FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BANYAN ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Eric Miller

SAC Chair: Judy-Ann Mora

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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	Eric Miller	Ed.D./Educational Leadership/M.S.- Elem. Ed. K-6 and Ed. Leadership	2	14	In 2012, 58% of student met high standards in reading and 65% of students met high standards in math. 71% made learning gains in reading and 75% made learning gains in math. Of our lowest 25% of students, 82% made learning gains in reading and 81% made learning gains in math. In science 41% met high standards and 77% in writing. In 2011 78% of student met high standards in reading and 71% of students met high standards in math. 65% made learning gains in reading and 61% made learning gains in math. Of our lowest 25% of students, 62% made learning gains in reading and 67% made learning gains in math. In science 43% met high standards and 83% in writing.
					In 2012, 58% of student met high standards in reading and 65% of students met high standards in math. 71% made learning gains in reading and 75% made learning gains in math. Of our lowest 25%

| Assis Principal | Cheryl Proctor | Ed.S./Educational Leadership/Varying Exceptionalities | 4 | 7 | of students, 82% made learning gains in reading and 81% made learning gains in math. In science 41% met high standards and 77% in writing.

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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cheri Murto	Elementary Education / Early Childhood Education	26	26	In 2012, 58% of student met high standards in reading and 65% of students met high standards in math. 71% made learning gains in reading and 75% made learning gains in math. Of our lowest 25% of students, 82% made learning gains in reading and 81% made learning gains in math. In science 41% met high standards and 77% in writing. In 2011 78% of student met high standards in reading and 71% of students met high standards in math. 65% made learning gains in reading and 61% made learning gains in math. Of our lowest 25% of students, 62% made learning gains in reading and 67% made learning gains in math. In science 43% met high standards and 83% in writing.

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 review of resumes	Dr. Eric Miller / Cheryl Proctor	August 2012	
2	Review CAFS transfer / surplus list	Dr. Eric Miller / Cheryl Proctor	August 2012	
3	Encourage staff to obtain additional areas of certification (eg. ESOL, Gifted, Reading, ESE)	Dr. Eric Miller / Cheryl Proctor	August 2012	
4	Professional Learning Communities – Staff Development (Technology, Math, etc)	Dr. Eric Miller / Cheryl Proctor	August 2012	

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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	11.9%(5)	38.1%(16)	114.3%(48)	73.8%(31)	71.4%(30)	238.1% (100)	238.1% (100)	16.7%(7)	238.1% (100)

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
Betty Warren – NESS Coordinator	Nicole DeGraaf	New Teacher	Common Planning and Curriculum & Grading Review
Mary Cather-Dansky	Shante Humphrey	New Teacher	Common Planning, Curriculum & Grading Review

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

Banyan will target the Title I funds received to the percentages of children from low-income families. Title I funds will be used to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Banyan will ensure the professional development needs of teachers, staff and administrators by including them in needs assessment and planning. Professional development will be regularly evaluated for effectiveness. Training provided will be in the core academic subject taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments

to improve classroom practice and student learning.

Title III

In the past few years, the districted multi-cultural department has purchased various kits, materials and books to be used for our ESOL student population.

Title X- Homeless

At the present time, we have 10% students are attending Banyan via a bonafide statement living with either a relative or friend.

Supplemental Academic Instruction (SAI)

Banyan Elementary has used our SAI funds to lower class size by coding off portions of teachers salaries at various grade levels.

Violence Prevention Programs

Banyan Elementary has a part-time school resource officer provided by the City of Sunrise. The school does contribute a small amount to his salary ($2500). Officer Baffuto does safety lessons with all of our students, Gang Resistance and Drug Education (GRADE) with our fifth grade, and recently completed a gun safety video/program with all our students in Grades K-3.

Our staff is up-dated and trained on our School Safety Plan and Codes. Constant up-dates and notices are shared with staff, students, and parents.

In addition, Banyan Elementary has a Silence Hurts campaign designed to encourage students to break the code of silence.

Nutrition Programs

This year Banyan Elementary qualified as a Title I school due to the fact that 68% of our students qualified for free or reduced meals. On an average day, we serve 180 breakfasts and 590 lunches. Students are offered a minimum of two main entrees or a healthy salad daily.
Our third grade students and staff participate in the District's "Fit to Achieve" program. Students receive a special "Fit to Achieve" daily planner to record what they are eating and their physical activity. Our kindergarten team participated in a state grant program called "Organ Wise" which used puppets and manipulative to teach children about their bodies and healthy eating habits. As part of our Health curriculum, all students receive information on good eating habits and nutritional information.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Annually, Banyan Elementary participates in "Take Your Daughter/Son To Work" day. We provide work packets for students attending work with their parents. Banyan also incorporates various careers into the academic curriculum, and our school has a Teacher of Tomorrow program in Grades 4 and 5.

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Dr. Eric Miller – Principal
Cheryl Proctor – Assistant Principal
Jeanette Simionescu – Co-Facilitator, School Counselor
Cheri Murto – Reading / Writing Coach
Betty Warren - Math / Science Coach
Nakia Walker – Facilitator, ESE Specialist
Jeanne Hooper – School Social Worker
Kathleen Chaddock - School Psychologist
Classroom teachers
Curriculum Committee Chairpersons
Team Leaders

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

The RtI Leadership Team meets twice monthly. The essential role of the team is to assist teachers in the classroom with students who are struggling with academics and/or behavior problems. The RtI team uses data to determine how students are progressing and what type of interventions might be needed. The team is the primary vehicle by which interventions are planned, implemented, progress monitored, and evaluated. Case managers are assigned by area of concern and intervention type. Case managers are assigned as follows: Primary Reading (Nakia Walker), Intermediate Reading (Cheri Murto), Math & Science (Betty Warren) and Behavior (Jeanette Simionescu). The role of the other members is to develop and implement interventions at various Tier levels in addition to assisting teachers in progress monitoring and graphing data.

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?

1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement
2. Analyze data to identify why the problems exist
3. Develop and implement an Intervention Plan with goals, objectives, timelines, and support
4. Establish a monitoring process for anticipated outcomes

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 reading, math, science, writing data sources:

Review previous year's District Test/Florida Comprehensive Assessment Test (FCAT) scores to identify struggling and advanced students.

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

FAIR is developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that is essential for guiding instruction.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., monthly) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT

Narrative and Expository Writing Samples

Tier 1 reading, math, science, writing management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Writing Rubric

Tier 2 reading, math, science, writing data sources:

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., monthly) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT

Narrative and Expository Writing Samples

Tier 2 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Writing Rubric
Tier 3 reading, math, science, writing data sources:

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT

Narrative and Expository Writing Samples

Tier 3 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.
Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

*BEHAVIOR

Tier 1 behavior data sources:

The intent of the Struggling Behavior Chart is to provide classroom teachers, administrators, and support staff, who may serve as members of Collaborative Problem Solving (CPS) teams, with tools for behavioral interventions in the classroom. The underlying assumption is that many of the behavioral problems of students can be adequately addressed with evidence based interventions in the general education classroom. In addition, the vast majority of students should respond to "universal" interventions (e.g.,school-wide and/or class-wide strategies), while some may require "targeted" interventions (e.g., small group or individualized strategies), and relatively few should require "intensive" interventions (e.g. highly individualized strategies, including special education). Finally, in tier 2 and tier 3 progress monitoring graphs are generated for each student to show progress or lack of progress.

Tier 1 behavior management system:

When teachers encounter behavioral problems in the classroom, their first set of options for intervention should be those universal strategies found in Tier 1 of the Struggling Behavior Chart. These are school-wide strategies found in the CHAMPs Program. Where appropriate, teachers should first select strategies from Tier 1 of the Struggling Behavior Chart that best correspond to the types of problems they are encountering. This may occur individually, or in consultation with another colleague or grade level team leader, but should not require involvement of the CPS team. At minimum, anecdotal data should be kept about the interventions attempted and an evaluation (even an informal one) should be made of the success

of the strategies used by the teacher. Enough time should be allowed to elapse (e.g., 4-6 weeks) to determine if the strategies were successful before moving to targeted interventions (Tier 2).

Tier 2 behavior data sources:

Tier 2 interventions are targeted for more specific behavioral problems of individual students and may require consultation between the teacher and selected specialists from the CPS team (e.g., behavior specialist, school psychologist, socialworker, etc.). In most Tier 2 cases, involvement of the full CPS team should not be required. The strategies included in Tier 2 are drawn from a variety of sources (e.g.,CHAMPs,interventioncentral.org, etc.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher.

Tier 2 behavior management system:

Tier 2 strategies are drawn from a variety of sources (e.g., CHAMPs, interventioncentral.org, etc.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher. Hence, consultation with other professionals who have expertise in behavioral interventions is crucial. It is also necessary at Tier 2 to keep more rigorous records of interventions attempted and the success (or lack of success) of the strategies used. That is,baseline data should first be obtained for the student's problem, which can be compared to data collected during intervention. Evaluation of the intervention should consist of inspection of these comparative data (baseline vs. intervention) in order to draw conclusions about the effectiveness of the strategies used. Documentation of these databased interventions should be retained as part of the student's record. Specialists from the CPS team can be used to assist with data collection and evaluation when the teacher needs assistance in this area. Again, enough time should be allowed (e.g., 4-6 weeks) to determine if the strategies were successful before moving to intensive interventions (Tier 3).

Tier 3 behavior data sources:

Tier 3 interventions tend to be more severe and/or chronic, involvement of the full CPS team is recommended. Again, the strategies included at Tier 3 are drawn from a variety of sources (e.g., CHAMPs II, RIDE,interventioncentral.org, etc.) and are more intensive and individualized in their focus.

Tier 3 behavior management system:

Tier 3 strategies require the same rigor with regard to data collection, evaluation of the intervention(s), and retention of student records. Additionally, it is at this level that consideration of a referral for ESE evaluation may become viable. That is, if the student does not respond to Tier 3 interventions, then referral for a comprehensive evaluation may be considered. The full assistance of the CPS team should be used for Tier 3 interventions to ensure that strategies are attempted as planned and with the fullest cooperation possible. Tier 3 is ultimately an evaluation of whether or not interventions were effective and the team can determine if their is a need for referral for a comprehensive evaluation.

Tracking Student Data

A Filemaker pro database is used to track student data during the RTI process. This database will simply maintain information pertaining to student progression in the RTI process. In addition, teachers are responsible for maintaining all hard data used in the process in the RTI process in a safe and secure location. All RTI data used to track student progress will also be used when determining the student growth. Finally, the same RTI academic and behavior process will be used to track data for all students and support students at-risk.

Training and support
The school psychologist, ESE specialist, district ESE personnel, social worker, subject area coaches, and the assistant principal will provide RTI training and support at Banyan Elementary collaboratively.

What is the Process?
Tier 1 – Identify the students in classes who are struggling
• Identify the expected level of performance, student level of performance, and peer level performance
• Implement Tier 1 interventions/instruction
(basic classroom strategies you would use for any student in need)
• Document baseline data on intervention record
• Monitor progress for a minimum of 6 weeks
• No progress made? Move to tier 2

Tier 1: All students receive classroom - based instruction
• Core Reading (i.e., Treasures - Grades K-5)and Core Math (Go Math - Grades K-5)
• Center Activities
• Elements of Vocabulary
• Compass Learning (Odyssey)
• FCAT Explorer
• Accerralated Reader (AR)
• Diagnostic Assessment of Reading (DAR)

- Skill based grouping
- Classroom Guidance
- On-Going Progress Monitoring
- FAIR
- QBAT
- Checkpoints/Mini Benchmarks Assessment via FCAT Pro
- Oral Reading Fluency Probes
- Go Math Assessments
- Weekly test
- Mid-Unit Tests
- End –of- Unit Test

Tier 1-Behavior
- School-wide discipline plan
- Positive reward system
- Misbehavior Recording Sheet (Analysis of conduct)

Tier 2 – Consultation with CPST
- At bi-weekly CPST meeting develop Tier 2 interventions/instruction.

Tier 2 intervention plan is based on the data collection from Tier 1.
- Document Tier 2 intervention plan on the student's intervention record during CPST meeting.
- Monitor progress---collecting data for 4-6 weeks
- No progress made. Request another CPST meeting

Tier 2: Targeted Supplemental Group Interventions/Instruction
- Small group instruction (4 – 6 students)
- In addition to and in alignment with effective core instruction

Tier 2 Intervention/Instruction Programs
Triumphs
- Grades 1 - 5
- 20 minutes daily with-in initial 90 minute reading block, and supplemental beyond 90-minute reading block, if need
- Daily Treasures lesson
- On-Going Progress Monitoring
- Quick Checks within lessons
- Weekly Tests
- Mid-Unit Tests
- End-0f-Unit Tests

Additional Tier 2 Resources
Phonics for Reading
- Grade 2-5
- 30 minutes daily
- Supplemental beyond 90- minute reading block
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks
- Super QAR
Bar & lined graphs will be used to track effectiveness of interventions.

Grades 1-5
- 15 – 30 minutes daily
- Supplemental beyond 90-minute reading block
- Concept lessons can be divided into two sessions
- Boosters lessons may take more than one day
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks

Grades 3 -5
- 30 – 40 minutes daily
- Supplemental beyond 90- minute reading block
- On-Going Progress Monitoring
- Informal Reading Inventory (IRI) Assessment
- Protocols for Oral Reading Fluency and Retelling
- Phonics and Decoding
- Go Math

Grades K – 5
• Prescriptive lessons
• On- Going Progress Monitoring
• Core program assessments

Tier 2- Behavior
• 30 minute teach observation
• #1 parent conference
• Behavior checklist (identify specific behaviors)
• Goal contract
• Monitoring Reactions to Correction form (Tallies appropriate and inappropriate conduct)
• Student rating form (Collaborative problem-solving and comprehensive evaluation)
•PBIP

Tier 3 – Intensive
• CPST will collaboratively develop a plan of action with parent involvement
• At CPST meeting, document Tier 3 intervention record
• At CPST meeting, schedule a follow- up meeting after 6 or more weeks at Tier 3

Tier 3 – Intensive Interventions/Instruction
• Very small group (1 – 3)
• In addition to and in alignment with effective core instruction

Resource & Assessments
• Fundations
• Grades K – 2
• 30 minutes or twice daily
• Supplemental beyond 90 reading block
• One lesson per day
• On-Going Progress Monitoring
• Weekly check-ups
• End-of unit Tests

Wilson
• Grades 3-5
• 60 minutes daily
• Supplemental beyond 90 minute reading block
• Daily lesson

On-Going Progress Monitoring
• Weekly charting
• Daily dictation tasks
• End-of-step tests

Moving With Math
• Grades 1 – 5
• Alternative core math program delivered during 60 minute math block
• Daily lessons

On-Going Progress Monitoring
• Pre/post tests
• Bi-weekly assessments
• Chapter tests
• Mini-assessments
• Individual Counseling
FBA & PBIP

Tier 3-Behavior
• FBA
• Student rating
• Observation (Point person)
• #2 Parent conference
• 30 minute time observation (Point person)
• Work completion form
• Frequency chart

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. A Professional Development refresher will take place in August 2012.

Training and support
The school psychologist, ESE specialist, district ESE personnel, social worker, subject area coaches, and the assistant principal will provide RtI training and support at Banyan Elementary collaboratively.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Eric Miller – Principal
Cheryl Proctor – Assistant Principal
Cheri Murto – Reading Coach
Team Leaders

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

Meet monthly

Explore and research successful literacy initiatives in different settings.

Design, assign and monitor literacy initiatives.

Report to SAC current reading data from mini assessments tied to the instructional focus calendar (IFC).

Monthly Reading Reports will be sent via CAB conference to staff about the school's reading initiatives (i.e., goals and objectives)and plan of action for achieving the initiatives.

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

Teacher effectively used Tier based instruction to meet the needs of individual students by differentiating instruction. For example, push ins, pullout and afterschool tutoring. 90 Uninterrupted Reading; Three Team Up for Remediation; "Tub of Books", School wide – Vocabulary with Vocab-Costume Day.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

The Leadership Team will identify preschool programs within our area that service possible future students. Three parent

meetings during the school year will be held with these private programs. Curriculum for our pre-kindergarten program, PLACE program, and kindergarten program will be shared at the parent meetings. One event will be planned at the school to get the students familiar with the school. A transition meeting will be planned in early May for incoming kindergarten students and parents.

*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 June 2013, the percentage of students scoring at level 3 in Reading will increase from 27% to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (90)	31% (102)

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	Make sure that all tested strands and benchmarks are covered prior to checkpoint assessments; allow time for remediation and mastery	Teachers will utilize district minis and school developed checkpoint assessments to monitor students' progress. Teachers will utilize assessments that cover previously taught benchmarks.	Classroom teachers	Monthly data chats between the Leadership Team (i.e. Administration/Support Staff) and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes. FAIR Assessment	Utilization of data from district minis and checkpoint assessment results. FAIR Assessment 2013 FCAT 2.0 Results
2	Due to our diverse population vocabulary appears to be deficient.	Teachers will implement school wide vocabulary initiative will be implemented.	Reading coach Grade chairs Administration	Monthly data chats between the Leadership Team (i.e. Administration/Support) and teachers in Grades K-5 will be held to discuss students' progress and make instructional changes.	Treasures Weekly assessments FCAT Mock Assessments FAIR Assessment 2013 FCAT 2.0 Results
3	Varying levels within student groups	Teachers will differentiate instruction, rigorous reading centers. Teachers will utilize baseline assessments for placement. Teachers will incorporate periodic assessments and utilize the reading IFC and secondary IFC. Teachers will incorporate sustained silent oral readings, read alouds, and will implement text complexity. Teachers will implement Integrated	Classroom teacher and reading coach	Student placement and fluency groups Periodic school wide assessments Progress monitoring (data chats, CWT, RtI) Student reading logs, Quarterly fluency assessment, ILS Monthly data reports FAIR Assessment	Weekly assessments Unit mini assessments FCAT Test Maker PRO 2013 FCAT 2.0 Results FAIR Assessment

Learning Systems (ILS): Study Island, 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, the percentage of students scoring at level 4 5 in Reading will increase from 25% to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (81)	29% (95)

<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>
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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 reading. Reading Goal #2a:	By June 2013, the percentage of students scoring at level 4 5 in Reading will increase from 25% to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (81)	29% (95)

<table>
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<tr><td>1</td><td>Maintaining motivation and interest in the curriculum</td><td>Teachers will incorporate literature circles, book talks, and peer buddies.

Teachers will integrated learning systems: Accelerated Reader (AR), Compass Odyssey and FCAT Explorer (3rd and 4th grades).

Teachers will utilize level readers for enrichment activities.

School will implement reading incentive program (Book It, Reading Across Broward, Publix Touchdown, SSYRA).</td><td>Reading Coach Classroom teachers</td><td>Periodic school wide assessments

Progress monitoring (data chats, CWT)

Student reading logs

ILS monthly data reports</td><td>Unit mini assessment

FCAT Test Maker PRO

2013 FCAT 2.0 Results

FAIR Assessment</td></tr>
</table>

2	Maintaining and making learning goals	Teachers will utilize student data tracker (pinnacle, data, weekly folder). Students will participate in Advanced reading centers and multi media projects. Teachers will implement text complexity.	Classroom teachers	Teacher/Student Data Chat Center/ Independent tracker Progress Monitoring FAIR Assessment	Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment

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, June 2013 72% of students will make learning gains in reading as measured by the 2013 Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (149)	72% (172)

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
	Maintaining motivation	Teachers will use appropriate student grouping based on Baseline Data. Teachers will participate in monthly data chats.	Classroom teacher Administration Reading Coach	Results Data Student progress monitoring	Mini Assessments FCAT Test Maker Pro FAIR Assessment

1		Teachers will utilize crunch time activities-pullout groups. Students will be exposed to various types genres and participate in rigorous center activities.			2013 FCAT 2.0 Results
2	Time On Task (student focus)	Teachers will participate in team teaching, differentiated instruction, and incorporate rigorous reading centers. Teachers will utilize the reading and secondary IFCs.	Classroom Teacher	Progress Monitoring (data chats, CWT, RtI) Weekly assessments Chapter Test	Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
3	Increase in varying levels in classroom	Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3rd & 4th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	Administration Classroom Teacher Reading coach	Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Reports FAIR Assessment	Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By, June 2013, 84% of students in the lowest 25% will make learning gains in reading as measured by the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (47)	84% (50)

<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>Varying skills deficiencies in below level groups</td>
<td>Teachers will administer the various reading assessments for placement (DAR, Rigby, Easy CBM, IRI).

Teachers will implement differentiated instruction and incorporate rigorous reading centers.

Teachers will implement the Struggling Reading Chart-Intervention Programs, AR incentives

Teachers will utilize crunch time activities-pullout groups.

Teachers will double dose beyond 90 min reading block and provide small group instruction.</td>
<td>Reading Coach

Classroom teachers

Administration</td>
<td>Results data and usage of data

Student placement and fluency of groups

Teacher assessment

FAIR Assessment</td>
<td>Mini Assessments

FAIR Assessment

2013 FCAT 2.0 Results

FCAT Test Maker Pro

DAR</td>
</tr>
<tr>
<td>2</td>
<td>Student motivation</td>
<td>School will host Family Technology (BEEP) Night.

Teachers will increase instructional technology usage.

Students will participate in an interest survey.

Teachers will utilize Accelerated Reader and incorporate multi-media projects.

School will implement a School Wide Reading Initiative.</td>
<td>Reading Coach

Grade Chairs

Media Specialists

Classroom Teachers</td>
<td>Mini BAT (BEEP) Lessons

Monthly Checkpoint Assessments

AR Quizzes</td>
<td>Mini Assessments

2013 FCAT 2.0 Results

FCAT Test Maker Pro</td>
</tr>
</table>

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 : In six years, the school will reduce the achievement gap by 50%. By June 2013, the percentage of students who are proficient in Reading will increase from 58% to 62%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58% (FCAT 2.0	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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 62% of our Black students will score a level 3 or higher as measured by the 2013 Reading FCAT. By June 2013, 60% of our Hispanic students will score a leve 3 or higher as measured by the 2013 Reading FCAT. By June 2013, 76% of our White students will score a level 3 or higher as measured by the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% Black: 58% Hispanic: 54%	White: 76% Black: 62% Hispanic: 60%

<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	Not enough time to review data with all students individually	Student data chats will be conducted with all students in Grades 3-5 following district mini and school checkpoint assessments. Teachers will set objectives and provide feedback.	Reading Coach /Administration	Administration will be aware of the IFC' upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district minis and checkpoint assessments.
2	Students do not demonstrate grade level appropriate vocabulary	Teacher will increase vocabulary focus by incorporating the QAR, FAIR, Interactive word walls and Elements of Vocabulary programs into their reading block on a weekly basis.	Reading Coach/Administration	Program assessment data will be analyzed and discussed bi-weekly.	Effectiveness will be determined through program assessments.
3	Students have difficultly demonstrating oral reading fluency.	Teachers will model appropriate oral reading and decoding strategies for students through daily read alouds, using Quick Reads, Treasures Oral Reads and FAIR Tools Kit.	Reading Coach/Administration	Oral Reading Fluency Probes will be reviewed by administration in data chats with teachers.	Students' Oral Reading Fluency scores.
4	Students have difficultly demonstrating reading comprehension skills.	Teachers will model comprehension strategies (Super QAR, think alouds, graphic organizers).	Reading Coach /Administration	Unit Reading Test FAIR Assessments	Classroom walkthroughs, data chats, FAIR results
5	Make sure that all tested strands and benchmarks are covered prior to checkpoint assessments and FCAT; allow time for remediation	The school will utilize district minis and school developed checkpoint assessments to monitor student progress. IFC's will be utilized with fidelity.	Reading Coach /Administration	Monthly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instructional changes.	Utilization of data from district minis and checkpoint assessments results.

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.	By June 2013, the percentage of ELL students scoring a leve

Reading Goal #5C:	3 or higher in Reading will increase from 30% to 34%	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
53%(7)	50%(10)	

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td>1</td><td>Varying levels within student groups</td><td>Teachers will implement differentiated instruction and incorporate rigorous reading centers.

Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3rd & 4th grade).

Teachers will incorporate periodic assessments and utilize baseline assessments for placement.

Teachers will utilize sustained silent oral reading and read alouds.

Teachers will utilize the reading and secondary IFCs.</td><td>Classroom teacher

Reading Coach</td><td>Student placement and fluency groups

Periodic school wide assessment

Progress monitoring (data chats, CWT, RtI)

Student reading Logs

Quarterly Fluency Assessments

ILS Monthly Data Reports</td><td>Weekly assessments

Unit Mini Assessments

2013 FCAT 2.0 Results

FCAT Test Maker Pro

FAIR Assessment</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 reading. Reading Goal #5D:	By June 2013, the percentage of SWD students scoring a level 3 or higher in Reading will increase from 34% to 36%	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
34% (25)	36% (23)	

<table>
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<tr><td></td><td>Varying levels within student groups</td><td>Teachers will implement differentiated instruction and incorporate rigorous reading centers.

Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT</td><td>Classroom teacher

Reading Coach</td><td>Student placement and fluency groups

Periodic school wide assessment

Progress monitoring (data chats, CWT, RtI)</td><td>Weekly assessments

Unit Mini Assessments

2013 FCAT 2.0 Results</td></tr>
</table>

| | | Explorer (3rd & 4th grade).

Teachers will incorporate periodic assessments and utilize baseline assessments for placement.

Teachers will utilize sustained silent oral reading and read alouds.

Teachers will utilize the reading and secondary IFCs. | | Student reading Logs

Quarterly Fluency Assessments

ILS Monthly Data Reports | FCAT Test Maker Pro

FAIR Assessment |
|---|---|---|---|---|---|
| 1 | | | | | |

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 June 2013, 61% of our Economically Disadvantaged students will score a level 3 or higher as measured by the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (106)	61% (98)

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	Not enough time to review data with all students individually	Student data chats will be conducted with all students in Grades 3-5 following district mini and school checkpoint assessments. Teachers will set objectives and provide feedback.	Reading Coach /Administration	Administration will be aware of the IFC' upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through district minis and checkpoint assessments.
2	Making sure all tested strands/benchmarks are covered prior to checkpoint assessments; Allow time for remediation.	The school will utilize district minis and school developed checkpoint assessments to monitor student progress.	Reading Coach/ Administration	Monthly data chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss student progress and make instructional changes.	Printout of district minis and checkpoint assessments results.
3	Students do not demonstrate grade level appropriate vocabulary	Teacher will increase vocabulary focus by incorporating the Elements of Vocabulary, various Interactive Word Walls (banks), and the FAIR Tools Kit program into their reading block on a weekly basis.	Reading Coach/ Administration	Program assessment data will be analyzed and discussed monthly.	Treasurers End of Unit Assessments, Mini BEEP Assessments, FCAT Explorer, and Compass Odyssey
4	Students have difficultly demonstrating oral reading fluency.	Teachers will model appropriate oral reading and decoding strategies for students through daily read alouds, using Quick Reads, Treasures Oral Reads and FAIR Tools Kit.	Reading Coach/ Administration	Oral Reading Fluency Probes will be reviewed by administration in data chats with teachers.	Students' Oral Reading Fluency scores.
	Students have difficultly demonstrating reading	Teachers will model comprehension	Reading Coach/ Administration	Unit Reading Test Benchmark Assessments	Classroom walkthroughs,

| 5 | comprehension skills. | strategies (Super QAR, think alouds, graphic organizers). | | | | data chats, FAIR results |

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
FAIR Assessment	Reading	Reading Coach	Grades 1st -5th	August 2012	FAIR Assessments results Sign in sheets	Reading Coach
Effective Conferencing	K-5	District Staff	Grades K-5th	September 2012	Minutes and sign in sheets	Administration
Reading Text Complexity	Reading	TBA	Grades K-5th	September 2012	Classroom visits/ observations	Administration
Differentiated Small Group Instruction	Reading	TBA	Grades K-5th	October 2012	Classroom visits/ observations	Administration
Social Studies Adoption Training	Reading	TBA	Grades K-5th	August 2012	Classroom visits/ observations	Administration
Reading Common Core Training Grades 1-2	Reading	TBA	Grade 1 and 2	September 2012	Classroom visits/ observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fundations Reading Intervention	Substitute Teachers (3 Tch x $90)	Title I	$270.00
Wilson Reading Intervention	Substitute Teachers (3 Tch x $90)	Title I	$270.00
			Subtotal: $540.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Nine High Yield Strategies	Substitute Teachers (12 Tch x 1 day x $90)	Title I	$1,080.00
Reading Comprehension	Accelerated Reader	A+ Funds	$2,500.00
			Subtotal: $3,580.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Common Core Training Grades 1-2	Substitute Teachers (10 Tch x 3 days x $90)	Title I	$2,700.00
Reading Text Complexity	Substitute Teachers (12 Tch x 1 day x $90)	Title I	$1,080.00
Reading Text Complexity	Substitute Teachers (12 Tch x 1 day x $90)	Title 1	$1,080.00
Differentiated Small Group Instruction	Substitute Teachers (12 Tch x 1 day x $90)	Title 1	$1,080.00
Social Studies Adoption Training	Substitute Teachers (12 Tch x 1 day x $90)	Title 1	$1,080.00

			Subtotal: $7,020.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Conference (IRA)	Registration for conference (IRA)	Title 1	$1,354.00
Conference (IRA)	Travel for 3 Staff Members (IRA)	Title 1	$3,600.00
			Subtotal: $4,954.00
			Grand Total: $16,094.00

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, 25% of students taking the CELLA will be proficient in listening and speaking.

2012 Current Percent of Students Proficient in listening/speaking:

22% of the students who took the CELLA were proficient in listening and speaking

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels within student groups	Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3rd & 4th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	Classroom teachers ELL coordinator	Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Repo	Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR

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, 21% of students taking the CELLA will be proficient in reading.

2012 Current Percent of Students Proficient in reading:
18% of the students who took the CELLA were proficient in reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels within student groups	Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3rd & 4th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	Classroom teachers ELL coordinator	Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Repo	Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR

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, 12% of students taking the CELLA will be proficient in writing
2012 Current Percent of Students Proficient in writing:	
9% of the students who took the CELLA were proficient in writing	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited understanding of FCAT Writing Rubric and PARCC Assessment.	Students will participate in activities that develop skills in focus, organization, support and conventions as well as the six traits.	Writing Coach Administration	Teachers will review and score practice test bi-weekly.	FCAT Writing Rubric; Application of students' writing.
	Limited understanding and practice with the writing process in	K-3 students will participate in daily writing activities that	Writing Coach Administration	Teachers will provide daily writing instruction and practice on the	Students' writing samples in portfolios in

2	Grades K-3.	promote effective use of the writing process and/or writer's. Students will respond to literature through writing.		writing process in Grades K-3.	Grades K-3.
3	Enough time to review data with students individually	Teachers will utilize individual, small and peer conferencing to provide differentiated and target instruction to improve students' writing skills.	Writing Coach Administration	Teachers will review and conference with students about bi-weekly practice assessments	Dated students' writing and completed student data/conference logs. 2013 FCAT Writing – Grade 4

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 June 2013, the percentage of students scoring a level 3 i math will increase from 34% to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(108)	37% (41)

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	Varying levels within student groups.	Teachers will utilize small group instruction. Teachers will implement Integrated Learning Systems (ILS) such at Study Island and FCAT Explorer (5th grade) Teachers will follow the district math IFC and will integrate secondary IFC created at the school.	Classroom Teacher Math Coach Administration	Classroom Walk-throughs Progress monitoring plan Teacher Data Chats	Chapter Test Big Idea Test FCAT Test Maker PRO 2013 FCAT 2.0 Results
2	Lack of parental knowledge of technology resources.	School will communicate with parents a through Monthly Newsletter. Title I BEEP Parental Training will be facilitated to introduce parents to math technology resources. Math Family Night will be held to showcase student projects and to give information about math benchmarks.	PTA Administration Classroom Teacher Math Coach	Parent Survey Homework checklist	Homework grades Student activity report of ILS usage.
3	The lack of rigor in instructional delivery and planned student activities.	Students will complete Grab & Go Centers to support/remediate specific lessons. Teachers will implementation of math complexity in daily lessons.	Classroom Teacher Math Coach Administration	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers in a timely manner.	Grab and Go Enrichment activities, Chapter Test, Checkpoints 2013 FCAT 2.0 Results

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

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

Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<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 mathematics. Mathematics Goal #2a:	By June 2013, the percentage of students scoring a level 4 and 5 in math will increase from 24% to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (80)	27% (89)

<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	Lack of student motivation	Students will participate in Math Superstars Incentive Program. Teachers will utilize enrichment and extension activities for Go Math.	Math Coach Classroom Teacher Administration	Points tracking system Participation Log	Mini Benchmarks 2013 FCAT 2.0 Results FCAT Test Maker PRO
2	Maintaining and making learning gains	Teachers will track student data (pinnacle, data binder, weekly folder). Teachers will incorporate enrichment math centers, multi-media projects and implement math complexity.	Classroom Teachers Math Coach	Teacher/Student Data Chat Center/Independent tracker Progress Monitoring	Unit-Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker PRO

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

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 June 2013, the percentage of students making learning gains in math will increase from 72% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (158)	75% (165)

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	Enough time to review data with all students individually	Students will participate in data chats following Big Idea Assessments and Chapter Tests.	Math Coach Administration	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walk-Throughs.	Big Idea Assessments and Chapter Tests and Data Chats (Monthly) 2013 FCAT 2.0 Results FCAT Test Maker PRO
2	Make certain that all tested strands and benchmarks are covered prior to Big Idea Assessments and Chapter Tests with built-in remediation.	The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress and drive instruction.	Math Coach Administration	Data chats between the leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional adjustments.	Big Idea Assessments and Chapter Tests Checkpoints 2013 FCAT 2.0 Results FCAT Test Maker PRO
3					

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

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 June 2013, 80% of the lowest 25% of students will make learning gains in math as measured by the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (44)	80% (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	Teacher knowing how to effectively differentiate instruction	Teachers will determine core instructional needs by reviewing common assessments data for all students within lowest quartile. Teachers will plan differentiated instruction using evidence based instruction/ interventions within the 60 minutes math block.	Math Coach Administration	Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.	Alternative Assessments/Test Big Idea Assessments, Chapter Tests 2013 FCAT 2.0 Results FCAT Test Maker PRO
2	Having enough time to review data with students in grades 3-5	Teachers will plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review of common assessment data, and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to	Math Coach Administration	Data Chats between the Leadership Team and teachers and students in Grades 3-5 will be held to discuss students' progress and make instructional changes.	Big Idea Assessments and Chapter Tests, Alternative Assessments 2013 FCAT 2.0 Results FCAT Test Maker PRO

				core instruction.	
3	The availability of intervention materials for teachers and students	Teachers will plan targeted intervention for students not responding to core, plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	Math Coaches Administration	Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes. Conduct Daily Classroom Walk-throughs to monitor use of intervention materials.	Checkpoints Big Idea Assessments, Chapter Tests 2013 FCAT 2.0 Results FCAT Test Maker PRO

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 :	In six years, the school will reduce achievement gap by 50%. By June 2013, the percentage of students who are proficient in math will increase from 65% to 67%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65% (FCAT 2.0)	67%	70%	73%	77%	

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 June 2013, 68% of our Black students will score a level 3 or higher as measured by the 2013 Math FCAT. By June 2013, 62% of our Hispanic students will score a level 3 or higher as measured by the 2013 Math FCAT. By June 2013, 74% of our White students will score a level 3 or higher as measured by the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 39% (14) Black: 35% (56) Hispanic: 41% (31)	White: 36% Black: 32% Hispanic: 38%

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	Enough time to review data with bubble students, retainees, and lowest quartile students in grades 3-5.	Student data chats will be conducted will all students in Grades 3- 5 following Big Idea Assessments and Chapter Tests/BAT	Math Coach Administration	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	Data Chat Form, Big Idea Assessments and Chapter Tests
2	Making certain all strands/benchmarks are covered prior to testing	The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress	Math Coach Administration	Data chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.	Big Idea Assessments and Chapter Tests

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

5C. English Language Learners (ELL) not making	

satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, the percentage of ELL students scoring a level 3 or higher in math will increase from 56% to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	58%

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	Varying levels within groups	Teachers will implement small group instruction. Teachers will implement Crunch-Time Pull-out groups. Teachers will implement Integrated Learning Systems (ILS)...Study Island, FCAT Explorer (5th grade).	Classroom Teacher Math Coach	Student grades Mock FCAT Assessments	Chapter Test Big Idea Test FCAT Test Maker PRO 2013 FCAT 2.0 Results

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 June 2013, the percentage of SWD students scoring a level 3 or higher in math will increase from 50% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	42%

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	Varying levels within groups.	Teachers will implement small group instruction. Teachers will implement Crunch-Time Pull-out groups. Teachers will implement Integrated Learning Systems (ILS)...Study Island, FCAT Explorer (5th grade).	Classroom Teacher Math Coach	Student grades Benchmark Test	Chapter Test Big Idea Test FCAT Test Maker PRO 2013 FCAT 2.0 Results

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.	By June 2013, 63% of students identified as Economically Disadvantaged will be proficient in math as measured by the

	Mathematics Goal #5E:	2013 Math FCAT.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	64%	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	Enough time to review data with all students individually	Student data chats will be conducted with bubble students, retainees, and lowest quartile students in grades 3-5	Math Coach/Adminstration	Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs	Checkpoints, Big Idea Assessments Mock FCAT, Data Chat Form (mothly)
2	Pre-planning and front loading for Go Math Activities	The school will departmentalize in Grades 3-5. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will be evident.	Math Coach/Administration	Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers.	Classroom Walkthroughs
3					

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 Math PD	1st and 2nd	District staff	1st and 2nd teachers	September 2012	Progress Monitoring, CWT	Administration Math Coach
Math PLC	K-5	Math Coach	K-5 teachers	October 2012-May 2013 (Monthly)	Minutes and Sign-in Sheets	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
All Math Strategies	Study Island	A+ Funds	$1,500.00
			Subtotal: $1,500.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Math Complexity	Substitute Teachers (12 Tch x 1 days x $90)	Title I	$1,080.00
			Subtotal: $1,080.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,580.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, the percentage of students scoring a level 3 on the Science FCAT will increase from a 33% to 36%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (37)	36% (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	Teachers planning and implementing hands on experiments regularly in Grades K-5.	Teachers will plan and implement hands on experiments regularly include planning and discussing best practices for using the Broward County Hands-On Science Kits. Teachers will implementation of 5 E model. Teachers will utilize science notebooks for common Science Lab Reports. Teachers will participate in common planning time.	Science Coach Administration	Classroom walkthroughs will be conducted weekly, and constructive feedback will be given. Classroom walkthroughs to ensure that lessons are aligned to IFC. Feedback will be given at either grade level meeting and / or teacher/admin. data chats held monthly focusing on instructional practices including hands on experiences and learning centers. Use of science notebooks.	CWT focusing on instructional practices including hands on experiences and learning centers. Science notebooks common lab reports. FCAT Test Maker PRO
	Students are entering 5th grade with a deficiency in science knowledge and skills	Students will participate in a pre-test exam to identify weak areas in grade 5. Teachers will develop	Science Coach Administration	Common lesson planning and PLC. Interactive word walls CWT will be conducted weekly	Classroom walkthrough and district mini-assessments. Fidelity of Word Walls

2		of secondary IFC (for grades 3-5). Students will use of science notebooks/journals. Student will use of Grade 5 FCAT Explorer and Florida Achieves-FOCUS. Teachers will implementation of 5 E model.			Science notebooks FCAT Test Maker PRO
3					

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

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:

<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 science. Science Goal #2a:	By June 2013, the percentage of students scoring a level 4-5 on Science FCAT will increase from 7% to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (8)	10% (11)

<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
	Planning for hands-on experiments. Differentiated	Teachers will meet by grade level at least once a week and plan together. They will	Science Coach Administration	Classroom walkthroughs will be conducted weekly to ensure that science	Classroom walkthroughs and observations.

1	instructional strategies need to be implemented to enrich potential level 4/5 students on a regular basis. Level 4/5 students need to be given additional opportunities to complete work that challenge their ability on a consistent basis.	include planning and discussing best practices for using the Broward County Customized Hands-on Science Kits and other resources. •Teachers will plan appropriate Science project based learning activities. • Participation in project based showcases such as Broward County Academic Exposition		Delta Hands-on Kits are being used effectively and constructive feedback will be given to teachers monthly or as needed.	Authentic Student Work (i.e. projects) Common lab report Science notebooks FCAT Test Maker PRO
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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science training	K-5	Science Coach	Science PLC committee	TBD and TBA	PLC-best practices	PLC Leaders

Science Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
National Geographic	National Geographic Magazines – Gr 3-5	Internal Accounts	$1,000.00
Scholastic News Supplemental Materials	Scholastic News Gr K-2	Internal Accounts	$2,000.00
Science Experiment Materials	Science Materials needed for science curriculum experiments	Internal Accounts	$500.00
			Subtotal: $3,500.00

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
SScience Training	Substitute Teachers (12 Tch x 1 days x $90)	Title 1	$1,080.00
			Subtotal: $1,080.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
In-House and Off Campus Field Trips (*2-4 field trips per year per grade)	High Touch and High Tech/SASP	Supplemental Arts and Science Funds	$2,462.00
			Subtotal: $2,462.00
			Grand Total: $7,042.00

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 June 2013, the percentage of students scoring a 3.0 on FCAT Writing will increase from 77% to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (86)	80% (95)

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	Progress Monitoring	Students will use the writing process daily; all writing will be dated, and recorded in writing notebooks/folders.	Writing Coach/Administration	Teachers will review and score practice test bi-weekly.	FCAT Writing Rubric; Evidence of application to students' writing.
2	Limited understanding of FCAT Writing Rubric and PARCC Assessment.	Students will participate in activities that develop skills in focus, organization, support and	Writing Coach/Administration	Teachers will review and score practice test bi-weekly.	FCAT Writing Rubric; Application of students' writing.

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				conventions as well as the six traits.	
3	Students limited understanding of the writing process and exposure to various planning sheets.	Students will be explicitly taught how to effectively use planning sheets through guided interaction.	Writing Coach/Administration	Teacher will use and evaluate planning sheets and its effectiveness in students' writing results.	Students' planning sheets and writing assignments.
4	Limited understanding and practice with the writing process in Grades K-3.	K-3 students will participate in daily writing activities that promote effective use of the writing process and/or writer's	Writing Coach/Administration	Teachers will provide daily writing instruction and practice on the writing process in Grades K-3.	Students' writing samples in portfolios in Grades K-3.
5	Enough time to review data with students individually	Individual, small and peer conferencing will be used to provide differentiated and target instruction to improve students' writing skills.	Writing Coach/Administration	Teachers will review and conference with students about bi-weekly practice assessments	Dated students' writing and completed student data/conference logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
Writing PLC	3rd and 4th	Michelle Flores	3rd and 4th teachers	Every other Wednesday starting September 2012	PLC minutes and sign-in sheet	Writing Coach Administration
Writing PLC	K-2 and 5	Mary Catherine Dansky	K-2 and 5 teachers	Every other Wednesday starting September 2012	PLC minutes and sign-in sheet	Writing Coach Administration
Writing for						

the Common Core	K-5	District Staff	K-5 teachers	September 2012	CWT	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
Writing Common Core	Substitute Teachers (12 Tch x 1 days x $90)	Title 1	$1,080.00
		Subtotal:	$1,080.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Writing Incentives	Pens & Certificates	PTA	$200.00
		Subtotal:	$200.00
		Grand Total:	**$1,280.00**

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, Banyan's daily average attendance will increase to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (690)	99% (712)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
107 Excessive Absence	86 Excessive Absence
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
189 Excessive Tardy	165 Excessive Tardy
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	Attendance (Home / School) Communication Plan	Information letter regarding attendance will be sent home in Opening Day Packet	Administration	Returned parent signature	Attendance data
2	Attendance (Home / School) Communication Plan	School will implement reward system for Early Release days and Monday attendance.\n\nGrade level teams will implement special activities on Early Release Days.	Team leaders / Admin	Number of student participants	Attendance data
3	Parent lack of understanding of need and attendance policy	Monitoring attendance and follow-up with parents of students with emerging patterns of non-attendance (quarterly checks: 15, 30, 45 days)	Teachers / Admin	Reduced pattern of non-attendance	Attendance 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
Orientation & Sharing of Attendance Plan	K-5	Admin	Classroom Teachers, Support Staff, Office Staff	August 2012	Quarterly Monitoring	Administration/Teachers/IMT/ Social Worker
Orientation & Sharing of Attendance Plan	K-5	Admin	Parents	September- Open House	Quarterly Monitoring	Administration/Teachers/IMT/ Social Worker

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
School Improvement	Teacher Stipends (9 Teachers x 3 days x $60)	Title I	$1,620.00

			Subtotal: $1,620.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration 2 parents	Title I	$80.00
			Subtotal: $80.00
			Grand Total: $1,700.00

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 June 2013, at Banyan Elementary both Internal and External Suspensions will be reduced by 3%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
6	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	2

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Conduct (Home / School) Communication Plan	School will provide Training – Sensitivity / Parent Communication Conferencing and Involvement. School will provide discipline training for staff.	Administration	Reduced discipline referrals	Class change data Discipline Matrix Data
2	Lack of Alternative Behavior Strategies	Review - Classroom Management Plan (Post Rules / Consequence), Referral writing	Administration	Reduction of written referrals	Discipline Matrix Data

		process / DM Incident Codes			
3	Conduct (Home / School) Communication Plan	Training – Sensitivity / Parent Communication, Conferencing and Involvement	Administration	Reduced parent complaints / student referral	Class change data Discipline Matrix 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
Guidance Lessons	K-5	Guidance Counselor	Teachers	August 2012	Quarterly Monitoring	Administration
Teacher Sensitivity Training	K-5	Administration Guidance	Teachers	August 2012	Discipline Management System	Teacher Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Prizes for Reward Systems	Rewards for drawing on Early Release & Mondays	PTA/Partners	$250.00
			Subtotal: $250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $250.00

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:	By June 2013, parental involvement will increase from 12% to 15%.
Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12%	15%

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Review PIP	Review PIP	Review PIP	Review PIP	Review PIP
2	Lack of time on the parents' part	School will implement Meet and Greet to recruit parents to volunteer…find an event to fit their schedule Events Reading to students (Dads and Donuts, Moms and Muffins, Parents and Popcorn, Mystery Reader) Proctoring Chaperones Field Day Career Day Classroom Volunteer Vocabulary Word Warrior PTA PTA Events SAC Mega Skills	Volunteer Coordinator	Increase in parent participation	Parent Sign-In Sheet Parent Survey
3	Lack of Academic/School Information	School will host Banyan Family Nights: Academic Night to teach parents reading strategies to integrate at home and BEEP. School will communicate with parents through Banyan Website, District Website, and Newsletters. School will provide a Parent Suggestion Box in the front office.	Volunteer Coordinator	Increase in participation	Parent Sign-In Sheet Parent Survey
4	Lack of English Language	School will host an ESOL Family Night. School will provide newsletters in different languages. School will utilize ESOL staff contact person.	Volunteer Coordinator/ESOL Coordinator	Increase in parent participation	Parent Survey Parent Sign-In ESOL contact person

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
Parent Conferencing Skills	K-5	District Staff	Teachers	August 2012	Review Conference Forms quaterly	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
Mega Skills Training	Stipends for Presenters (2 x 9 hours x $26.00)	Title I	$468.00
Mega Skills Training Materials	Supplies (folders, pencils)	Title I	$50.00
Parent Agendas 2012-2013	Parent Communication Tools	Title I	$2,000.00
Parent Meeting Refreshments	Refreshments	Title I	$870.00
			Subtotal: $3,388.00
			Grand Total: $3,388.00

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:	Integrate STEM into the general curriculum. Increase student awareness of STEM application in real life.
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	Lack of staff's knowledge on how to integrate technology into daily curriculum. Inadequate funding to support technology needs.	Teachers will incorporate video conferencing into curriculum. Teachers will prove technology lessons. School will implement a Math club. Teachers will utilize white boards, Elmos, etc. in classroom instruction.	Classroom Teacher Technology Specialist Math Coach	Classroom walkthroughs	Teacher Observation Required Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Academy	K-5	Science/Math Coach	K-5 teachers	October 2012	Minutes and Sign-in Sheet	Administrator

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	Fundations Reading Intervention	Substitute Teachers (3 Tch x $90)	Title I	$270.00
Reading	Wilson Reading Intervention	Substitute Teachers (3 Tch x $90)	Title I	$270.00
Science	National Geographic	National Geographic Magazines –Gr 3-5	Internal Accounts	$1,000.00
Science	Scholastic News Supplemental Materials	Scholastic News Gr K-2	Internal Accounts	$2,000.00
Science	Science Experiment Materials	Science Materials needed for science curriculum experiments	Internal Accounts	$500.00
				Subtotal: $4,040.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Nine High Yield Strategies	Substitute Teachers (12 Tch x 1 day x $90)	Title I	$1,080.00
Reading	Reading Comprehension	Accelerated Reader	A+ Funds	$2,500.00
Mathematics	All Math Strategies	Study Island	A+ Funds	$1,500.00
				Subtotal: $5,080.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Common Core Training Grades 1-2	Substitute Teachers (10 Tch x 3 days x $90)	Title I	$2,700.00
Reading	Reading Text Complexity	Substitute Teachers (12 Tch x 1 day x $90)	Title I	$1,080.00
Reading	Reading Text Complexity	Substitute Teachers (12 Tch x 1 day x $90)	Title 1	$1,080.00
Reading	Differentiated Small Group Instruction	Substitute Teachers (12 Tch x 1 day x $90)	Title 1	$1,080.00
Reading	Social Studies Adoption Training	Substitute Teachers (12 Tch x 1 day x $90)	Title 1	$1,080.00
Mathematics	Math Complexity	Substitute Teachers (12 Tch x 1 days x $90)	Title I	$1,080.00
Science	SScience Training	Substitute Teachers (12 Tch x 1 days x $90)	Title 1	$1,080.00
Writing	Writing Common Core	Substitute Teachers (12 Tch x 1 days x $90)	Title 1	$1,080.00
Attendance	School Improvement	Teacher Stipends (9 Teachers x 3 days x $60)	Title I	$1,620.00
Suspension	Prizes for Reward Systems	Rewards for drawing on Early Release & Mondays	PTA/Partners	$250.00
				Subtotal: $12,130.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Conference (IRA)	Registration for conference (IRA)	Title 1	$1,354.00
Reading	Conference (IRA)	Travel for 3 Staff Members (IRA)	Title 1	$3,600.00
Science	In-House and Off Campus Field Trips (*2-4 field trips per year per grade)	High Touch and High Tech/SASP	Supplemental Arts and Science Funds	$2,462.00
Writing	Writing Incentives	Pens & Certificates	PTA	$200.00
Attendance	Annual Parent Seminar	Registration 2 parents	Title I	$80.00
Parent Involvement	Mega Skills Training	Stipends for Presenters (2 x 9 hours x $26.00)	Title I	$468.00
Parent Involvement	Mega Skills Training Materials	Supplies (folders, pencils)	Title I	$50.00

Parent Involvement	Parent Agendas 2012-2013	Parent Communication Tools	Title I	$2,000.00
Parent Involvement	Parent Meeting Refreshments	Refreshments	Title I	$870.00
				Subtotal: $11,084.00
				Grand Total: $32,334.00

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 10/24/2012)

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

Monitor the SIP
Educate Parents about state standards and Common Core.
Use data to progress monitor and inform instruction.
Use the data to inform the budget and resources.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
BANYAN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	83%	43%	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	65%	61%			126	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)	67% (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					540	
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
BANYAN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	80%	88%	43%	288	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%	65%			132	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?	61% (YES)	59% (YES)			120	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					540	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested