

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: LLOYD ESTATES ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Shawn Allen

SAC Chair: Mrs. Cindy Tabio

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/29/2012

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)
					<p>2011-2012: Sunland Park Elementary school grade was a "F" 386 points on the FCAT 2.0. 21 % of the students in reading and 31% of the students in math tested at or above proficiency level. Reading reflected a decrease of 21% and math reflected an decrease of 21%.</p> <p>Grade 3 scored 16% (8/50)proficiency in reading and30% (15/50)proficiency in math, Grade 4 scored 18 % (7/38) proficiency in reading and 29% (11/38) proficiency in math; Grade 5 scored 25% (10/40)proficiency in reading, 25 (10/40) in math proficiency and 33% in science and 67% in writing. The Lowest 25% making learning gains in reading was 62% and the lowest 58% making learning gains in math was 68% .</p> <p>2010-2011: Sunland Park Elementary school grade was a "D" 418 points. 42 % of the students in</p>

Principal	Shawn Allen	<p>Master of Science (English)</p> <p>Bachelor of Arts (Mass Communication)</p> <p>Certifications: Educational Leadership</p>	4	<p>reading and 52% of the students in math tested at or above proficiency level. Reading reflected a decreased if 7% and math reflected an increase of 3%. Grade 3 scored 49% (-7) in reading and 60% (+9) in math, Grade 4 scored 30 %(-6) in reading and 46% (-28) in math; Grade 5 scored 31% (-1) in reading, 38 (+14) in math and 38% in science (+27). The Lowest 25% making learning gains in reading was 60% (-3) and the lowest 25% making learning gains in math was 53% (-10).</p> <p>2009-2010: This year, Sunland Park Elementary improved its rating to a "D" school grade. 48% of the students in reading and 49% in math tested at or above proficiency level, an improvement of 18 and 1 point respectively. Significant learning gains were made both in the general population as well as in the lower 25%.</p> <p>2008-2009: Sunland Park Elementary earned an "F" school grade for 2009. 32% of the 3rd, 4th, & 5th grade students tested in reading performed at or above grade level, a decrease of 3% from 2008. 43% of the 3rd, 4th, & 5th grade students tested in math performed at or above grade level, a 4% increase from 2008. 85% of the 4th grade students tested performed at proficiency, a 4% increase from 2008.</p>	
Assis Principal	Orinthia Dias	<p>Ed.S. Educational Leadership</p> <p>MS Education</p> <p>BA Education</p> <p>Middle Grades Science 5-9</p> <p>Educational Leadership K-12</p> <p>ESOL</p> <p>Certifications in: Middle Grades Science 5-9</p> <p>Educational Leadership K-12</p> <p>ESOL</p>	2	7	<p>Lloyd Estates Elementary: 2012: Grade "B" No AYP High Standards-44% Reading/57% Math Learning Gains-67% Reading/69% Math Lowest 25%-68% Reading/83% Math</p> <p>Lloyd Estates Elementary: 2011: Grade "A" No AYP High Standards-67% Reading/76% Math Learning Gains-61% Reading/66% Math</p> <p>Coral Springs Middle: 2010: Grade "A"/No AYP High Standards-78% Reading/76% Math Learning Gains-67% Reading/70% Math Lowest 25%-67% Reading/58% Math</p> <p>2009: Grade "A"/No AYP High Standards-78% Reading/78% Math Learning Gains-72% Reading/73% Math Lowest 25%-73% Reading/64% Math</p> <p>2008: Grade "A"/No AYP High Standards-75% Reading/78% Math Learning Gains-67% Reading/74% Math Lowest 25%-62% Reading/59% Math</p>

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 Coach	TBA	N/A			pending start date: 10/29/12

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	Administration will screen resumes.	Principal Assistant Principal	10/2012	
2	Instructional curriculum coach and administration will model lessons, mentor teachers with less than 3 years of experience, and provide classroom support to all teachers.	Principal Assistant Principal Reading Coach	6/2012	
3	Team Leaders provide academic support to grade level teachers.	Team Leaders	6/2012	
4	Teacher leaders and teacher who desire will be provided the opportunity to gain leadership experiences working on tasks and projects to increase student achievement.	Principal Assistant Principal	6/2012	
5	Teachers will be provided appropriate training for school and district based initiatives. I.e Daily Five, Marzano, Lesson Study, Tesxt Complexity, Mentor Text, etc.	Principal Assistant Principal Principal Reading Coach PLC Leaders: Marjorie Gomez Lynn Singleton Marva Charles	6/2012	
6	Professional Learning Communities- Staff Development will be conducted throughout the school year	Reading Coach PLC Leaders District Trainers when deemed necessary	6/12	

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 at this time	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
30	6.7%(2)	0.0%(0)	46.7%(14)	46.7%(14)	33.3%(10)	93.3%(28)	6.7%(2)	13.3%(4)	90.0%(27)

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
Cindy Tabio	Art- Muni PE- Sthair Spanish- Vilora Music- Young	New to Lloyd Estates	Orientation to the school, provide support to the specials' model, assist with obtaining supplies, and classroom set up. CHAMPS behavior support will also be provided.
			Orientation to the role of a Gr. 5 teacher,

Suzanne Assad	Alfreda Footman	New to teacher to the grade 5 level	introduction to Gr. 5 curriculum, materials, IFC's, test specifications, assist with planning and intervention strategies.
Winnefred Walters	Crystal Middleton	New Teacher	Teacher was provided an orientation to the school. Planning, Curriculum, CHAMPS behavior and grading support will be provided to teacher.
Pending new hire; 10/19/2012	Alicia Brown	New Teacher	Planning, Curriculum, CHAMPS behavior and grading support will be provided to teacher.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Funding will be used to purchase materials and textbooks to support student learning for extended learning.

The Title I initiative is explained to parents at our annual Open House and via the Parent-School Compact which is sent home to families on the first day of school.

Parent activities, workshops, and seminars will be planned to assist parents in helping their child improve his/her academic and social performance. Title I parent involvement funds will be allocated for these activities.

Parents are notified of meetings and events via Parent Link. Flyers are sent home in multiple languages. A Spanish Speaking clerk is available in our front office for immediate Spanish translation.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

There will be training for all teachers and administration to address academic achievement problems and concerns. Staff will be surveyed to determine training needs and desires.

Funds will be allocated to afford the opportunity for teachers and administrators to attend national or regional professional conferences. IE. reading, math, technology, STEM, etc.

Title III

- CAVS trained staff and implementation of materials; Spanish instruction, weekly
- Program for staff and students; Decree met for English, Spanish and Haitian-Creole requirements
- Teacher Assistants working with small groups of ESOL students at most grade levels.
- All ESOL students will be placed with a specialized team of 2 teachers, K-5

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

- *Pull-out and push-in models utilized to assist struggling students during the school day.
- *SAI funds provide additional learning opportunities beyond the school day.

Violence Prevention Programs

- *Anti-Bullying Policy reviewed with staff and students
- *Participation in Just Say No Program (Red Ribbon Week)
- *SBBC Discipline Matrix is reviewed with staff and students
- *Safe Team meetings are held with safety departments
- *Support staff is trained on Threat Assessment process
- *Staff is update and trained on our school's safety plan and district emergency codes

Nutrition Programs

- *Commit to be Fit: Grade 3
- *Reduced-fat and sugar SBBC meals
- *University of Florida Nutrition Program, K-2
- *Participation in National Lunch Week

Housing Programs

N/A

Head Start

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten.

An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

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

Adult Education

N/A

Career and Technical Education

- Career Day
- First Friday- Sudents dress in professional attire and guest speakers are scheduled the first Friday of each month to discuss career and college readiness.
- Participation in "Take Your Daughter/Son to Work" day.

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.

The RtI Leadership Team will include the following: ESE Specialist, Carolyn Reidy; Guidance Counselor, Cindy Tabio; Reading

Specialist, Luisa Hanfling; Principal, Shawn Allen; Assistant Principal, Orinthia Dias; Psychologist; Social Worker; Team Leader; Classroom teacher, and Parent(s).

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?

Meetings are scheduled two times per month to identify students struggling in reading, writing, math and/or behavior. At the first meeting, roles and responsibilities will be assigned to RtI Team Members. Interventions will be prescribed based on data, progress being noted by the teacher and student individual needs. Progress monitoring and follow-up meetings will be scheduled to develop small group interventions for struggling students.

Detailed Account:

Academic

The school based Leadership Team will function in the following manner for the academic needs of students based on the Struggling Readers Chart:

1. The RtI Leadership Team will review 2012 FAIR and FCAT data to determine the level and intensity of initial services required for each student. The three-tiered model for delivery of intervention services will be utilized.

The RtI Leadership Team will review the SIP goals and consider these goals when making recommendations regarding student learning plans. Also it will be represented at SAC committee meetings.

TIER 1 students will be provided the following, but are not limited to:

- a daily minimal 90-minute uninterrupted reading block
 - a scientifically research-based comprehensive core reading program that provides instruction for the six essential components of reading (phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension)
 - small group differentiated instruction that reinforces initial instruction and addresses the specific needs of students
- quarterly school-wide screening and progress monitoring

TIER 2 students will be provided the following, but are not limited to:

- a daily minimal 120-minute uninterrupted reading block
 - a scientifically research-based comprehensive core reading program that provides instruction for the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
 - small group differentiated instruction that reinforces initial instruction and addresses the specific needs of students
- quarterly school-wide screenings and monthly ongoing progress monitoring
- intensive intervention resources that will provide for systematic and explicit instruction in the six essential components of reading
 - ongoing progress monitoring, which could include core reading program assessments, timed readings, or observations

TIER 3 students will be provided the following, but are not limited to:

- a daily 150-minute reading block, with at least a 90-minute segment of uninterrupted time
- a scientifically research-based comprehensive core reading program that is different from the core reading program used the previous school year
- a scientifically research-based comprehensive core reading program that provides instruction for the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- small group differentiated instruction that reinforces initial instruction and addresses the specific needs of students
- immediate intensive intervention designed to meet the specific differentiated needs of students who exhibit reading deficiencies as determined by screening, progress monitoring, and diagnostic assessments;
- double and triple dose intensive intervention, in addition to the 90 minute instructional reading block that will provide for the specific needs of students
- intensive intervention resources that are different from, and in addition to, supplemental and core reading program materials
- intensive intervention resources that will provide for systematic and explicit instruction in the six essential components of reading
- ongoing progress monitoring, which could include core reading program assessments, timed readings, or observations

RtI Coordinator will assign case managers at the initial RtI meeting. The tier flow will be as follows:

Tier I- Teachers will consult with team leaders and colleagues to implement appropriate strategies when students are not responding to tier I instruction.

Tier II- Teachers will consult with curriculum coaches, behavior specialist, guidance counselor, ESE, and school psychologist. The process begins with the initial RtI meeting. After 4-6 weeks of data collection and interventions, if strategies are not effective, the case is moved to tier III.

Tier III- RtI team meets again to discuss the interventions. If interventions are not working then case is referred to CPST (Collaborative Problem Solving Team). Data will be graphed and stored electronically.

Reading data sources will include: Phonics Progress Monitoring Tool, Phonics Quick Check, weekly comprehension tests, OAR assessments, and fluency passages.

Math data sources will include: Go Math Assessments, Key Math Assessment, and Broward County Mini-Assessments.

Science data sources will include: Science Broward County Assessment Test 1 and Broward County Science Mini-Assessments.

Writing data sources will include: Writing Baseline Assessment and cold writing prompts.

Behavior

The school based Leadership Team will function in the following manner for the behavioral needs of students based on the Struggling Behavior Chart for Proactive and Positive Approach to Classroom Management:

1. The RTI Leadership Team will review behavioral data such as prior referrals, counseling services, behavioral interventions (contracts), Functional Behavioral Assessment (FBA's), and Positive Behavior Intervention Plans (PBIPs), to determine the level and intensity of initial services required for each student. The three-tiered model for delivery of intervention services will be utilized.

TIER 1 students will be provided the following, but are not limited to:

- a school-wide proactive discipline plan
- implementation of CHAMPs to reinforce school-wide expectations
- Individualized classroom management system
- Ongoing school-wide behavioral monitoring

TIER 2 students will be provided the following, but are not limited to:

- customized contracts for specific targeted behaviors
- specific strategies and interventions to be utilized throughout the school day
- ongoing school-wide behavioral monitoring through evidenced –based data, conferencing with parents and staff
- small group or individual intervention which may include but not limited to counseling sessions with Guidance Counselor

TIER 3 students will be provided the following, but are not limited to:

- intensive individual counseling services offered by school staff or contracted agencies
- specific strategies and interventions to be utilized throughout the school day
- functional Behavior Assessment and also Positive Behavior Plan
- reference to the Collaborative Problem Solving Team to pursue possible evaluation
- ongoing school-wide behavioral monitoring through evidenced –based data, conferencing with parents and staff

2 The Curriculum Coach, Reading Coaches, and other school-based personnel will administer the DAR assessment to students who scored below the 30th % on Stanford Diagnostic Reading Test, and to students who scored below level 3 on the FCAT. This diagnostic will serve to further identify students' specific deficiencies in the area of reading.

3 The Curriculum Coach and Reading Coaches will collaborate with teachers to implement research-based intervention instructional strategies and programs to address academic concerns for tier 2 and/or tier 3 students.

4. The Curriculum Coach, Math, Writing, and Science Coaches, and administration will review 2012 FCAT, BAT, mini assessments, and other district provided data of students who did not show proficiency. This review will serve to further identify students' specific benchmark deficiencies.

5. The Curriculum Coach, Math, Writing, and Science Coaches, and administration will collaborate with teachers during data chats to implement research-based intervention instructional strategies and programs to address academic concerns for tier 2 and/or tier 3 students.

6. The Behavior Specialist will collaborate with teachers to implement research-based intervention behavioral strategies and programs to address behavioral concerns for tier 2 and/or tier 3 students.

7. The Guidance Counselor, ESOL Coordinator, and Behavior Specialist, will keep the team abreast of existing barriers that may interfere in each student's ability to learn such as: identified disability, poor attendance, limited academic engagement, emotional or behavioral concerns, limited opportunities for developmental enrichment, and/or limited English proficiency.

8. The Assistant Principal and Behavior Specialist will monitor and report out on trends in students' behavior referrals on an ongoing basis.

9. The team will meet with teachers on a bi-weekly basis to evaluate evidence-based data to determine students' response to intervention.

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?

ESE Specialist will coordinate meetings and the grade level Team Leader will serve as case manager for a specific student as assigned. The RTI Leadership Team members monitor the action steps of the School Improvement Plan in a focus group. Additionally, Reading Coach will work extensively with the Principal, Assistant Principal, and various lead teachers to study and disaggregate summative data to determine trends in students' strengths and weaknesses. That information was later utilized to develop the expected improvements academic goals in the areas of reading, mathematics, writing, and science.

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.

The ESE Specialist will be maintaining the RtI portion of the school's database that identifies students and interventions, by tiers, that will assist in making academic/curriculum decisions for students, teachers and the school. Teachers regularly utilize Virtual Counselor and BEEP to retrieve data and correlate lessons to subject area concerns. By utilizing mini-assessments, BAT 1 & 2, FCAT preparation activities, end of book/chapter tests, Accelerated Reader and various reading assessment data, the RtI Team will continue to monitor student achievement and progress. Individual student data is maintained by the classroom teacher. Progress is monitored by grade level teachers in reading, 4th grade team leader in writing, 5th grade team leader in science, Assistant Principal in math and ESE Specialist monitors students with disabilities (SWD) progress as well as behavioral indicators.

Describe the plan to train staff on MTSS.

Professional development will be provided during pre-planning days and throughout the year. Our ESE Specialist will train the faculty on the RtI process on August 16, 2011. Updates and training will occur during monthly faculty meetings (1st Tuesday of each month). The Reading Specialist will identify the correlation between RtI and the new version of the Struggling Readers Chart.

Describe the plan to support MTSS.

RtI training and support will be provided as needed by the school psychologist, ESE specialist, district ESE personnel, social worker, reading coach and administration.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Shawn Allen
Asst. Principal: Orinthia Dias
Reading Coach: Lusia Hanfling
ESE Specialist: Carolyn Reidy
Media Clerk: TBA
Team Leaders: PK through Gr. 5: Cindy Tabio (PK), Catina Huntley (K), Darcy Cassell(1), Kim Gilliam(2), Winnifred Walters (3), Lori Weinhaus (4), Steve Gehalo (5).

All members of the LLT will analyze Lloyd Estates Elementary data and review best practices. Modeling of practices will take place during monthly faculty meetings. Team Leaders will attend monthly Curriculum Council meetings and share their knowledge with the faculty.

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

Meet monthly
Explore and research successful literacy initiatives from other schools/ settings
On-going monitoring and evaluation of literacy initiatives
Report and update SAC on current reading data

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

Monitor the data of Lloyd Estates Elementary and develop interventions to ensure success for our students: increasing the number of level 3+ students and realizing learning gains for our Level 1 and 2 students. Additionally, determining ways to increase the learning gains of our students who fall under the AYP subgroups Black and Hispanic. Analyze data to identify the effectiveness of instruction to meet the needs of students. Implement the comprehensive intervention reading program with fidelity. Train staff on interpretation of FAIR data and applying data to differentiate instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Place and HeadStart articulation meetings take place annually. New families are encouraged to participate in monthly school tours. Our yearly "Sneak-A-Peek" is held on the Friday prior to the opening of school. Parents and children visit classrooms to ease any fears they may have prior to the opening of school, meet their teachers, and tour the school facility. Our Kindergarten Round Up will be held January or February providing tours of Kindergarten classes following our Orientation Meeting. Parents and students are better prepared understand the components of the educational process. The public meeting will provide successful transitions tips for parents and students. The public meeting will cover the following topics: enrollment information, curriculum information, readiness skills, and establish an open line of communication between the school and home. Additionally topics will discuss a smooth transition for the whole child, socially, emotionally, academically, and physically.

*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.

NA

*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?

NA

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

NA

Postsecondary Transition

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](#)

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	FCAT data indicates that 26.1%(60) of our Level 3 students met proficiency on the 2012 Reading FCAT which is a decrease of 16% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.1 % (46) of our students in grades 3-5 scored Level 3 on the 2012 FCAT in Reading.	29% (58) of our students in grades 3-5 will score Level 3 on the 2013 FCAT in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack of background knowledge in vocabulary	1.1. Provide multiple opportunities to use vocabulary throughout the day, conduct two evening Literacy Nights for parents, incorporate word walls for Reading, Math, and Science, 90 minute literacy block daily, small group instruction and read alouds daily. Teacher will increase vocabulary focus by incorporating Vocabulary Building activities into their reading block on a weekly basis. Graphic organizers and word solving strategies will be incorporated.	1.1. Reading coach and administrators	1.1. Data chats-monthly with teachers Student meetings	1.1. BAT 1 & 2 2013 FCAT Reading Treasures reading assessments District mini assessments FAIR 3x annually Running records review
2	1.2. Students having difficulty transitioning between their native language and the English language	1.2. Common objects in classroom setting will be labeled to develop English vocabulary	1.2. Administrators Reading Coach	1.2. Data chats-monthly with teachers Student meetings	1.2. BAT 1 & 2 2013 FCAT Reading Treasures reading assessments District mini assessments
3	1.3 Students lack of comprehension and analysis	1.3 Common Core Standards will be implemented in grades K-2, and addressed in grades 3-5 in ELA and Math to increase rigor and relevance.	1.3 Administrators Reading Coach	1.3 Data chats-monthly with teachers Students meetings	1.3 District mini assessments Treasures reading assessment
	1.4 Students have limited experience reading	Reading Coach will provide training in incorporating reading	Reading Coach and Administration	Reading Coach and teacher(s) will develop a co-teaching lesson	Co-teaching feedback

4	nonfiction/ informational	strategies into the curriculum	Literacy Committee Members	per quarter. Classroom walkthroughs will be conducted weekly focusing on student interaction with environment
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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 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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	FCAT data indicates that 18.2%(32) of our Level 4 and 5 met proficiency on the 2012 Reading FCAT which is a decrease of 7% from the previous year. Our focus will be to meet the needs of our higher performing students through the implementation of our STEM Academy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18.2% (32) of the Gr. 3-5 students scored Achievement Level 4 or 5 on the 2012 Reading FCAT.	At least 21% (42) of the Grade 3-5 students will attain the Achievement Level of 4 or 5 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	2.1. Students maintaining, not improving, their higher level achievement scores	2.1. Differentiated instruction training will be offered to all teachers.	2.1. Administrators, Reading Coach, ESE Specialist	2.1. Data chats with teachers and students Monitoring data in data binders, assessments Classroom walk-through-weekly	2.1. BAT 1 & 2 Benchmark mini-assessments 2013 FCAT results
2	2.2. Challenging the higher achieving students with activities to develop problem-solving strategies	2.2. 1. STEM Academy - Project based learning 2. Differentiating instruction to provide academic challenges to high performing students	2.2. Administrators Reading Coach ESE Specialist Team leaders	2.2. Data chats with teachers and students Monitoring data in data binders, assessments Classroom walk-through Use of school-wide assessment database to monitor students' progress	2.2. BAT 1 & 2 Benchmark mini-assessments 2013 FCAT results Rubrics for Project based learning

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:	FCAT data indicates that 67.4% (82) of our Grades 3-5 students achieved learning gains on the 2012 Reading FCAT which is an increase of 6% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT data indicates that 67.4%(82) of our Grades 3-5 students achieved learning gains on the 2012 Reading FCAT.	70% (141) of our Grades 3-5 students will achieve learning gains 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	3.1. Differentiated instruction must be implemented in grades K-5	3.1. 1. Literacy centers will be utilized in all classrooms. FAIR Search Tool will be used for materials for literacy centers and for differentiated instruction. 2. Teachers will be trained on differentiating instruction and FAIR tool will be used to help Differentiated Centers. 3. Administrators will use classroom walk-throughs to ensure differentiated instruction is taking place. 4. Reading coach will model and/or work with individual teachers on strategies for	3.1. Administrators Reading coach Team leaders LLT	3.1. Classroom walk-throughs-weekly Modeling and guidance by reading coach. Participation in training Pinnacle assessment data	3.1. BAT 1 & 2 FAIR Benchmark mini-assessments 2013 FCAT results Treasures Assessments

		differentiating instruction. 5. Grade level teachers will continue the process of "unwrapping the standards" and share best practices with staff during faculty meetings. 6. Daily 5/CAFE strategies will be implemented			
2	3.2. Students/parents need to participate in reading outside of school.	3.2. 1. Students will be encouraged to read each evening for 20 minutes 2. All grade levels K-5 will participate in Accelerated Reader (AR), take assessments, and receive incentives for participation. 3. The AR Stars bulletin board will acknowledge achievement by students.	3.2. Administrators Reading Coach Team Leaders	3.2. Increased number of AR participants and books read. Scores on tests to determine if students are reading and comprehending Data chats between students and teachers Adjust level of books students are reading	3.2. Number of AR participants and books read as evidenced by the Accelerated Reader reports.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	FCAT data indicates that 68%(21) of our lowest 25% students made learning gains on the 2012 Reading FCAT which is an increase of 13% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (21) of students in the lowest quartile of Gr. 3-5 made learning gains on the 2012 Reading FCAT.	71% (23) of students in the lowest quartile of Gr. 3-5 will make gains as evidenced 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	4.1. Meeting the needs of individual students	4.1. 1. Double dose struggling readers with triple dose given to ESE, ELL and retained students. 2. Literacy centers will be utilized in all classrooms. 3. FAIR Search Tool will be used for materials for literacy centers and for differentiated instruction. 4. All grade levels K-5 will participate in Accelerated Reader 5. Training for teachers in differentiating instruction. 6. Bi-monthly modeling by the reading coach. 7. Direct instruction in small groups 8. Daily 5/CAFE implementation	4.1. Administrators Reading Coach ESE Specialist Team Leaders	4.1. Classroom walk-throughs-weekly Data chats-monthly between Administration and Teachers BASIS referrals to MTSS/RtI	4.1. BAT 1 & 2 FAIR Benchmark mini-assessments 2013 FCAT results Running records STAR reports AR reports FAIR reports Attendance records for FCAT camps and SES
2	4.2. Students lacking background knowledge and experiences struggle in reading.	4.2. 1. Give STAR assessment to identify reading level. 2. Incorporate United Streaming videos into instruction to build background knowledge. 3. Literacy Leadership Team (LLT) will meet to review student data and identify struggling students. 4. Double dose struggling readers with triple dose given to ESE students and retainees. 5. FCAT camps and before-school camps will provide additional support to struggling readers. 6. Frequent modeling by reading coach. 7. Bi-monthly RtI meetings to identify interventions for struggling readers who have already been identified in team meetings.	4.2. Administrators LLT Reading Coach ESE Specialist Team Leaders	4.2. Classroom walk-throughs-weekly Data chats-monthly between Administration and Teachers BASIS referrals to MTSS/RtI	4.2. BAT 1 & 2 FAIR Benchmark mini-assessments 2013 FCAT results Running records STAR reports AR reports FAIR reports Attendance records for FCAT camps

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 six years, the school will reduce the achievement gap by 50%. By Spring 2013, the percentage of students who are proficient in Reading will increase from 57% to 68%. Baseline data for 2010-2011 is 57%. In 2016-2017, the AMO				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	64	68	71	75	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Data indicates that 61.7% (58) of Black students did not demonstrate proficiency on the 2012 Reading FCAT which is a increase of 7% from the previous year. 55.7% (34) of Hispanic students did not demonstrate proficiency on the 2012 Reading FCAT which is a increase of 24% from the previous year.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>White 31.3% (5), Black 61.7% (58), Hispanic 55.7% (34), Asian 33.3% (1) and American Indian N/A did not make satisfactory progress on the 2012 Reading FCAT.</p>	<p>No more than 28% (21) White, 58% (69) Black, 52% (32) Hispanic, 30% (2) Asian and American Indian (N/A) will not make satisfactory progress on the 2013 Reading FCAT.</p>

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	<p>5B.1. Meeting the needs of individual students and AYP subgroups</p>	<p>5B.1. 1. Departmentalized instruction in grades, 3, 4, and 5. 2. Double dose small group instruction will be provided to lower functioning students. 3. Parent workshops for reading, writing, math, English. 4. Tier1: Evidence-based instruction. Tier 2: Intervention identified for students struggling with core instruction. Ongoing progress monitoring Tier 3: Intensive intervention and continued progress monitoring.</p>	<p>5B.1. Administrators, reading coach, ESE specialist</p>	<p>5B.1. Maintain database of assessment information Individual student records review Quarterly data chats FAIR 3 x annually Student meetings</p>	<p>5B.1. BAT 1 & 2 2013 FCAT Reading Treasures reading assessments District mini assessments</p>
2	<p>5B.2. Students are lacking basic vocabulary</p>	<p>5B.2. 1. Teachers will use FAIR Search Tool, personalized vocabulary journals, Elements of Reading-Vocabulary, and word walls to assist with vocabulary development 2. Teachers will use Treasures and Triumphs intervention materials to assist struggling readers. Review of CELLA reports 3. Teachers will use Daily 5 strategies to assist students with vocabulary expansion</p>	<p>5B.2 Administrators ESE Specialist Team Leaders</p>	<p>5B.2. IPT test for incoming ELL students Data chats to identify progress/losses LLT will monitor data MTSS/RtI will provide intervention strategies for the teacher</p>	<p>5B.2. BAT 1 & 2 IPT CELLA 2013 FCAT Running records FAIR reports Benchmark mini-assessments</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Data indicates that 84.9% (45) of English Language Learners did not make satisfactory progress in reading which is a increase of 38% (from the previous year.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

84.9% (45 out of 53) of the English Language Learners did not make satisfactory progress in Reading on the 2012 FCAT. 80% (50 out of 63)) of the English Language Learners will not meet proficiency 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	5C.1. Lack of literacy in the English language	5C.1 1.Certified Teacher assistant-Bilingual will provide push-in assistance to students who are acquiring English language. 2.Teachers will use Treasures and Triumphs intervention materials to assist ELL students. 3.iStation, CAVS materials, Radius In-Step Readers will be used along with centers to acclimate ELL students who are struggling with literacy. 4.Family Literacy nights will be conducted at least two times per year in addition to Parent workshops for reading, writing, math, English.	5C.1. Administrators ELL Committee Team Leaders Classroom teachers	5C.1. IPT test will be given to incoming ELL students to determine language level classification. Quarterly data chats and bi-monthly MTSS/RTI meetings will identify student progress or weakness. Certified Teacher assistant-Bilingual will provide small group push-in support for A1-B2 ELL students in grades k-5. Sign-in sheets from literacy nights	5C.1. IPT CELLA BAT 1 & 2 Benchmark mini-assessments FAIR reports Running Records 2013 FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Data indicates that 78.9% (30 out of 38) of the Students With Disabilities did not demonstrate proficiency on the 2012 Reading FCAT which is a 4% decrease from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78.9% (30 out of 38) of the students with disabilities did not make satisfactory progress in reading on the 2012 FCAT.	75.9% (29 out of 39) of the students with disabilities will not make satisfactory progress 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	5C.1. Sharing of data and information between classroom teacher and ESE teacher	5C.1. The ESE teacher will participate in data chats with teachers of students with disabilities. The ESE Specialist and VE teacher will train the faculty on effective reading strategies: visualizing, questioning, summarizing, activating prior knowledge. A third dose of reading instruction will be provided by the classroom teacher.	5C.1. Administrators Reading Coach ESE Specialist Classroom Teachers	5C.1. Administrator will meet with ESE teacher on monthly basis to review progress and analyze data. BAT 1 & 2 results will be reviewed along with mini-assessment and DAR data. Classroom walk-throughs	5C.1. BAT 1 & 2 results FAIR results Benchmark mini-assessments 2012 FCAT DAR

		Reading coach will model effective lesson plan development in classrooms. Data trends will be monitored closely by classroom and VE teacher.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Data indicates that 56% (93 out of 166) of the Economically Disadvantaged students did not make satisfactory progress on the 2012 Reading FCAT which is a 4% decrease from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (93 out of 166) of the economically disadvantaged Gr. 3-5 students did not make satisfactory progress in reading on the 2012 FCAT.	53% (101 out of 191) of the economically disadvantaged Gr. 3-5 students will not make satisfactory progress 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	5D.1. Lack of parental involvement	5D.1. 1. Family Literacy Nights to encourage parent participation in reading and using reading strategies with their child 2. McDonald's Principal's Challenge "Give Two" initiative for parental involvement will contribute to parents learning the importance of reading	5D.1. Administrators Reading Coach Team Leaders	5D.1. Review of Principal's Reading Challenge data "Give Two" sign-in sheets	5D.1. BAT 1 & 2 results Benchmark mini-assessments AR reports FAIR reports 2012 FCAT Sign-in sheets from literacy nights Ticket out the door survey from Literacy Night
2	5D.2. Many of the economically disadvantaged students do not have a firm foundation in reading.	5D.2. Struggling students will have a minimum of two doses of reading instruction daily. Differentiated lessons will be given to students K-5 to meet students' needs. Reading Coach will model effective reading strategies. FCAT camps, SES, Saturday school, before-school camps will be offered to economically disadvantaged students and other struggling students to provide foundational skills in reading.	5D.2. Administrators Reading Coach Team leaders	5D.2. Classroom walk-throughs-weekly LLT will review reading data and determine effectiveness of strategies being used. Data chats with teachers and students	5D.2. BAT 1 & 2 results Benchmark mini-assessments AR reports FAIR reports 2012 FCAT

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 and Daily 5 Cafe for Reading Strategies	Grades 4 & 5	Reading Coach	Grades 4 & 5	Monthly: 8/2012 - 5/2013	Journal, Portfolio, CWT Visitation, & Peer Observation	Administration Reading Coach
Primary Gr. Literacy	PreK – Gr. 3	Reading Coach	PreK – Grade 3 Teachers	Monthly: 8/2012 – 5/2013	Journal, Portfolio, CWT Visitation, & Peer Observation	Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Camps	Teacher salaries	School Budget/Accountability	\$5,350.00
Treasures Workbooks and Activity Materials	Student workbooks and materials	School budget	\$3,700.00
			Subtotal: \$9,050.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Substitutes for teachers to cover classes and summer staff development.	Title 1	\$1,200.00
Accelerated Reader training for establishing goals and analyzing data.	Substitutes to cover classes for teachers attending workshops	Title 1	\$600.00
Treasures and Triumphs training for teachers to establish strong reading skills to enable struggling readers to succeed.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$500.00
Reading Core Curriculum.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$1,000.00
			Subtotal: \$3,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Training	Supplies Flip charts, markers, laminating film, post-its, file folders	Title 1	\$100.00
Registration for reading workshops	Registration fees	Title 1	\$150.00
			Subtotal: \$250.00
			Grand Total: \$12,600.00

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:	In 2012-2013, 45% of our English Language Learner Students will be proficient on the Listening/Speaking portion of the CELLA assessment which is an increase of 3% over our 2011-2012 scores.
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2012 Current Percent of Students Proficient in listening/speaking:

42% of our ELL students were proficient according to the 2011-2012 CELLA Listening/Speaking assessment test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English proficient parents in the home.	1. Teachers will provide multiple opportunities to use vocabulary throughout the day 2. Teachers will use Treasures and Triumphs intervention materials to assist ELL students. Teacher assistants will provide push-in assistance to students who are acquiring English language. Starfall, CAVS, iStation, FAIR and In-Step readers will be utilized along with centers to acclimate ELL students who are struggling with literacy.	Teachers, Administrators, ELL committee, Team Leaders	IPT test will be given to incoming students to determine language level classifications. Teacher assistants will provide small-group push-in assistance to A1-B2 ELL students.	IPT, CELLA, BAT 1 & 2, FAIR reports, 2013 FCAT results.

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:	In 2012-2013, 29% of our English Language Learner Student population will be proficient in the Reading portion of the CELLA assessment, an increase of 3%.
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2012 Current Percent of Students Proficient in reading:

26% of our English Language Learner students made satisfactory progress on the CELLA Reading assessment according to our 2011-2012 CELLA Test scores.

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 English proficient parents in the home.	1. Teachers will provide multiple opportunities to use vocabulary throughout the day 2. Teachers will use Treasures and Triumphs intervention materials to assist ELL students. Teacher assistants will provide push-in assistance to students	Teachers, Administrators, ELL committee, Team Leaders	IPT test will be given to incoming students to determine language level classifications. Teacher assistants will provide small-group push-in assistance to A1-B2 ELL students.	IPT, CELLA, BAT 1 & 2, FAIR reports, 2013 FCAT results.

	who are acquiring English language. Starfall, CAVS, iStation, FAIR and In-Step readers will be utilized along with centers to acclimate ELL students who are struggling with literacy.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In 2012-2013, 21% of our English Language Learner Student population will be proficient in the Writing portion of the CELLA assessment, an increase of 3%.
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2012 Current Percent of Students Proficient in writing:

18% of our English Language Learner students made satisfactory progress on the CELLA Writing assessment according to our 2011-2012 CELLA Test scores.

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 English proficient parents in the home.	1. Teachers will provide multiple opportunities to use vocabulary throughout the day 2. Teachers will use Treasures and Triumphs intervention materials to assist ELL students. Teacher assistants will provide push-in assistance to students who are acquiring English language. Starfall, CAVS, iStation, FAIR and In-Step readers will be utilized along with centers to acclimate ELL students who are struggling with literacy.	Teachers, Administrators, ELL committee, Team Leaders	IPT test will be given to incoming students to determine language level classifications. Teacher assistants will provide small-group push-in assistance to A1-B2 ELL students.	IPT, CELLA, BAT 1 & 2, FAIR reports, 2013 FCAT results.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Camps	Teacher salaries	School Budget/Accountability	\$5,350.00
Treasures Workbooks and Activity Materials	Student workbooks and materials	School budget	\$3,700.00
Subtotal:			\$9,050.00
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
Differentiated Instruction	Substitutes for teachers to cover classes and summer staff development.	Title 1	\$1,200.00
Accelerated Reader training for establishing goals and analyzing data.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$600.00
Treasures and Triumphs training for teachers to establish strong reading skills to enable struggling readers to succeed.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$500.00
Reading Core Curriculum	Substitutes to cover classes for teachers attending workshops.	Title 1	\$1,000.00

Subtotal: \$3,300.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Teacher Training Supplies	Flip charts, markers, laminating film, post-its, file folders	Title 1	\$100.00
Workshop registration for Reading conferences	Registration fees	Title 1	\$150.00

Subtotal: \$250.00

Grand Total: \$12,600.00

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:	Our 2012 Math FCAT data indicates that our 31.8%(56) of the students made a Level 3 on the 2012 Math FCAT which is a decrease of 6% in comparison to the 2011 FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.8%(56) of our students in grades 3-5 scored Level 3 on the 2012 Math FCAT.	34% (68) of our Grades 3-5 students will score at or above grade 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	Inadequate comprehension of basic math skills and problem solving skills.	1.RtI meetings will take place on a bi-monthly basis to identify struggling students and interventions to initiate. 2. Go-Math Assessment to identify strengths and weaknesses 3. iStation, FCAT Explorer, Compass Odyssey will be utilized as a remediation tool. 4. Star math to identify students weaknesses and mastered concepts.	Administrators ESE Specialist Teacher	Train teachers on RtI process, Tier 2 & 3 intervention strategies and monitoring. K - 5 Data Chats,monthly Data Binders, monthly updates Monitor GO MATH assessment data to identify students' strengths and weaknesses Monitor the iStation, FCAT Explorer, Compass Odyssey, Star math, individual student reports and adjust the program to meet the needs of each students.	BAT 1 & 2 2013 Math FCAT results Ongoing progress monitoring Go-Math assessment Odyssey Math reports FCAT Explorer reports iStation reports
2	Lack of a Math Coach to provide much-needed student support emphasizing basic and problem-solving skills.	1.Teachers will analyze previous year's data and pinpoint math deficiencies. 2. RtI meetings will take place on a bi-monthly basis to identify struggling students and interventions to initiate. 4. Go-Math Assessment to identify students strengths and weaknesses. 5.Teachers will attend and implement strategies from professional development trainings and Common Core Curriculum standards workshop.	Administrators ESE Specialist Teacher	BAT 1 & 2 and benchmark mini-assessment results. Data Chats will identify students struggling in math and programs offered. RtI interventions will be implemented and monitored for effectiveness.	2013 FCAT BAT 1 & 2 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.	
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Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our 2012 Math FCAT data indicates that 25.6%(45) of the students made a Level 4 or 5 on the 2012 Math FCAT which is A 14% decrease from the 2011 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25.6% (45) of the Gr. 3-5 students scored level 4-5 on the Math 2012 FCAT.	42% (84) of the Gr. 3-5 students will score level 4-5 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
1	Lack of ability to apply high order thinking skills in the area of math and problem-solving skills.	1. Teachers will use high-yield strategies to enhance Math instruction. 2. Teachers will differentiate instruction to meet the needs of all students. 3. Math best practices will be shared at monthly faculty meetings and at bi-monthly PLC's. 4. Enrichment resources from Go Math! will be utilized.	Administrators ESE Specialist Teacher	1.Data Chats to identify student improvements in acquiring skills 2.Data Binders will be used to track student success	Math 2013 FCAT BAT 1 & 2 GO Math assessments Compass and FCAT Explorer Results Evidence of student work
2	Differentiated instruction to meet the needs of higher performing math students	1.Differentiated instruction, used in all classrooms, will provide a challenging curriculum for students 2.Calendar Math will provide additional math opportunities for Level 4 - 5 students	Administrators ESE Specialist Teacher	1.Data Chats to identify student improvements in acquiring higher order skills 2.Progress Monitoring through Data Chats and Data review.	BAT 1 & 2 2013 Math FCAT results Go Math assessments Compass and FCAT Explorer results Evidence of student work
3	Lack of English language proficiency	1. Math will be taught using manipulatives and focusing on concrete to abstract progression. 2. Students will work one on one with a ELL	Teacher ELL Coordinator	1.Data Chats to identify improvements or barriers to improvements. 2.Team Meeting discussions to discuss the ongoing progress of	Reading and Math assessments in the Core texts.

	support person on a weekly basis.	identified students. 3.Data Binders will be used to track student success.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our 2012 Math FCAT data indicates that 69%(84) of the students made learning gains on the 2012 Math FCAT which is an increase of 3% in comparison to the 2011 FCAT Math results.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Our 2012 Math FCAT data indicates that 69%(84) of the students made learning gains on the 2012 Math FCAT.	72% (144) of the Grade 3-5 students will make learning gains in math on the 2013 Math FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of all levels of Math students.	1. Small groups with teachers using differentiated math instruction 2. Data chats to identify student progress/weaknesses in math. Grouping identified during chats. 3. Students in the lowest quartile will attend after school Math Camps beginning in October to improve math skills. 4. Administrators and ESE Specialist will meet with students in grades 3-5 to	Administrators ESE Specialist	Data Chats to identify student progress in math. Progress Monitoring to provide ongoing support, as needed. Data Binders to maintain focus on student acquisition of skills.	BAT 1 & 2 data FCAT 2013 Math results Pre- and post-tests for Go Math SES participation

		review progress and set goals for the 2013 FCAT.			
2	Lack of basic math skills and problem-solving skills.	1. Teacher training, during pre-planning week, on Tier 1, 2 & 3 interventions when needed. 2. Calendar Math and Mountain Math will continue to be an integral part of math instruction and problem solving. 3. RtI meetings will take place on bi-monthly basis to identify struggling students and interventions to initiate.	Administrators ESE Specialist	Data Chats to identify student progress in math. Progress Monitoring to provide ongoing support, as needed. Data Binders to maintain focus on student acquisition of skills	BAT 1 & 2 data 2013 Math FCAT results Go Math assessment data Compass Math and FCAT Explorer

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our 2012 Math FCAT data indicates that 83%(29) of the lowest 25% demonstrated learning gains the 2012 Math FCAT which is an increase of 16% in comparison to the 2011 FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (20) of the lowest 25% made learning gains on the 2012 Math FCAT.	86% (173) of the lowest 25% will make 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
Lack of student progress after utilizing RtI Tier 1 interventions	1. Teachers will be trained in the MTSS/RtI process and interventions	ESE Specialist CPST Team Case Manager	Bi-quarterly data chats for individual and grade level teachers to review	BAT 1 & 2 results FCAT Math assessment data

1		<p>2. Monitoring intervention progress</p> <p>3. Move to Tier 2 or 3 if progress is not being realized</p> <p>4. Teachers will attend an ongoing PLC for better use of the RtI process</p>	MTSS/RtI Team Administrators	Go Math Assessments, Calendar Math Assessments MTSS/RtI data monitoring	MTSS/RtI monitoring data
2	Students lacking basic math skills.	<p>1. All math students in the lowest quartile will receive a double dose of math, daily.</p> <p>2. Departmentalized math instruction for students in Gr. 3-5.</p> <p>3. Students in the lowest quartile will attend Math Camps before school and after school beginning in October.</p> <p>4. Math Word Walls will be utilized to increase and encourage the use of math vocabulary.</p> <p>5. By using diagnostic math assessments (Key-Math, G-Made and GO-Math placement) students strengths and weaknesses will be identified.</p> <p>6. FCAT camps and before school camps will be offered to struggling math students utilizing Compass math.</p>	Administrators ESE Specialist	Bi-quarterly data chats for individual and grade level teachers to review Go Math Assessments, Calendar Math Assessments. Classroom Walk-throughs-weekly	Go Math Assessments, BAT, Calendar Math Assessments BAT 1 & 2 FCAT Math assessment results Compass and FCAT Explorer results

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%.	<p>Elementary School Mathematics Goal #</p> <p>In six years, the school will reduce the achievement gap by 50%. By Spring 2013, the percentage of students who are proficient in Mathematics will increase from 57% to 76%. Baseline data for 2010-2011 is 57%. In 2016-2017, the AMO</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	65	69	72	76	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>2012 Math FCAT data indicates that 50%(46) of the Black students, an increase of 19%, demonstrated proficiency on the assessment. 2012 Math FCAT data indicates that 41% (25) of the Hispanic students, an decrease of 4%, demonstrated proficiency on the assessment.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 6% (1)</p> <p>Black: 31% (30)</p> <p>Hispanic: 22% (13)</p> <p>Asian: 0%</p> <p>American Indian: NA</p>	<p>White: 3%</p> <p>Black: 28%</p> <p>Hispanic: 19%</p> <p>Asian: 0%</p> <p>American Indian: NA</p>
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Utilizing the Next Generation Math standards for grades 3-5 and the Common Core Standards for grades K-2.	1. Go Math Trainings, for all grade levels, during the pre-planning week of the 2012-2013 school year 2. Administrator will review implementation of Common Core math Standards 3. PLC's will be focused on Math vocabulary, Math Word Walls and introducing the Common Core Standards	Administrators ESE Specialist Team Leaders PLC facilitators Trained Go Math participants Teachers	Common Core Curriculum Standards alignments Teacher observations Formative Assessments	Walk-throughs Lesson Plan review Objectives Go Math Assessments BAT 1 & 2 Data 2013 Math FCAT End of the Year Reading and Math Primary Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	2012 FCAT data indicates that 56.6%(30) of the English Language Learners (ELL) students met proficiency on the Math FCAT which is an increase of 32% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT data indicates that 56.6%(30 out of 53) of the English Language Learners (ELL) students did not meet proficiency on the Math FCAT.	The percentage of ELL students not making satisfactory progress in mathematics will decrease from 56.6% to 53% (33 out of 63).

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 mathematics vocabulary	1. Teachers in K-5 will implement Content Area Vocabulary System (CAVS). 2. Math word walls to provide additional math vocabulary for the students 3. Radius Audio Learning System (RALS) will be utilized to aid in vocabulary acquisition. 4. Use of Go Math manipulative kits.	Administrators ESE Specialist ESOL Liaison	Lesson Plans and CWT (weekly) Data Chats (quarterly)	BAT 1 & 2 2013 Math FCAT GO-Math assessments
2	English Language Learners learning a new language in conjunction with grade-level academics.	1. Small group lessons to develop skills 2. Using the ESOL matrix to meet the needs of ELL students 3. Teacher assistants will provide small group and individual activities to accelerate vocabulary acquisition.	Administrators ESOL contact	CWT (weekly) Data Chats (quarterly) Data binder Progress monitoring	BAT 1 & 2 2013 Math FCAT results Go Math assessment 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	FCAT data indicates that 60.5%(23) of the students with disabilities (SWD) did not demonstrated proficiency on the 2012 Math FCAT which is an increase of 14% from the previous year.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
FCAT data indicates that 60.5% (23 out of 38) of the students with disabilities did not demonstrated proficiency.		SWD students not meeting proficiency will decrease by 3% from 60.5% to 57% (22 out of 39).			
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 do not have concrete understanding of concepts.	1. Identified SWD students will participate in the Moving with Math program 2. Teachers in grades K-5 will initiate "hands on" instruction, with manipulatives, to introduce new concepts 3. Math Word Walls to explain math concepts and usage of terminology 4. Implementing accommodations and collaboration between ESE and general education.	Administrators ESE Specialist VE Teacher	Lesson plan review (weekly) CPST (bi-monthly) Classroom Walk-through (weekly)	BAT 1 & 2 2011 Math FCAT Go Math placement and chapter tests Key Math diagnostic assessment
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		FCAT data indicates that 44%(73)of Economically Disadvantaged students did not demonstrate proficiency on the 2012 Math FCAT, which is a 17% increase from the previous year.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44%(73) of the Economically Disadvantaged students did not demonstrate proficiency on the 2012 Math FCAT.		The percentage of Economically Disadvantaged students not making satisfactory progress in Mathematics will decrease by 3% from 44% to 41% (78 out of 191).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	1. Math Nights for parents to provide Math strategies, tips, and activities to use at home with children. 2. Conferences with teachers to pinpoint strengths and/or weaknesses.	Administrators Guidance Counselor	Guidance Counselor Conference Forms Sign-in sheets at parent trainings Use of agenda to enhance communication between home and school	Sign-in sheets from Math Nights Progress monitoring
2					
3					

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math Assessments	Student math assessment to monitor progress	Instructional materials	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
STAR Math	Student math assessment	Accountability	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SBBC Math training workshops	Substitutes provided while teachers participate in ongoing SBBC professional development.	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The number scoring at achievement level 3 in Science will increase from 34.8% in 2012 to 37.8% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

34.8% (23) of the grade 5 students achieved a level 3 on the 2012 FCAT.

37.8% of grade 5 students will achieve 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
1	1.1. Enough time allotted by teachers to teach Science concepts.	1.1. 1. Current Grades 3-5 teachers will insuring Science is taught daily. 2. Teachers will follow the Science Instructional Calendar (BEEP). 3. Science Lab, with lab materials, established for students in Grades 3-5. Once per week. 4. Science Fusion hands-on kits being used with Science text. 5. Utilize the 5 E Model	1.1. Administrators	1.1. Classroom Walk-throughs-weekly Science Lab usage-Once per week	1.1. Strand assessment data Chapter Test BAT 1 and 2 Mini Assessments Student notebooks Authentic student work Lab summary report
2	1.2. Students lack of Science vocabulary	1.2. 1. Use of FCAT Explorer, Spigot Science Magazine (online) and supplemental materials to expose students to a variety of scientific terms and vocabulary 2. Science vocabulary Word Wall separated by the Bodies of Knowledge 3. Utilize BEEP lessons to enhance science vocabulary and understanding of terms	1.2. Administrators	1.2. Data Chats-monthly between Administration and Teachers Departmentalization meetings PLC's	1.2. Data Chats-monthly between Administration and Teachers Departmentalization meetings PLC's

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The number of students scoring at or above achievement Level 4 and 5 in Science will increased by 6.1% in 2012 to 10% on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.1% (4) students scored Level 4-5 on the 2012 Science FCAT.	10% (6) students will score Level 4-5 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
1	2.1. Students lack of prior knowledge of science	2.1. 1. Teachers will use science vocabulary on Word Walls 2. BEEP lessons will be used 1-5, K will use hands-on and Big Book lessons 3. Project-based learning 4. Students maintaining a Science notebook/portfolio	2.1. Administrators	2.1. CWT-weekly Data Chats-monthly between Administration and Teachers Data binder-review and update monthly Teacher and student Science conference PLC's	2.1. 2013 Science FCAT results BAT 1 and 2 BEEP mini-assessments-monthly Evidence of authentic student work Science portfolio
2	2.2. Lack of scientific experiences	2.2. 1. Science Labs for students in Gr. 3-5 and recording results using scientific terms 2. BEEP lessons will be used 1-5, K will use hands-on and Big Book lessons	2.2. Team Leaders Administrators	2.2. .Data Chats Data binder PLC's	2.2. 2013 Science FCAT results BEEP mini-assessments Evidence of Student work

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
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No Data Submitted

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fusion training for teachers	Substitutes for teachers to cover classes for those attending the workshops	Title 1	\$1,800.00
Workshop registration fee for Impact II Expo	Registration fee	Title 1	\$150.00
			Subtotal: \$1,950.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Rotary and City of Oakland Park Garden Support City of OP and Rotary Club,	Soil, plants and guest speakers; students plant and maintain a school garden; Gr. K and 3	no charge to the school	\$0.00
Countdown to FCAT Science; FCAT prep for struggling Tier 2 and 3 students	Software	Accountability	\$500.00
			Subtotal: \$500.00
			Grand Total: \$2,450.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring 3+ on the 2012 Writing FCAT was 78.2% (43) which is an decrease of 18% from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring 3+ on the 2012 Writing FCAT was 78.2% (43) which is an decrease of 18% from the previous year.	94% (55) of the Grade 4 students will score 4+ on the 2013 Writing 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	1.1. 6 Traits being taught in all grade levels, with fidelity.	1.1. 1. Provide teachers with 6 Traits training to insure knowledge of the writing process. 2. BEEP Instructional Focus calendar: Writer's Workshop being used by all grade levels.	1.1. Administrators Team Leaders	1.1. Team Leaders Monthly Writing Essays will be evaluated to determine the writing progress of students.	1.1. Portfolios of student work reviewed quarterly by Team Leaders and Administrators.
2	1.2. Students lack the ability to use appropriate grade level vocabulary in their writing.	1.2. 1. Writing Centers will be utilized to expose students to the genres of writing. 2. Interactive Word Walls will be established to provide support for the writing process. 3. Writing Camp, 1 time per week, beginning in Dec. 2012, to strengthen writing strategies (TBD by Budget). 4. Lang. Arts activities to introduce proper use of punctuation, similes, synonyms 5. Utilize 2012 FLDOE anchor papers to model good use of vocabulary. 6. Literature circles will be used to expose students to different genres of writing. 7. Use of journal writing, small group instruction and one-on-one instruction to enhance writing skills.	1.2. Administrators Reading Coach Team Leaders Teachers	1.2. Monthly Writing Essays scored by teacher/3 leveled papers are given to principal and the top scoring paper is posted Journals to include writing that deals with different genres, the writing process itself Essays that allow each student to revise and edit their work Essays that allow each student to use vivid verbs and elaborate including figurative language usage.	1.2. 1.Portfolio of student writing samples 2. Writing prompts exchanged and shared during PLC's to determine if 6 Traits of Writing rubric is being used with fidelity.

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

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

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train-the-Trainer modeling the writing process Experienced teacher models effective writing techniques and critiques lessons.	Substitutes to cover classes	Title 1	\$550.00
			Subtotal: \$550.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$550.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Based on the 2011-2012 attendance data, our tardies and absences are within the average range.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2011 attendance rate was 96%.	The attendance rate for 2012-2013 will improve to 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
A total of 125 students had excessive absences during the 2011-2012 school year.	90 students will have excessive absences in the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
56 students had excessive tardies in the 2011-2012 school year.	38 students will have excessive tardies in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences (habitual)	1. Parent notification 2. Conference with parent 3. Social Worker referral 4. SBBC Parent Link 5. Monitor BTIP data to ensure absences are less than last school year	IMT Classroom teacher Social Worker	Decrease of habitual absence rate	Attendance cards DWH reports BTIP
2	Tardies (habitual)	1. Parent notification 2. Conference with parent 3. Social Worker referral 4. Reminder cards given to parent at 2nd tardy.	IMT Classroom teacher Social Worker	Decrease of habitual tardies	Attendance cards DWH reports BTIP
3	Parent interest in education	1. Reminder notices in Principal's Message in monthly newsletter 2. Notes in agenda 3. PTO and SAC meeting agenda item	Administrators IMT Classroom Teacher PTO SAC	Sign-in sheets for meetings Signature in Agenda book	Attendance at meetings

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
Updates Workshop	All	IMT & Social Worker	Instructional Staff	Aug 20 and ongoing	Data Chats	Administrators
BTIP	All	IMT Assistant Principal	Instructional Staff	Aug 20 and ongoing	Data Chats	Administrators

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:	2011-2012 data indicates that there were 63 internal suspensions (40 students).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 63 in-school suspensions in 2011-2012.	The total number of in school suspension rate will decrease to less than 60 (less than 37 students) in 2012-2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in school was 8 in 2011-2012.	The expected number of students suspended in school for 2012-2013 will be 5 .
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

The number of out of school suspensions was 34 in 2011-2012.	The expected number of out of school suspensions for 2012-2013 will be 25 .
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students that were suspended out of school in 2011-2012 was 18.	The expected number of out of school suspensions for 2012-2013 will be 13 .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	1. Parenting workshops offered during conferences 2. Teachers use agenda books to enhance home-school communication 3. More frequent conferences with students and their parents 4. Grade 3 play, as a family event, to increase parental involvement	Administration Teacher Leaders Classroom teacher	Conference forms Agenda books Student conference goal sheets	Attendance at parent conferences
2	Loss of classroom instructional time	1. Teachers will use CHAMPS techniques with students 2. Rules/consequences clearly explained and posted in room 3. Consistent classroom management techniques used in classes	Administration Teacher Leaders Classroom teacher	Behavior charts CPST and RtI participation Interventions and monitoring Data chats CWT Observations	Discipline matrix data Successmaker data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	Teachers, Various	HRD	Teachers, various	To Be Determined	CWT Discipline database monitoring incentives Use of appropriate interventions CHAMPS rubric	Classroom teacher Administrators

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the current level of parent involvement by 10% in 2012 to 14% in 2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PIP.	See PIP.

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	Non-attendance due to availability or work hours	Adjust times, monthly, to accommodate a variety of families to attend our meetings.	Administrators SAC Chairs PTO Reading Coach	Survey parents to find the best time to attend meetings.	Sign-in sheets and attendance Survey response cards
2	Updating family information for Parent Link calls	Send home new information cards with report cards (quarterly)	Administrators Teachers IMT to update information when it is returned	Collect and update information in our school database	Sign-in sheets and increased attendance
3	Non-attendance due to child care responsibilities	Provide child care during our meetings for children ages 2-8.	Administrators Reading Coach SAC Chairs PTO Paraprofessional	Increased attendance, with children receiving planned child care	Sign-In sheets and attendance

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student agendas allowing for open communication between school and home	Agendas	Title 1	\$1,600.00
Flyer materials	Colored paper for flyers announcing upcoming meetings and newsletters for parent information	Title 1	\$50.00
			Subtotal: \$1,650.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
"What Your Child Should Know"	Information for parents, a resource for growth	N/A	\$0.00
Title 1 Parent Seminar Exposition	Seminar to introduce parents to the Title 1 program, parent skills and resources available to them	Title 1	\$105.00
"Give Two"	Parents will be encouraged to come to two meetings per year; give two hours to volunteer, or help with 2 fund-raising or parent activities: certificates will be given at a "Give Two" breakfast	School budget	\$50.00
Child Care for Parent Meetings	Paraprofessionals will supervise children under the age of 5.	Title 1	\$100.00
Refreshments	Provide refreshments for parents who attend meetings at school.	Title 1	\$200.00
			Subtotal: \$455.00
			Grand Total: \$2,105.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Stimulate the inquiry minds of students by implementing performance task that requires problem-solving skills in the areas of Science, Mathematics, Technology, and Engineering.			
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	STEM approach is new to teachers Lloyd Estates Elementary.	Teachers will read and discuss articles to gain a better understanding of STEM. Teachers will participate in project-based learning professional development (PD).	Administration STEM Academy Teachers	Reviewing lesson plans for evidence that STEM lessons are included in common planning. Administration and STEM Academy Teachers will monitor instructional delivery to ensure STEM initiatives are being implemented.	STEM quarterly projects, assessment data, and Science notebooks. Authentic student work and STEM portfolios.

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project-based learning	Engineering is Elements for elementary	Title 1	\$800.00
			Subtotal: \$800.00
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: \$800.00

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	FCAT Camps	Teacher salaries	School Budget/Accountability	\$5,350.00
Reading	Treasures Workbooks and Activity Materials	Student workbooks and materials	School budget	\$3,700.00
CELLA	FCAT Camps	Teacher salaries	School Budget/Accountability	\$5,350.00
CELLA	Treasures Workbooks and Activity Materials	Student workbooks and materials	School budget	\$3,700.00
Mathematics	Go Math Assessments	Student math assessment to monitor progress	Instructional materials	\$1,000.00
Science	Science Fusion training for teachers	Substitutes for teachers to cover classes for those attending the workshops	Title 1	\$1,800.00
Science	Workshop registration fee for Impact II Expo	Registration fee	Title 1	\$150.00
Parent Involvement	Student agendas allowing for open communication between school and home	Agendas	Title 1	\$1,600.00
Parent Involvement	Flyer materials	Colored paper for flyers announcing upcoming meetings and newsletters for parent information	Title 1	\$50.00
STEM	Project-based learning	Engineering is Elements for elementary	Title 1	\$800.00
				Subtotal: \$23,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	\$0.00
Mathematics	STAR Math	Student math assessment	Accountability	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Substitutes for teachers to cover classes and summer staff development.	Title 1	\$1,200.00
Reading	Accelerated Reader training for establishing goals and analyzing data.	Substitutes to cover classes for teachers attending workshops	Title 1	\$600.00
Reading	Treasures and Triumphs training for teachers to establish strong reading skills to enable struggling readers to succeed.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$500.00
Reading	Reading Core Curriculum.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$1,000.00
CELLA	Differentiated Instruction	Substitutes for teachers to cover classes and summer staff development.	Title 1	\$1,200.00
CELLA	Accelerated Reader training for establishing goals and analyzing data.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$600.00
	Treasures and			

CELLA	Triumphs training for teachers to establish strong reading skills to enable struggling readers to succeed.	Substitutes to cover classes for teachers attending workshops.	Title 1	\$500.00
CELLA	Reading Core Curriculum	Substitutes to cover classes for teachers attending workshops.	Title 1	\$1,000.00
Mathematics	SBBC Math training workshops	Substitutes provided while teachers participate in ongoing SBBC professional development.	Title 1	\$2,000.00
Writing	Train-the-Trainer modeling the writing process Experienced teacher models effective writing techniques and critiques lessons.	Substitutes to cover classes	Title 1	\$550.00
				Subtotal: \$9,150.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Training	Supplies Flip charts, markers, laminating film, post-its, file folders	Title 1	\$100.00
Reading	Registration for reading workshops	Registration fees	Title 1	\$150.00
CELLA	Teacher Training Supplies	Flip charts, markers, laminating film, post-its, file folders	Title 1	\$100.00
CELLA	Workshop registration for Reading conferences	Registration fees	Title 1	\$150.00
Mathematics	NA	NA	NA	\$0.00
Science	Rotary and City of Oakland Park Garden Support City of OP and Rotary Club,	Soil, plants and guest speakers; students plant and maintain a school garden; Gr. K and 3	no charge to the school	\$0.00
Science	Countdown to FCAT Science; FCAT prep for struggling Tier 2 and 3 students	Software	Accountability	\$500.00
Parent Involvement	"What Your Child Should Know"	Information for parents, a resource for growth	N/A	\$0.00
Parent Involvement	Title 1 Parent Seminar Exposition	Seminar to introduce parents to the Title 1 program, parent skills and resources available to them	Title 1	\$105.00
Parent Involvement	"Give Two"	Parents will be encouraged to come to two meetings per year; give two hours to volunteer, or help with 2 fund-raising or parent activities; certificates will be given at a "Give Two" breakfast	School budget	\$50.00
Parent Involvement	Child Care for Parent Meetings	Paraprofessionals will supervise children under the age of 5.	Title 1	\$100.00
Parent Involvement	Refreshments	Provide refreshments for parents who attend meetings at school.	Title 1	\$200.00
				Subtotal: \$1,455.00
				Grand Total: \$35,105.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

- Training on Common Core
- Training on Daily 5
- Understanding data
- Updates on district initiatives

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 LLOYD ESTATES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	77%	90%	51%	285	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	61%	66%			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?	55% (YES)	67% (YES)			122	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					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District LLOYD ESTATES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	76%	81%	28%	252	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	58%	67%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	77% (YES)			129	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested