FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GRIFFIN ELEMENTARY SCHOOL

District Name: Broward

Principal: Gail Silig

SAC Chair: Susan Ruder, Jacqueline DeFerrari

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Gail Silig	Elementary Education Masters In Reading & Education Leadership	2	8	Cooper City School Information: 2007-2008 619 points (A) 2008-2009 638 points (A) 2009-2010 624 points (A) 2010-2011 614 points (A) Griffin Elementary 2011-2012 562 points (A)
Assis Principal	Angie Moodliyar	Elementary Education MS Education Leadership	6	6	2008-2009 648 points (A) 2009-2010 646 points (A) 2010-2011 597 points (A) 2011-2012 562 points (A)

INSTRUCTIONAL COACHES

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

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Miladys Cepro-Perez	Bachelors in Elementary Education Masters in Technology integration and Curriculum Design ESOL Endorsed Gifted Endorsed Reading Endorsed National Board Certified Teacher National Wildlife Certification	1	1	Griffin Elementary 2008-2009 Reading 85 Math 91 Griffin Elementary 2009-2010 Reading 85 Math 89 2010-2011 Reading 86 Math 85 Coconut Palm Elementary 4th Grade Class: 2011-2012 Reading Math Writing Average: 4:0 89% Learning Gains in Reading according to STAR Report School Grade: A

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	NESS	Teena Novack	June 9, 2013	
2	Team Building	Administrators Team Leaders	ongoing	
3	Hire through teacher recommendation	Administration	as needed	
4	Induction	Teena Novack	June 9, 2013	
5	Document points for school based workshops/training / PLC	Miladys Cepro-perez	ongoing	
6	Reading coach, providing support in class as needed based on data	Miladys Cepro-Perez	ongoing	
7	Provide in-service workshops	Administration Support Staff		

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
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
40	5.0%(2)	12.5%(5)	40.0%(16)	42.5%(17)	45.0%(18)	100.0%(40)	12.5%(5)	20.0%(8)	97.5%(39)

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
Debbie Chmura	Ann Brackenbury	Paired teacher in new grade level with an experienced teacher in that grade level	Shadowing- PLC- One to one conferences
Christine Tarlow	Lauren Ruder	Paired teacher in new grade level with an experienced teacher in that grade level	Shadowing-PLC- one to one conferences
Teena Novack	Melissa Spitler	Paired teacher in new grade level with an experienced teacher	Shadowing-PLC- one to one conferences
Kimberly Pritchett	Stacey Ramirez	Paired teacher in new grade level with an experienced teacher	Shadowing-PLC- one to one conferences

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RTI Leadership Team

Gail Silig- Principal
Angie Moodliyar--Assistant Principal
Alison Rasgado- ESE Specialist
Teena Novack- School Guidance Counselor
Rosemary Eljaua- School Psychologist
Yolanda Thrower- Social Worker
Miladys Cepero-Perez- Reading Specialist
Vicky Pao- Speech Pathologist
Classroom Teachers
Each member of the team provides input in the implementation and monitoring of interventions based on their area of expertise. The team collaborates to ensure that the teachers receive the necessary support to ensure that students' needs are met.

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

The Multi-Tiered System of Support (MTSS) Team meets every other Wednesday to collaborate on the progress of students currently involved in the MTSS process, as well as new students in need of interventions. This process is facilitated by the guidance counselor. Case managers include: Guidance Counselor; Reading Resource Specialist; and ESE Specialist.
Teachers will confer with the team members throughout the school year to collect, review, and chart data based on the needs of student receiving interventions to monitor progress.
If significant progress is not shown, the team begins the ESE evaluation process to determine eligibility of services.

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

The MTSS Team participates in the creation of the school improvement plan in conjunction with SAC Team. The goal is to ensure the needs of all students are being met. The team reviews and analyzes data for students in their respective Tiers. Team members collaborate with teachers to incorporate appropriate interventions for identified needs.
The RTI process facilitates essential programming while focusing on increasing student achievement and determining school-wide level of needs.

Tier 1: Core Curriculum Instruction - foundation of instruction to support all students in the general curriculum.
Teacher matches student instructional needs with universal evidence-based instruction.
Tier 2 - Strategic Intervention Instruction - Core Curriculum Instruction based on supplemental and intervention resources. Designed to provide alignment with effective core instruction for students who need additional instructional support. Based on struggling reader/math charts. Teacher utilizes explicit, systematic, and differentiated instruction in small group setting.
Tier 3 - Intensive Intervention Instruction -Intensive Instruction is provided in addition to and in alignment with the core curriculum. The struggling reader/math/behavior charts provide assistance in matching most appropriate interventions. The MTSS Leadership Team in collaboration with the classroom teacher design, implement, and monitor the intensive instruction.

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.

Tier 1
Teachers confer with teams during weekly grade level meetings to review classroom data in the areas of reading, math, writing, science, and behavior. Data is used to make decisions regarding the need for more intensive instruction or behavior management strategies for all students. Teachers confer with the MTSS team and parents throughout the process.

MTSS team identifies the specific area of concern for the student
Interventions and instructions are recommended and implemented for 4-6 weeks
New, relevant data is gathered
Teacher confers with assigned case manager
Committee meets to discuss students' progress and effectiveness of the intervention and instruction
Decisions to continue, revise, or change intensity of intervention and instruction are determined

Examples of Data Sources and Progress Monitoring:
DAR, Rigby Running Records, FCAT, QBATS, FAIR, BAT, Inventory Assessment, FBA, PBIP, IEP, KEYS Math, classroom data, Student Work Samples, informal assessments, formal assessments, anecdotal records based on observations, teacher checklists, results from state-wide testing, portfolios, discipline referrals, Virtual Counselor, Data Warehouse Reports, Benchmark Assessments, DMS, teacher charting, graphs, STAR

Tier 1 Data: Core Curriculum data in all academic areas. Monitor with ongoing curriculum assessments, standardized assessments, and quarterly data chats.
Behavior- Classroom Behavior Plan Data, School-wide Behavior Plan Data

Tier 2: Strategic Intervention programs and additional instruction are implemented given individual student needs based on the struggling reader/math/behavior charts. Support from Case-Manager and MTSS team are implemented throughout the process.

Tier 3: Intensive Intervention programs and specific instruction are implemented at a more intense frequency and duration given student needs based on the struggling reader/math/behavior charts. Support from Case-Manager and MTSS team are implemented throughout the process.

Describe the plan to train staff on MTSS.

MTSS Facilitators will train the staff on the MTSS Leadership Team Model for the current school year.

The MTSS Leadership Team will assist in an interactive presentation on the Tier process, provide examples of interventions and various forms of data collection/charting. Teachers will be provided with sample of forms, Tier information, and resources available in the school.
Case-managers meet with teachers by grade level to review the needs of their students who are currently in the MTSS process on Tier 2 or 3. Various interventions, forms of data collection, and monitoring will be discussed.

Describe the plan to support MTSS.

The Leadership Team is available to offer support throughout the MTSS process. Case-managers are assigned to support teachers to identify and implement interventions, as well as monitor progress. Team leaders and PLCs are used as an ongoing resource.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Gail Silig - Principal
Angie Moodliyar - Assistant Principal
Miladys Cepero-Perez - Reading Coach
Teena Novack - Guidance Counselor - ESOL Contact
Alison Rasgado - ESE Specialist
Reading PLC/SIP Teams
Susan Hall
Melinda Barcelona
Melissa Zuckerman
Jacqueline DeFerrari
Germaine Goffney
Scott Feldman
Valerie Burd
Stacey Ramirez

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

Reading PLC/SIP/LLT Teams consists of a vertical team with representatives from each grade level including ESE and Specials.
Teams will meet monthly to share best practices and address current concerns.
The team utilizes the Educational Support Personnel, Support Staff, and Administration to facilitate intervention for struggling students.
The team promotes research based intervention programs and highly effective instructional strategies.
Reading PLC/SIP/LLT Teams share quarterly reports and data with SAC.

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

K-2 to utilize common core standards.
Initiatives:
Reading PLC/SIP/LLT Teams will meet monthly to share best practices and address current concerns.
Reading PLC/SIP/LLT Teams will implement instructional teaching strategies and reflect on effectiveness of outcomes.
Reading PLC/SIP/LLT Teams engage in school-wide planning in order to monitor school wide reading initiatives.
Reading PLC/SIP/LLT Teams will plan and implement a Family Reading Night.

The Reading PLC/SIP/LLT will incorporate Reading Book Club, School-Wide Literary Fair, Accelerated Reader, Reading Across Broward, Vocabulary Parade, Learn-a-thons, Media Center Website, and Scholastic Summer Reading Challenge into our school wide literacy programs.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By Spring 2013, the percentage of students scoring a level 3 in Reading will increase from 26% to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.2% (71 / 271)	29% (79/271)

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' understanding of complex vocabulary.	Implementation of Word Walls, higher-order questioning techniques utilizing Bloom's Taxonomy, Thinking Maps, Elements of Vocabulary	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Students' Level of Engagement	Utilize the 5 E's Learning Cycle Inquiry Approach Model for Lessons: Engagement Exploration Explanation Elaboration Evaluation	Team Leaders PLC/SIP Committees Administration	Data Chats Team Discussions PLC/SIP Meetings Observation Trends	iObservation Mini-Benchmarks Unit Assessments Hands-on Experiments BAT FCAT
3	Students' exposure to higher level text complexity	Integrate skills into various types of genres and Informational Text	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
5	Addressing specific individual student needs	Implement differentiated Instruction and Small Group Instruction to meet the needs of students	Team Leaders Reading Coach Administration	Team Discussions PLC/SIP/LLT Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
6	Utilizing higher order questioning techniques	Infuse Item Test Specification Question Stems, Utilize higher-order questioning techniques based on Bloom's Revised Taxonomy	Team Leaders Reading Coach Administration	Team Discussions PLC/SIP/LLT Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT

| 7 | Motivating Struggling and Reluctant Readers | Employ Motivational Reading Programs: Accelerated Reader Book it Reading Across Broward Sunshine State Young Readers Brain Pop School Reading Club | Teachers Reading Coach Media Specialist Administration | Review Reports Zone of Proximal Development Reading Logs | iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT AR 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:

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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 reading. Reading Goal #2a:	By Spring 2013, the percentage of students scoring a level 4 in Reading will increase from 61% to 64%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (141/231)	64% (147/231)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats	Observation Trends iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Providing enrichment activities to increase reading proficiency	Implementation of higher level instructional strategies Utilize Technological	Team Leaders Reading Coach Administration	Team Discussions PLC/SIP/LLT Committee Meetings Data Chats	iObservation STAR Reports Unit Assessments Mini-Benchmarks

#					
		Strategies to enhance learning		Observation Trends	BAT FCAT
3	Making Vocabulary Functional	Applying vocabulary in real world scenarios	Team Leaders Reading Coach Administration	Team Discussion PLC/SIP/LLT Committee Meetings Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Promoting Leadership Roles and Cooperative Learning	Novel Studies Literature Circles	Teachers Reading Coach Administration	Class Participation Team Discussion PLC/SIP/LLT Committee Meetings Data Chats Observation Trends	Rubrics Self Assessment iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By Spring 2013, the percentage of students making learning gains in Reading will increase from 67% to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (134/184)	76% (140/184)

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' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees	Team Discussions PLC/SIP/LLT Meetings Data Chats	

		Administration		
2	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats	
3	Implementation of Differentiated Instruction	Teachers will work collaboratively to provide both enrichment and tutorials to target specific skills.	Administration Team Leaders Reading Coach	Team Discussions PLC/SIP/LLT Committee Meetings Data Chats Skill Analysis	End of the Unit Reading Assessment iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Professional Development Opportunities	PLC/LLT/SIP Team will provide Instructional Strategy Workshops Teachers will attend District Trainings Teacher Resource Room will be utilized to provide resource materials	Reading Coach Administration	Team Discussions PLC/SIP/LLT Committee Meetings Data Chats	iObservation Snapshots STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
5	Infusion of informational text and higher-order questioning techniques into lessons	Analyze text features with informational text Implement Reading Response Logs Utilize Bloom's Revised Taxonomy for questioning techniques	Classroom Teacher Reading Coach Administration	Collaborative Discussions Data Chats PLC/SIP/LLT Meetings Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT 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 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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By Spring 2013, the percentage of students scoring in the lowest 25% making learning gains in Reading will increase from 65% to 68%

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	65% (30/46)	68% (31/46)

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 reading below grade level struggle with grade appropriate reading material	Intervention Programs will be utilized for low performing students	Administration Reading Coach Collaborative Problem Solving Team	Progress Monitoring utilizing skill specific program assessments	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Teachers in need of refresher workshops for Intervention Programs	Provide training for teachers to utilize prescribed intervention programs with low performing students	Reading Coach Administration Collaborative Problem Solving Team	Progress Monitor using skill specific program assessments	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
3	Extended Learning Opportunities	Identify students with reading deficiencies and provide instruction beyond school hours	Administration Reading Coach Teachers	Progress Monitor using skill specific program assessments	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Student behaviors deter academic progress	Implement a school-wide behavior plan that reinforces positive behavior Utilize individual behavior plans, if needed	Administration Guidance Counselor Collaborative Problem Solving Team	Discipline Management System Individual Behavior Reports	iObservation FAIR STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT

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 # 5A : Based on 2012 FCAT data, 77% of students in grades 3-5 were proficient in reading. The percentage of students meeting proficiency in reading will be increased by 2% each year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students in subgroups not making satisfactory progress in reading will show a 10% decrease on current level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 22% (33/150), Black 35% (5/14), Hispanic 23% (18/77), Asian 10% (1/10)	White increase 20% (30/150), Black increase 32% (4/14), Hispanic maintain 21% (16/77), Asian maintain 10% (1/10)

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 low performing students	Differentiated Instruction Small Group Instruction Leveled center activities Utilize support staff to assist with interventions	Administration Reading Coach Collaborative Problem Solving Team	Progress Monitor using skill specific program assessments	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Students reading below grade level struggle with grade appropriate reading material	Intervention programs will be utilized for low performing students	Administration Reading Coach Collaborative Problem Solving Team	Progress Monitor using skill specific program assessments	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
3	Family Academic Nights	Provide academic support and educational resources for parents	PLC/SIP Committees Administration	Parent Survey	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By Spring 2013, the percentage of SWD students not making satisfactory progress in Reading will decrease from 56% to 51%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.6% (35/63)	51% (32/63)

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
	Easing Test Anxiety	Simulate test conditions	Administration	Collaborative Discussions	iObservation

		periodically throughout the year.	Guidance Counselor ESE Specialist	between ESE and Gen Ed Teachers Progress Monitoring	STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
1					
2	Students reading below grade level struggle with grade appropriate reading material	Students will be matched with evidence based instructional programs	ESE specialists ESE Teachers	Progress Monitoring Collaborative team Discussions	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
3	Missing core curriculum instruction during pull-out sessions	Push-in where possible by VE teacher.Pull-outs will be scheduled with the least disruption to core curriculum	ESE Specialist Admin		

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By Spring 2013, the percentage of Economically Disadvantaged students not making making progress will decrease from 37% to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.3%(22/59)	33% (19/59)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Individualized Instruction</td><td>Meet needs of individual learners through differentiated instruction and leveled learning centers</td><td>Administration Support Staff</td><td>Progress Monitoring Collaborative Discussions</td><td>iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT</td></tr>
<tr><td>2</td><td>Family Academic Nights</td><td>Provide academic support and educational resources for parents</td><td>PLC/SIP Committees Administration</td><td>Parents to take a survey to evaluate the effectiveness of the Academic Nights</td><td>Survey</td></tr>
<tr><td>3</td><td>Access to Technology</td><td>Implement before school Computer Camp to reinforce skills through web based resources</td><td>Administration Support Staff</td><td>Reports based on student progress</td><td>Computer Generated Reports</td></tr>
</table>

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
Accelerated Reader	K-5	Reading Coach	KG-5	8/27	AR Reports	Reading Coach Administration

FAIR	K-5	Reading Coach	School-wide	9/4/2012 ongoing	Reports	Reading Coach Administration
Progress Monitoring Reports	K-5	Reading Coach	School-wide	9/4/2012	PMR Reports	Administration
Fluency	K-5	Reading Coach	School-wide	ongoing	Reports	Administration
Thinking Maps	Pre-K-5	Principal	School-wide	ongoing	Lesson Plans Student work samples	Administration
Marzano Art and Science of Teaching Framwork Domains 1-4	Pre-K - 5	Administration	School-wide	Pre-Planning Week Ongoing	Lesson Plans Classroom Observations	Administration
STAR	K-5	Reading Coach Renaissance Representative	KG-5	8/27/2012	STAR Reports	Administration
Common Core Standards	K-2	Reading Coach	Reading PLC KG-5	Ongoing	Lesson Plans Student Work Samples	Administration
Enrichment Strategies	K-5	Reading Coach	School-wide	Monthly PLCs	Student Work Samples Computer Reports Classroom Observations	Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To improve fluency	Quick Reads	General Budget	$0.00
To improve comprehension with struggling readers	Read, Reason, Write	General Budget	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To improve reading comprehension	Accelerated Reader	PTA	$0.00
To assess students reading level	STAR	PTA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To assist teachers to use the program with fidelity	Accelerated Reader Webinars (6 hours)	PTA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunity to improve reading deficiencies in level 1 & 2 Students (FCAT CAMP)	Salary, Materials & Supplies	Accountability	$1,357.50
			Subtotal: $1,357.50
			Grand Total: $1,357.50

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, ELL students will increase from 74% to 77% proficiency in listening/speaking as determined by the 2013 CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

74% 17/23

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	Exposure to the Oral and Written English Language	Daily instruction will repeatedly expose students to conversational and visual use of vocabulary	ESOL Coordinator Administration	Work samples Evaluation of IPT-1 assessment	classroom assessments IPT-1 i Observations

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, ELL students will increase from 39% to 42% in proficiency in reading.

2012 Current Percent of Students Proficient in reading:

39% 9/23

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and prior knowledge necessary to comprehend grade level text.	Teachers will provide small group instruction,utilize ESOL strategies, & thinking maps	Classroom Teacher	Progress monitoring Analyze data and adjust instruction as needed	Weekly Classroom Assessments Mini BAT BAT

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013 ELL students will increase CELLA Writing scores by 3%

2012 Current Percent of Students Proficient in writing:

60& 14/23

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the basic vocabulary to articulate their thought in writing	Teachers will provide students with effective ESOL strategies including visual representations to improve writing skills.	Classroom Teacher	Analyze writing prompts.	Writing samples

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By Spring 2013 the percentage of students scoring at level 3 in Math will increase 28% to 31%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.6% (74/268)	31% (83/268)

	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' understanding of complex vocabulary.	Implementation of Word Walls, higher-order questioning techniques utilizing Bloom's Taxonomy, Thinking Maps, Elements of Vocabulary	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Students' Level of Engagement	Utilize the 5 E's Learning Cycle Inquiry Approach Model for Lessons: Engagement Exploration Explanation Elaboration Evaluation	Team Leaders PLC/SIP Committees Administration	Data Chats Team Discussions PLC/SIP Meetings Observation Trends	iObservation Mini-Benchmarks Unit Assessments Hands-on Experiments BAT FCAT
3	Students' exposure to higher level text complexity	Integrate skills into various types of genres and Informational Text	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
5	Instruction needs to be differentiated to meet individual student needs	Small Group Instruction Hands-on Activities Leveled Centers FCAT Explorer Think Central Soar to Success Brain Pop	Teachers Administration Support Staff	Team Discussions PLC/SIP Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
6	Standards driven instruction needs to be implemented	A crosswalk of the NGSSS/CCSS will be embedded into daily instruction	Teachers Administration Support Staff	Team Discussions PLC/SIP Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
	Students' taking ownership of their	Students will analyze their own data, set	Teachers	Data Binder Individual	iObservations STAR Reports

7	learning	goals, and monitor their progress		Student/Teacher conferences	Unit Assessments Mini-Benchmarks BAT 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 group:

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By Spring 2013 the percentage of students scoring at level 4 in Math will increase from 49% to 52%
2012 Current Level of Performance:	2013 Expected Level of Performance:
48.5% (130/268)	52% (139/268)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats	Observation Trends iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Extra Assistance needed in maintaining the MATH SUPERSTARS enrichment program	Parent volunteers will assist in the implementation and maintenance of program. Parent volunteers will collaborate with teachers determining incentives for completion. Teachers will reinforce Math concepts.	Administration	Incentive Charts to track progress	iObservation Mini-Benchmarks Unit Assessments BAT FCAT

3	Utilizing Math Enrichment Activities to strengthen Problem Solving Skills	Project-based Learning After School Math Enrichment Club Participate in BCCTM Competition School-wide Math Day FCAT Explorer Think Central	Administration Support Staff Math Club Sponsors	Rubrics Project Presentations	iObservation Mini-Benchmarks Unit Assessments BAT 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 group:

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	By Spring 2013 the percentage of students making learning gains in Math will increase from 74% to 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73.6% (136/184)	77% (141/184)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats	
2	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats	
	Establishing Differentiated Learning	Teachers will receive refresher training for	Administration Support Staff	Ongoing self assessment Teacher /student	iObservation Mini-Benchmarks

3	Centers	running effective learning centers to meet the needs of individual students	Team Leaders	conferences	Unit Assessments BAT FCAT
4	Struggling students need additional assistance with interventions	Go Math Reteach Utilize Hands-on Manipulatives Think Central Soar to Success(3-5)	Administration Support Staff Team leaders	Intervention Program Assessments Computer-based Reports	iObservation Mini-Benchmarks Unit Assessments BAT FCAT
5	Access to Technology	Before School Computer Camp Rotate Wireless Carts Utilize Computer Lab Small group instruction	TLC Administration	Student Performance Computer Generated Reports	iObservation Mini-Benchmarks Unit Assessments BAT 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By Spring 2013 the percentage of students in lowest 25% making learning gains in Math will increase from 54% to 59%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.3% (22/40)	59% (24/40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have varied learning styles	Employ a variety of teaching modalities to address a variety of learning styles.	Administration Support Staff	Observation Trends	iObservation Mini-Benchmarks Unit Assessments BAT

					FCAT
2	Students lack mastery of foundation level skills	Daily Math Drills Calendar Math Timed-tests Math Dailies	Administration Support Staff	Data Chats Incentive Charts Analyze Individual Skill Breakdown Student Conferences	iObservation Mini-Benchmarks Unit Assessments BAT FCAT
3	Student Motivation	Infuse real-life, project based activities Utilize Hands-on learning opportunities Manipulative Kits Hands-on Equations Program (3-5)	Administration Support Staff	Learning Rubrics Observation	iObservation Mini-Benchmarks Unit Assessments BAT FCAT
4	Student behaviors deter academic progress	Implement a school-wide behavior plan that reinforces positive behavior Utilize individual behavior plans, if needed	Administration Guidance Counselor Support Staff	Discipline Management System Individual Behavior Reports	iObservation Mini-Benchmarks Unit Assessments BAT FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : Based on 2012 FCAT data, 76% of students in grades 3-5 were proficient in math. The percentage of students meeting proficiency in math will be increased by 2% each year. We did not meet our growth target this year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	82	84	86	88	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By Spring 2013 the percentage of student subgroups by ethnicity not making satisfactory progress in Math will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 23% (34/148) , Black 28.6% (4/14), Hispanic 27.3% (21/77) , Asian 10% (1/10)	White decrease 21%(31/148) , Black increase 25% (4/14), Hispanic increase 24% (18/77) Asian maintain 10% (1/10)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional time to implement interventions, reinforcement, and enrichment of skills	After-School Camp Small Group Instruction	Administration Support Staff	Analyze Individual Skills Data Chats Learning Rubrics Student Conferences	iObservation Mini-Benchmarks Unit Assessments BAT FCAT
2	Varying range of student understanding and levels	Implement Differentiated Instruction and Leveled Learning Centers	Administration Support Staff	Learning Rubrics Data chats Student Conferences Observation Trends	iObservation Mini-Benchmarks Unit Assessments BAT 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:

	5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A			
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	N/A		N/A		

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By Spring 2013 the percentage of SWD students not making satisfactory progress in Math will decrease by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.9% (26/62)	38% (24/62)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Test Anxiety</td><td>Simulate testing conditions periodically to ease anxiety of test taking</td><td>ESE Specialist Administration</td><td>Team Discussions PLC/SIP Meetings Data Chats Observation Trends</td><td>iObservation Mini-Benchmarks Unit Assessments BAT FCAT</td></tr>
<tr><td>2</td><td>Tracking students' progress with fidelity</td><td>Encourage teachers to keep track of students' progress using technology</td><td>Team Leaders Administration</td><td>Team Discussions PLC/SIP Meetings Data Chats Observation Trends</td><td>iObservation Mini-Benchmarks Unit Assessments BAT FCAT</td></tr>
<tr><td>3</td><td>Students comprehension of high-order problem solving questions</td><td>Utilize various instructional strategies (Question Answer Relationships-Thinking Maps)to assist with problem solving</td><td>ESE Specialist Administration</td><td>Team Discussions PLC/SIP Meetings Data Chats Observation Trends</td><td>iObservation Mini-Benchmarks Unit Assessments BAT FCAT</td></tr>
<tr><td>4</td><td>Missing core curriculum instruction during pull-out sessions</td><td>Schedule push-in by VE teacher, when possible. Pull-outs will be scheduled with the least disruption to core curriculum.</td><td>ESE Specialist Admin</td><td>Team Discussions PLC/SIP Meetings Data Chats Observation Trends</td><td>iObservation Mini-Benchmarks Unit Assessments BAT FCAT</td></tr>
</table>

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

5E. Economically Disadvantaged students not making

satisfactory progress in mathematics.

Mathematics Goal #5E:

By Spring 2013 the percentage of economically disadvantaged students not making satisfactory progress in Math will decrease by 10%

2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (23/59)	35% (21/59))

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low participation for after-school tutoring	Offer incentives for student participation and attendance	Administration	Review weekly attendance records to determine student participation and outcomes	Attendance Records
2	Varying range of student academic ability	Implementing differentiated instruction and learning centers	Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT

End of Elementary School Mathematics Goa

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-2	Miladys Cepero-Perez Administration	K-2 Teachers	Weekly grade level meetings Monthly PLC meeting	Assessments Student Samples Classroom Observations	Administration
Soar to Success	K-5	PLC Leader	School-wide	Monthly PLC meeting	Assessments Student Samples Classroom Observations	Administration
Instruction and Intervention Strategies	K-5	PLC Leader	School-wide	Monthly PLC meeting	Assessments Student Samples Classroom Observations	Administration
Blending Common Core and NGSSS	3-5	Miladys Cepero-Perez Administration	3-5 Teachers	Weekly grade level meetings Monthly PLC meeting	Assessments Student Samples Classroom Observations	Administration
Grab And Go Manipulatives	K-5	PLC Leader	School-wide	Monthly PLC meeting	Assessments Student Samples Classroom Observations	Administration
Destination Math	K-5	PIC Leader	School-wide	Monthly PLC meeting	Assessments Student Samples Classroom Observations	Administration

Mathematics Budget:

<table>
<tr><td colspan="4">**Evidence-based Program(s)/Material(s)**</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td></td><td></td><td></td><td>Subtotal: $0.00</td></tr>
<tr><td colspan="4">**Technology**</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td></td><td></td><td></td><td>Subtotal: $0.00</td></tr>
<tr><td colspan="4">**Professional Development**</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td></td><td></td><td></td><td>Subtotal: $0.00</td></tr>
<tr><td colspan="4">**Other**</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>FCAT Camp for level 1 & 2 students</td><td>Salary, Materials, Supplies</td><td>Accountability</td><td>$1,357.50</td></tr>
<tr><td></td><td></td><td></td><td>Subtotal: $1,357.50</td></tr>
<tr><td colspan="4">Grand Total: $1,357.50</td></tr>
</table>

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By Spring 2013 the percentage of students scoring at level 3 in Science will increase 36% to 39%
2012 Current Level of Performance:	2013 Expected Level of Performance:
35.5% (33/93)	39% (36/93)

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' understanding of complex vocabulary.	Implementation of Word Walls, higher-order questioning techniques utilizing Bloom's Taxonomy, Thinking Maps, Elements of Vocabulary	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
	Students' Level of Engagement	Utilize the 5 E's Learning Cycle Inquiry Approach Model for Lessons:	Team Leaders PLC/SIP Committees Administration	Data Chats Team Discussions PLC/SIP Meetings Observation Trends	iObservation Mini-Benchmarks Unit Assessments Hands-on

		Engagement Exploration Explanation Elaboration Evaluation			Experiments BAT FCAT
3	Students' exposure to higher level text complexity	Integrate skills into various types of genres and Informational Text	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
5	Students need a solid foundation of scientific thought process	Utilize Science Journals as a tool to authenticate understanding School-wide Science Fair Hands-on activities Science experiments Project-based Learning BrainPop/BrainPop Jr.	Administration Classroom teachers PLC/SIP Committees	Team Discussions PLC/SIP Mtgs Data Chats Science Journals Observation Trends	iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By Spring 2013 the percentage of students scoring at level 4 in Math will increase 20% to 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(19/93)	23% (21/93)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' organization of thought processes	Utilize Thinking Maps to comprehend and master skills	Team Leaders Reading Coach PLC/SIP Committees Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats	Observation Trends iObservations STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
2	Enhance process skills	Think Central BrainPop & BrainPop Jr. Project-based learning activities	Team Leaders Classroom Teachers Administration	Data chats PLC/SIP Committee meetings Team Discussions Science Journals Computer generated reports Rubrics	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
3	Delivering engaging and challenging instruction to meet the needs of various learning styles	Differentiated Instruction Interactive Centers Think Central	Administration Support Staff	Data chats PLC/SIP Committee meetings Team Discussions Science Journals Computer generated reports Rubrics	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT FCAT
4	Student need exposure to the question stems and distractors used on the FCAT Science Assessment	Questions Stems and distractors will be incorporated into daily instruction	Administration Support Staff	Data chats PLC/SIP Committee meetings Team Discussions Science Journals Computer generated reports Rubrics	iObservation STAR Reports Unit Assessments Mini-Benchmarks BAT 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 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:

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
Thinking Maps	K-5	PLC Coordinator	School-wide	Monthly PLC Meetings	Science Journals	Administration PLC/SIP Committee
5 Es	K-5	PLC Coordinator	School-wide	Monthly PLC Meetings	Science Journals	Administration PLC/SIP Committee
Think Central	K-5	PLC Coordinator	School-wide	Monthly PLC Meetings	Science Journals	Administration PLC/SIP Committee
Science journaling	K-5	PLC Coordinator	School-wide	Monthly PLC Meetings	Science Journals	Administration PLC/SIP Committee

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By Spring 2013 the percentage of students scoring at level 3 and higher in Writing will increase from 92%% to 95%
2012 Current Level of Performance:	2013 Expected Level of Performance:

	92% (85/92)		95% (87/92)		

		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	Teach students the mechanics of editing	Peer/buddy approach in editing prompts	Administration Teachers	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation Writing Samples Portfolios BAT Florida Writes Rubric
2	Fourth grade teachers will collaboratively present writing workshops for all fourth grade students	Writing workshops will be held in the cafeteria for all fourth graders bi-weekly to enhance and improve writing skills	Administration Teachers	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation Writing Samples Portfolios BAT Florida Writes Rubric
3	Parents need to be informed of the writing process for FCAT writing	Hold parent/student workshop to illustrate and discuss the writing process as measured by the FCAT criteria	Team Leader PLC Leader Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Parent Survey	Parent Survey Results
4	Students need a strong foundation of conventions in writing	Utilize correct grammar and punctuation in all instructional situations and Writing Workshops	Administration Teachers	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation Writing Samples Portfolios BAT Florida Writes Rubric
5	Motivating Third Graders to embrace the Writing Process	All third grade students will attend weekly workshops at the end of the school year for six weeks. The focus will be on expository and narrative writings	Team Leaders Administration	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation Writing Samples Portfolios BAT Florida Writes Rubric
6	Teachers in all grade levels need to take ownership of the writing process	Initiate school-wide writing workshops Analyze writing samples Provide quality instruction in teaching the writing process	Administration Support Staff	Team Discussions PLC/SIP/LLT Meetings Data Chats Observation Trends	iObservation Writing Samples Portfolios BAT Florida Writes Rubric

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

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
Conventions of Standard English	K-5	PLC/SIP Facilitator	School-Wide	Monthly Meetings	Writing Samples Writing Portfolios	Administration
Response to Reading	K-5	PLC/SIP Facilitator	School-Wide	Monthly Meetings	Writing Samples Writing Portfolios Journals	Administration
Text Types and Purposes	K-5	PLC/SIP Facilitator	PD Participants	Monthly Meetings	Writing Samples Writing Portfolios	Administration
Teaching the Process of Argument Writing	K-5	PLC/SIP Facilitator	School-wide	Monthly Meetings	Writing Samples Writing Portfolios	Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

	1. Attendance Attendance Goal #1:	By Spring 2013 the percentage of students attending school regularly will increase from 95% to 98%
	2012 Current Attendance Rate:	2013 Expected Attendance Rate:
	95.1%	98%
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
	36	10% decrease (32)
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	65	10% decrease (59)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making parents aware of the SBBC Attendance policy	Inform parents at open house, parent link and newsletter about the policy and the BTIP process After 5 unexcused absences, parents are scheduled to have conference with Assistant Principal or Guidance Counselor	Assistant Principal Guidance Counselor	Review data from DWH Reports and Opti-spool Social Worker Referrals	Data Warehouse Reports Pinnacle
2	Student Tardies	Inform parents about bell-to-bell instruction and the BTIP process - every minute is counted. Close North Gate at 8:00AM. Tardy Students to report to front office for a pass to class	Administration Guidance Counselor	Review data from DWH reports and Opti-spool	DWH Reports Pinnacle
3	Providing attendance incentives for students	Quarterly incentives for students who have 100% attendance and no tardies.	Assistant Principal Support Staff	Review reports from DWH reports and opti-spool.	DWH Reports Pinnacle

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By spring 2013, the percentage of students that will be suspended from school will be decreased by 50%
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
3	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

3			Decrease the number of Out-of School suspensions by 50%		

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	Decrease the number of students suspended Out of School by 50% 1

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training staff to utilize proactive and positive discipline strategies in classroom	Implement positive school-wide discipline plan from K-5. All classes including specials to utilize Clip Up Program by Rick Morris	Administration Teachers	Fewer referrals to administration	Classroom and Hallway observation DMS
2	Teachers utilizing RTI for behavior and academics	Provide a refresher RTI training for teachers. Teachers will select the appropriate interventions for students with behavioral issues.	Administration Guidance Counselor	Data Chats CPST Meetings	BASIS DMS
3	Making all students aware of the school-wide discipline plan	Conduct a school-wide discipline/ expectation assembly to review the Student Code of Conduct, school-wide Discipline Plan (Clip up), Character Education Traits. Incentives for good cafeteria and hallway behavior. "Caught Being Good" tickets given to students. Points given to classes in Cafeteria. Monthly class winners in each grade level selected. "Red Box" to request to see the guidance counselor A "lock box" to report bullying incidents	Administration Guidance Counselor	Monitoring Referrals Cafeteria Point System Charts	Cafeteria Behavior Database DMS

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By Spring 2013, our parental involvement will increase 50%(270) to 55% (297)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (270)	55% of (297)
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	Common Meeting Area for Parents and Volunteers	Provide an area for parents to plan and implement events and activities	Administration PTA President	PTA Feedback	Volunteer Log Book STAR System
2	Promote reading and writing skills by motivating students to publish books	Parents facilitate the operation of the student publishing center. They assist students in the writing process and the typing of their stories. Every month winners are selected across grade levels. Pictures of winners are posted in the "Hallway of Fame". Students showcase their books by reading them aloud at community library.	Administration Reading Coach PTA Publishing Center Coordinators	Published Books displayed in classroom and media center	Increased number of books displayed in the classroom and media center
3	Promoting Math Enrichment	Parents coordinate the Math Super Stars Program. Incentives are earned by students who participate.	Administration PLC Math Chair PTA Math Coordinator	Increased participation in the number of students completing the problem solving activities	Incentive Charts based on a point system
4	Working Parents	Plan meetings and family activities after school hours: SAC Meetings PTA Meetings Ice Cream Social Learn-a-Thon Pep Rally Talent Show Band Performance Chorus Performance Kindergarten Spring Show	Administration PTA Board	Increase in the number of attendees	Parent Survey
5	Bridging the Gap Between Home and School	Plan Interactive Family Academic Nights in Reading,Writing, Math and Science for Parents and Students	PLC/SIP Chairs Administration	Parents will be given a survey to complete after they attend the event	Parent Survey
6	Building a Culture of School and Community as Partners	Grandparents Day Parents Day (Parents/Grandparents invited to have breakfast at school and shop at Book Fair) Ice cream Social	PTA Board Administration	Sign-in Log	Parent Survey
7	Family Physical Fitness	Griffin Opening Ceremony before the start of Field Day Field Day Ride-a-thon Jump Rope for Heart December Dash	PE Coach SRO Administration	Parent participation in the events	Parent Survey

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
Publishing Center Protocols and Activities	K-5	Writing PLC Chair	School- wide	Once a month	Student published books Journals	Administration

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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	To improve fluency	Quick Reads	General Budget	$0.00
Reading	To improve comprehension with struggling readers	Read, Reason, Write	General Budget	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To improve reading comprehension	Accelerated Reader	PTA	$0.00
Reading	To assess students reading level	STAR	PTA	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To assist teachers to use the program with fidelity	Accelerated Reader Webinars (6 hours)	PTA	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning Opportunity to improve reading deficiencies in level 1 & 2 Students (FCAT CAMP)	Salary, Materials & Supplies	Accountability	$1,357.50
Mathematics	FCAT Camp for level 1 & 2 students	Salary, Materials, Supplies	Accountability	$1,357.50
				Subtotal: $2,715.00
				Grand Total: $2,715.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁꞁ Priority	ꞁꞁ Focus	ꞁꞁ Prevent	ꞁꞁ NA	

Are you a reward school: ꞁꞁ Yes ꞁꞁ No

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

No Attachment (Uploaded on 10/11/2012)

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

Assisting in the planning of School Academic Nights
Informing all stakeholders about the School Improvement Plan and the progress of the plan every quarter
Keeping track of technology programs in school and the effectiveness of the programs
Making decisions about School Accountability and School Recognition Funds
Making decisions about School Safety

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
GRIFFIN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	90%	99%	68%	351	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	67%	64%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	53% (YES)			115	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					597	
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
GRIFFIN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	99%	76%	361	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	75%	71%			146	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?	68% (YES)	71% (YES)			139	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					646	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested