anchors: Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne Dorfman Bennett-Armistead (Dec 1, 2003) and Reading & Writing Informational Text in the Primary Grades: Research-Based Practices by Nell K. Duke and V. Susan		

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
Collaborative Team Planning	Implementation of Razzle Dazzle Writing Program	Title One	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Enhancing students' writing abilities through implementation of the writing cycle	Fourth Grade Writing Notebooks	General Fund	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$3,000.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our current rate of attendance is 95.4 % with 22% of our population having excess absences which is too high and demonstrates a need for improvement.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.4% (855) is the current attendance rate.	98% (882) will be the current attendance rate for 12-13school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
4% (38) of students have excessive absences.	2% (20) or less of students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
22% (217) of students have excessive tardies.	19% (190) or less will have excess tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not understanding the importance of adhering to the attendance policy.	<p>Communication of district's attendance policy in Open House Meetings, Parent/Teacher Conferences, School newsletter, Panther Pawprints, and website.</p> <p>Utilization of the district's parent link system to inform parents of student absences.</p> <p>Individual meetings with parents of a pattern of non-attendance to review root causes and to develop strategies for improvement.</p> <p>Social worker involvement in students with excessive absences and tardies in group counseling opportunities.</p> <p>School-based incentive program aimed at improving tardies, Saved by the Bell Program.</p>	Administration	Review of daily, weekly and monthly attendance reports to determine effectiveness by leadership team.	Attendance Reports

(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
Attendance Review Steps and Strategies through Pinnacle	All Teachers	David Rothman, TLC/Fifth Grade Teacher	School Wide	08/16/12	Daily Pinnacle Reports	Administration IMT

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:	Overall, they were only a few students who were internally or externally suspended less than 1% of the total population.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year there were less than 1% (14) in-school suspensions.	During the 12-13 school year, there will be less than 1% (10)in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were a total of .8% (8) students receiving in-	During the 11-12 school year, there will be .5% (5) or

school suspensions.	less students suspended from school.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were .1% (11) students who received external suspensions during the 12-13 school year.	During the 12-13 school year, there will be .7% (7) students or less who receive external suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were .7% (7) students who received external suspensions during the 12-13 school year.	During the 12-13 school year, there will be .5% (5) students or less who receive external suspensions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not familiar with school-wide expectations.	<p>All students will be oriented to the school-wide expectations through implementation of Top Ten Ways to Show Panther Pride.</p> <p>Students who demonstrate Top Ten Ways to Show Panther Pride will be spotlighted on a daily basis on the morning announcements through the "Caught Show Panther Pride Coupons."</p> <p>Each month, one student per class will be recognized as student of the month based on the Character Traits.</p> <p>Each week, students of the week will be chosen based on spotlighting Panther Pride.</p> <p>All students will attend a Panther Pride Assembly during the fall and spring to orient and remind them of the school-wide procedures/expectations.</p> <p>All teachers will incorporate the Character Traits into the classroom lessons.</p>	Administration	Classroom walkthrough data will be reviewed along with student referral information on a monthly basis as part of the School Climate PLC.	Student referrals
	Students experiencing personal and out-of-school emotional concerns.	<p>All struggling students will be identified and assigned a mentor. Mentors will assist students with setting goals and resolving problems/concerns.</p> <p>Anti-bullying concern boxes will be setup in the school to allow students to report and seek assistance for any</p>	Administration CORE Behavior Team Guidance	Monitor discipline referrals and bullying concern forms will take place by the leadership team.	Student referrals quarterly

2	<p>concerns with fellow students.</p> <p>Students experiencing behavioral concerns will be referred to the CPST Team for identification of the problem, generation of interventions, and monitoring of the interventions. Based on the level of concern, Tier Interventions will be generated to allow for success for the student.</p> <p>Tier One interventions may include revision to the classroom discipline plan.</p> <p>Tier Two Interventions may include an individual behavior plan based on rewards, reinforcers and consequences.</p> <p>Review the school-wide discipline plan, staff development on interventions and behavior plans to use in the classroom</p> <p>Tier Three Interventions will include an FBA and PBIP Plan.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of Discipline Plan/Classroom Strategies	All Levels	Administration and Guidance	All Teachers	08/13/12 and Follow-up in individual data conferences	Marzano Formal, Informal and Snapshot Data; RTI data collection, Referrals	Administration
Positive Behavioral Strategies	All Levels	Administration	All teachers	08/13/12 and Subsequent Faculty Meetings	Marzano Formal, Informal and Snapshot Data	Administration

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
Ways to Implement rewards for increasing student enegagement	Purchasing of prizes for classroom/office Reward Treasures Box	Internal General Budget	\$1,000.00
Ways to Celebrate Success	Purchasing of reinforcers for Caught Showing Panther Pride Coupon Winners	Internal General Budget	\$500.00
Celebrating Excellence	Quarterly Honor Roll Breakfasts	PTA Budget	\$2,000.00
			Subtotal: \$3,500.00
			Grand Total: \$3,500.00

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>	Overall, our school enjoys a high parental involvement rate with high rates of parent participation in open houses, new school year celebration, and family university evenings. In addition, our PTA enjoys high rates of participation with over 330 members.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
On average 400 (40%) families consistently participated in school-wide events and activities.	For the 12-13 school year 500 families (55%) of families will consistently participate in school-wide events.

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
	Parents busy and unable to attend events due to work demands and/or failure to recognize the importance.	Schedule Family University Evenings aimed at assisting parents with hands-on helps for their children in the areas of Reading, Writing, Mathematics, and Science. Provide student incentives for parental attendance at evening events. All students in grades 1-5 will utilize daily agendas for the purpose of organizing	Administration	Review of sign-in sheets documenting the attendance rates of parents will be reviewed at both monthly leadership team meetings along with the monthly Parent Community Outreach PLC Meetings.	Family University Sign-In Sheets

1		<p>school work and increasing communication between home and school.</p> <p>All students will participate in the Bookworm Kids Read Aloud Parent Program and Current Events Program.</p> <p>Reading log will be a daily homework assignment requiring 20 minutes of reading each night along with 15 minutes of daily math facts practice.</p> <p>Morning Panther Pride Showcases will be planned in May to spotlight the benchmark success of our students.</p>			
2	<p>Parents are unaware of the evenings being offered for their participation in.</p>	<p>Utilization of the district's parent link system to call families to remind them of upcoming events.</p> <p>Creation of a school-wide electronic email database to push electronic reminders to parents regarding upcoming school-wide events.</p> <p>Publication of a monthly school newsletter, Panther Pawprints, highlighting upcoming events and school-wide initiatives.</p> <p>Maintaining an updated website aimed at delivering access to school-wide information, mission and upcoming events.</p> <p>Providing refreshments and/or babysitting for parent events.</p> <p>Students will write personal invitations inviting parents to school-wide events.</p>	Administration	<p>Review of strategies to elicit parental involvement will be reviewed at both monthly leadership team meetings.</p>	<p>Parent sign-in sheets.</p>
3	<p>Parents feeling unable to provide input to the school</p>	<p>Customer service program to measure the quality of programs and interactions with our parent community. After each parent/teacher conferences, office experience and family universities parents will complete a survey asking for their input</p>	Administration	<p>Measure Up Forms</p>	<p>Measure Up Forms</p>

		and level of satisfaction. Quarterly reviews of the survey results will be held with all staff members.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the Planner for community to parents	All grades	Team Leaders	All Classroom Teachers	08/13/12	Grade Levels Meetings	Administration Team Leaders

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
Improving Home to School Connection	Purchasing of Student Agendas for Grades 1-5	Title One Budget	\$3,000.00
Providing Refreshments for Family Universities to support home to school academic evenings	Purchasing references and materials/supplies for Family Universities	Title One Budget	\$800.00
			Subtotal: \$3,800.00
			Grand Total: \$3,800.00

End of Parent Involvement Goal(s)

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

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

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

1. STEM STEM Goal #1:		30% (51/170) scored a level 3 on the 2012 Science FCAT. Overall, 45% scored a level 3 or higher on the 2012 Science FCAT. In order to effectively master common core standards, students will need to utilize technology, inquiry and integration in the disciplines.			
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 working computers.	Creation of a research lab from laptop carts that are functioning well for the intermediate level.	TLC Principal	Research logs from students and electronic portfolios.	Electronic portfolios.
2	Teacher knowledge regarding instruction through inquiry.	Weekly inquiry science-based lessons aligned with the instructional framework. Quarterly creation of a science fair project from the inquiry experiments/lessons implemented on a weekly basis. Utilize project-based learning to enhance/enrich student learning.	Principal Curriculum Specialist	Science Fair Projects Rubric	Rubrics

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
Utilizing project-based learning for inquiry lessons and units.	All Grade Levels	Curriculum Specialist Media Specialist	All Teachers	Planning Day	Review of electronic portfolios and collaborative student projects.	Administration Team Leaders

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Balancing informational and literary resources.	Buzz About It Kits	Title One (11-12)	\$8,000.00
Mathematics	Replacement of Calendar Math Kits	Calendar Math Materials	General Budget	\$1,000.00
				Subtotal: \$9,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve wide-area reading	Accelerated Reader Program	General Funds	\$3,000.00
Reading	Improve wide-area reading through multi-media sources	Purchase of Kindle E-Readers	PTA Funds	\$8,000.00
Reading	Increase Student comprehension	Ticket to Read Program	General Funds	\$3,500.00
Mathematics	Increasing math fluency and problem solving ability	First in Math Technology Program	Accountability Funds	\$4,600.00
				Subtotal: \$19,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementing Effective collaborative planning of Common Core Standards and NGSSS.	Quarterly Grade Level Retreats for Analysis of Data, Collaborative Team Planning and Staff Development	Title One Funds	\$2,000.00
Reading	PLC Common Core Implementation	Professional Materials for Implementing the Common Core	Inservice Funds	\$500.00
Mathematics	Collaborative Team Planning	Grade Level Retreats for planning of weekly, monthly and quarterly instructional frameworks implementing Common Core and NGSSS	Title One	\$2,000.00
Mathematics	Implementing the Common Core	PLC Books and Materials for Implementing Common Core	Inservice Funds	\$2,000.00
Science	Collaborative Team Planning of the Big Ideas	Grade level Retreats to Effectively Plan for Science	Title One Funds	\$2,000.00
Writing	Collaborative Team Planning	Implementation of Razzle Dazzle Writing Program	Title One	\$2,000.00
				Subtotal: \$10,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increasing Informational Text Reading with Parents	Weekly Reader Magazine Parent-Read Aloud Program	PTA Funds	\$5,000.00
Writing	Enhancing students' writing abilities through implementation of the writing cycle	Fourth Grade Writing Notebooks	General Fund	\$1,000.00
Suspension	Ways to Implement rewards for increasing student enegagement	Purchasing of prizes for classroom/office Reward Treasures Box	Internal General Budget	\$1,000.00
Suspension	Ways to Celebrate Success	Purchasing of reinforces for Caught Showing Panther Pride Coupon Winners	Internal General Budget	\$500.00
Suspension	Celebrating Excellence	Quarterly Honor Roll Breakfasts	PTA Budget	\$2,000.00

Parent Involvement	Improving Home to School Connection	Purchasing of Student Agendas for Grades 1-5	Title One Budget	\$3,000.00
Parent Involvement	Providing Refreshments for Family Universities to support home to school academic evenings	Purchasing references and materials/supplies for Family Universities	Title One Budget	\$800.00
				Subtotal: \$13,300.00
				Grand Total: \$51,900.00

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 9/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
First in Math Program	\$4,000.00

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

The SAC represents all stakeholders (employees, parents, community members, partners). It also represents the cultural diversity of our school as well. The SAC is instrumental in developing the needs assessments that leads to the objectives on the school improvement plan. In addition, the SAC studies and reviews the SIP during the school year. Monthly meetings are dedicated to monitoring progress of the SIP and analyzing data regarding the SIP. The SAC helps to make budget decisions regarding accountability funds.

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 MARGATE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	74%	86%	42%	277	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%	59%			127	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?	60% (YES)	58% (YES)			118	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					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District MARGATE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	88%	46%	282	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	81%			145	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?	55% (YES)	87% (YES)			142	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					569	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested