

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WELLEBY ELEMENTARY SCHOOL

District Name: Broward

Principal: Donna Boruch

SAC Chair: Kim Baston

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
Assis Principal	Wanda Haynes	B.S. Social Work; M.S. Elementary Education; Educational Leadership; ESOL Endorsed	2	3	2000-2010: Parkside Elementary School was graded an "A" each year with the exception of two years in which they received a "B" grade. Maintained high mastery goals with a minimum of 85% of students scoring at or above proficiency in reading, writing and math. Parkside made AYP in all school years with the exception of one. 2010-2011: First year Assistant Principal at Lauderdale Manors Elementary. School maintained a grade of "D" with 100% of students at or above proficiency in writing. Increased the percentage of students making learning gains, however, the school did not make AYP. 2011-12: Welleby Elementary - The learning gains of the lowest quartile increased and the school was rated a B.
					2002-2006: Tequesta Trace Middle School was graded an "A" for all 4 years. 2006: At Boyd Anderson as the AP in charge of scheduling raised the graduation rate 12% in one year. 2007: At Larkdale Elementary School raised overall FCAT scores 63

Principal	Donna R. Boruch	Educational Leadership All Levels, Reading K-12, ESOL	4	10	percentile points. 2009-2010: Welleby was graded an A school. Students at or above grade level in 2010 were 79% math, 78% reading, 91% writing and 52% science. Struggling students making a years worth of progress was 56% reading and 51% math. In 2011, Welleby was graded an A, but did not make AYP. 2011-12: Principal of Welleby Elementary - The learning gains of the lowest quartile increased and the school was rated a B.
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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	Annmarie Stramanak	Elem Ed ESOL Reading Endorsed	13	10	2001-present at Welleby We have received an A each year and met AYP criteria met 2004-2009, not met in 2010 In 2010, students making learning gains in Reading increased to 67%.2011-12: The learning gains of the lowest quartile increased and the school was rated a B.

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	Team Leader Mentoring	Team Leaders	Ongoing	
2	Best Practices Training	Instructional Coach	Ongoing	
3	Professional Learning Communities	PLC Leaders	Ongoing, Monthly	
4	Grade Level Planning	Team Leaders	Ongoing	
5	New Teacher Induction Program	Instructional Coach	Ongoing	

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
51	11.8%(6)	9.8%(5)	45.1%(23)	33.3%(17)	33.3%(17)	90.2%(46)	2.0%(1)	7.8%(4)	92.2%(47)

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
Marcie Appleman	Katy Quackenbush	Ms. Appleman is the ESE Specialist and the Pre-K/PLACE program Grade Chair. She will support Ms. Quackenbush in her role as a Pre-K teacher in our PLACE program.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.
Eileen Snyder	Nina Bellomo	Ms. Snyder is a kindergarten teacher who is Clinical Educator trained and Nationally Board Certified. She will provide support for Ms. Bellomo in her role as a kindergarten teacher.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.
Michele Diamond	Brittany Burke	Ms. Diamond is a first grade teacher who is Clinical Educator trained. She will provide support for Ms. Burke in her role as a first grade teacher.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.
Brenda Williams	Lisa Olson	Ms. Williams is a second grade teacher who is Clinical Educator trained. She will provide support for Ms. Olson in her role as a second grade teacher.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.
Leslie Atelus	Dawn Wolf	Ms. Atelus is the guidance counselor at our school. She is Clinical Educator trained and National Board certified. She will support Ms. Wolf in her role as a	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.

		second grade teacher.	
Jacqueline Burke	Anthony D'Angelo	Ms. Burke is a third grade teacher who is Clinical Educator trained. She will provide support for Mr. D'Angelo in his role as a third grade teacher.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.
Teressa Wade	Sheldon Jordan	Ms. Wade is a fourth grade teacher who is Clinical Educator trained. She will provide support for Mr. Jordan in his role as a fourth grade teacher.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.
Ann Marie Stramanak	Mary Erpelding	Ms. Stramanak is the Reading Coach at our school. She is Reading Endorsed and is Clinical Educator trained. She will provide support for Ms. Erpelding in her role as a fifth grade teacher.	Both Mentor and Mentee will participate in Welleby's NESS program which includes monthly learning community meetings and NESS support group meetings.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 funds will be used to supplement certain percentages of instructional staff, professional development training activities for teachers and parent involvement activities. Extended Learning opportunities are also supported with these funds.

Title I, Part C- Migrant

Title I, Part D

Title II

The school has sent representatives from each grade level to district trainings. Those representatives have trained staff at the school site.

Title III

Monies will be spent for classroom resources and English-heritage language dictionaries for ELL students.

Title X- Homeless

Students will be properly identified, transportation arrangements made as needed, support provided and referrals for resources made.

Supplemental Academic Instruction (SAI)

Monies will be allotted to pull out and push in enrichment programs and for classroom enrichment strategies.

Violence Prevention Programs

GRADE Program will be presented by the School Resource Officer to 5th graders. We will participate in district-sanctioned violence prevention observances. We will offer various pro-social clubs and activities to engage students in productive, healthy pursuits.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

We will host a Career Day. The school counselor will teach guidance lessons related to career preparation.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The team is comprised of Administration, ESE Specialist, Classroom teacher, School Psychologist, School Counselor, Reading Coach, Curriculum Coach, Speech Pathologist, and School Social Worker. The school guidance counselor, Leslie Atelus, is the chairperson of the MTSS/RtI Team. It is her responsibility to schedule meetings, set an agenda and facilitate the meeting.

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 team meets weekly to discuss and monitor students, who are in need of academic and/or behavioral interventions. The team collaborates with each student's teacher to review interventions and collect data such as standardized test scores, classroom assessments and benchmark assessments. The team makes recommendations for additional interventions to be put in place, based on the outcome of interventions. Each student is assigned a case manager on the team, who provides additional support to the teacher along with feedback to the team as to the progress of the Tiers. The cases are monitored throughout each Tier until it is deemed necessary to continue on for further evaluation at the District level, or remain a case which continues to be monitored at the school level.

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

The MTSS/RtI Leadership team reviews data such as test scores, benchmarks, and classroom assessments to determine areas of need. Based on the needs of the students that have gone through the RtI process, the team makes recommendations for intervention strategies and trainings for the faculty. This team also communicates with the SAC by sharing Tier 1 data, and creating activities to support and enhance academic achievement. Based on these recommendations, the School Advisory Council organizes and develops a plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The MTSS/RtI Team analyzes the data from the district's online data system, BASIS, to analyze classroom and school-wide data. The MTSS/RtI Team analyzes the data from the individual's intervention presented by the classroom teacher at each Tier level. The data includes classroom assessments, standardized test scores and benchmark assessments. Teachers and case-workers monitor and track items such as classroom performance, grades, participation charts, and specific behavior plans that have been implemented in the classroom. This information is then gathered and charted for evaluation of goals met or trends that may occur. The team monitors behavior of students in the RtI process by classroom visits, reviewing frequency charts/graphs created by the classroom teacher and targeting specific behavior needs. Attendance is monitored by classroom teachers, who make the first parent contact. Chronic tardies and continued absences are reported to the RtI team, and the school counselor and school social worker intervene. Academic data for each subject area is monitored at the weekly meetings. The team looks at FCAT scores, benchmark assessments, classroom assessments, work samples and conference forms in order to determine specific interventions that will improve academic performance. Academic data for each subject area is monitored at the weekly meetings. The team looks at FCAT scores, benchmark assessments, classroom assessments, work samples and conference forms in order to determine specific interventions that will improve academic performance.

Describe the plan to train staff on MTSS.

The MTSS/RtI Team will train all new personnel utilizing a multimedia presentation to explain the RTI process including teacher's role and explanations of interventions and data collection, etc. The MTSS/RtI Leadership team will implement a two-hour staff training at the beginning of the 2012-13 school year. The training will provide a brief review of the RtI process; how to access data through the district's BASIS data system and other sources; and graphing tools and procedures. The training will include cooperative learning groups to practice new skills to obtain and graph data for behavior and academics. Additional training sessions will be conducted throughout the year in order to ensure that the teachers have an understanding of the data and are able to disaggregate the data and use it to plan the adequate student interventions to increase student achievement.

Describe the plan to support MTSS.

The MTSS/RtI team will regularly monitor data from FAIR, BAT, and grade-wide assessments to determine that all students not meeting grade-level expectations are receiving interventions at the appropriate Tier. Case Managers from the team will regularly communicate with teachers on their grade level to ensure interventions are in place, approved resources are utilized, and data is being graphed appropriately.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of the Mrs. Boruch (principal), Mrs. Haynes (Assistant Principal), Mrs. Stramanak (Reading Specialist), Mr. Cruz (Instructional Coach), Mrs. Atelus (School Counselor), Mrs. Appleman (ESE Specialist), Mrs. Baston, and Grade Chairs: Mrs. Guilbee, Mrs. Liberatore, Mrs. Burke, Mrs. Hughes, Mrs. Calvaresi, and Mrs. Mewbron.

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

The LLT meets monthly to discuss current events at the school. The team analyzes data to determine trends and make plans to meet the needs of all students. The team will share data with the staff. Data will be shared at individual data chats, team meetings and Professional Learning Community Meeting.

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

The LLT will oversee the implementation of the reading, writing, math and science curriculum. They will provide support to the teachers to ensure that all aspects of the program are being implemented in each classroom. Staff development in these programs will be conducted during team meetings. Members of the LLT have been assigned to specific grade levels to progress monitor and provide support. The LLT will assist in the transition from NGSSS standards to Common Core standards.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/24/2012)

*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.

Welleby prepares for the transition to Kindergarten by informing the neighborhood preschools of registration requirements, providing the opportunity for incoming Kindergartners and their parents to tour the school and inviting new students and their families to a Kindergarten/New student Orientation.

*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:	The trends show that the % of students showing proficiency had remained consistent (up a point, down a point) over the last few years, but dropped significantly in 2012. It is necessary to move students from level 1 and 2 into the proficient group and raise the % proficient.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (102)	31 (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding of nonfiction vocabulary	Students will read and discuss non-fiction text weekly via teacher-led and cooperative group activities to increase depth of knowledge	Reading Teacher	Tests will be evaluated for proficiency and reviewed with students for reinforcement of text features and vocabulary	Mini Bats
2	Lack of computer skills make it difficult for the students to use the program which may impede reading progress	Students will utilize the Riverdeep program for weekly skill development	Reading Teacher and Technology Liaison	Evaluate reports for pass/fail and provide follow-up reinforcement of skills	Riverdeep reports
3	Students have limited understanding of non-fiction vocabulary	Students will read and discuss non-fiction text weekly via teacher-led and cooperative group activities to increase depth of knowledge	Reading Teacher	Tests will be evaluated for proficiency and reviewed with students for reinforcement of text features and vocabulary	Mini Bats

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At Welleby, we have a gifted/high achiever class at each grade level. In addition, each class has a group of children that are high achieving and their individual needs will be met in their classrooms.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(144)	40%(160)

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	Access to book titles would limit the students to the availability of appropriate leveled text	Utilize AR books and tests for differentiated reading practice	Reading Teacher	Evaluation of tests and review with students for comprehension levels	Accelerated Reader Tests
2	Lack of understanding of higher-order thinking processes	Differentiated small-group instruction providing for enhancement of higher-order thinking skills	Reading Teacher	Evaluation of prescribed student-produced projects	Student-produced projects
3	Lack of critical thinking skills	Analyze higher order questions to determine the meaning and pinpoint the focus of the question. Restating questions to demonstrate understanding.	Reading Teacher	Evaluation of tests to determine understanding of higher order questions	Mini Bats FCAT Maker Tests FAIR Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The % of students making learning gains increased by 1% this year. We will continue to monitor progress to determine needs to increase learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(186)	70%(82)

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	Cost of adequate materials	Teachers will use the FCAT Maker tests to monitor student progress and determine specific needs.	Coaches/Classroom Teachers	Tests will be administered at regular intervals and the results will be evaluated by teachers and discussed in data chats.	FCAT Maker Tests
2	Lack of ability to organize story components	Teacher will model and students will utilize thinking maps to organize story components	Reading Teacher	Completed thinking maps will be evaluated and feedback will be provided to the students	Student-produced thinking maps bi-monthly
3	Lack of social skills will inhibit children from actively participating in cooperative learning groups at the literacy centers.	Students will engage in daily literacy centers to reinforce comprehension skills	Reading Teacher	Evaluate center activities for prescribed completion of task and provide reinforcement as needed	Center activity

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:	Scores indicate that we increased learning gains in this subgroup by 7%. Specific strategies will be implemented to address the needs of this subgroup in order to further increase gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(43)	65%(45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students can't sustain and read long passages which interferes with building fluency	Students will utilize fluency builders weekly	Reading Teacher	Administer 3-minute assessments 3 times per year and monitor results for improvement	FAIR Assessments
2	Lack of student attendance at these programs will interfere with academic achievement	Students will receive targeted instruction through tutoring opportunities such as book club, technology club, Saturday School,	Tutoring Coordinator	Pre-tests will be evaluated for specific needs. Post-tests will be analyzed for growth.	Pre- and post-tests
3	Lack of computer skills interferes with properly executing the program.	Students will use Riverdeep program for weekly skill development	Reading Teacher and Technology Liaison	Evaluate reports for pass/fail and provide for reinforcement of skills as needed	Riverdeep reports

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 :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		69%	72%	75%	78%	

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:	Although a score does not appear on the AYP report because this subgroup is too small, we wanted to address their needs. It was necessary to look at individual student scores in this group to determine needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: x 86%(72) Black: 68%(115), Hispanic: 82%(75), Asian: 70%(14) American Indian: n/a	White: Maintain/Improve Black: 72%(122) Hispanic: 84% (77), Asian: 73%(15), American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Lack of background knowledge	Students will receive whole and small group instruction using fiction and non-fiction selections to help make connections	Reading Teacher	Evaluation of answers to questions using lower and higher-order thinking in whole and small groups	Weekly reading tests and FAIR Assessment
2	Lack of comprehension skills	Students will be double-dosed in small groups	Reading Teacher	Analysis of strengths and weaknesses on weekly tests and BATs	Weekly reading tests and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	This group is relatively small in size and they receive extra support as needed from their ESOL certified teacher as well as the school guidance counselor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(8)	30%(4)

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 English proficiency	Teacher will model and students will employ thinking maps to reinforce vocabulary development	Reading Teacher	Evaluate student-produced thinking maps and provide feedback	Weekly student-produced thinking maps
2	Lack of computer skills	Students will use the Riverdeep program for targeted weekly skill development	Reading Teacher and Technology Liaison	Evaluate reports for pass/fail and provide for reinforcement of skills as needed	Riverdeep reports
3	Poor automaticity of sight words	Students will be double-dosed in small groups	Reading Teacher	Administer 3-minute assessments 3 times per year and weekly evaluation with sight word list	FAIR Assessments, weekly 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	These students will receive support from the classroom teacher, the ESE teacher and from support staff if necessary. Student progress will be monitored weekly and support in specific reading deficient areas will be given.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(27)	45%(21)

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
	Poor automaticity of	Students will be double-	Reading Teacher	Administer FAIR	FAIR Assessments,

1	sight words	dosed in small groups		Assessments 3 times per year and weekly evaluation with sight word list	weekly tests
2	Lack of social and fine-motor skills	Students will participate in daily differentiated literacy center activities	Reading Teacher	Evaluation of prescribed center activity for completion of task and reinforcement/review as needed	Center activity
3	Lack of focus, time on task, completion of work	Students will be provided specific interventions as prescribed by RtI team/reading teacher	Reading Teacher/RtI team	Progress monitoring of student performance on assigned daily tasks, weekly tests and quarterly assessments	Daily assignments, weekly tests, quarterly assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged subgroup increased in size and the % not meeting criteria has decreased.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(108)	40%(92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Teacher will use fiction and non-fiction in whole and small groups to help students make connections to real life	Reading Teacher	Evaluation of answers to questions using lower and higher-order thinking in whole and small groups	Weekly reading tests and FAIR Assessments
2	Lack of parental involvement	Parent workshops will be conducted to involve parents in supporting student achievement. Parents will be surveyed to determine if the workshops are meeting their needs. This information will be used to plan future workshops.	Title I Coordinator	Parent sign-in sheets	Parent surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using data to plan for instruction.	K-2 Primary Group 3-5 Secondary Group	Reading Coach Reading PLC Leaders	School-wide	Bi-monthly meetings	PLC Notebooks/reflection journals	Reading PLC Leaders

ELA CCSS Teachers will deconstruct the standards in order to determine the most fair and effective way to teach and assess students.	K-5	Grade Chairs	K-5 Teachers	Early Release 9/27/12 and weekly grade level meetings	Lesson Plans, reflections and discussions	Grade Chairs and Reading Coach
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Extended Learning Opportunities - Morning/Afterschool Tutoring or Saturday Program	Program materials - including intervention programs, vocabulary and comprehension, non-fiction complex texts	Accountability	\$2,000.00
			Subtotal: \$2,000.00
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
Extended Learning Opportunities - Morning/Afterschool Tutoring or Saturday Program	Staff - teachers to facilitate the program	Accountability	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	ELL students will increase in proficiency in listening/speaking skills by 5% { 3 students).
2012 Current Percent of Students Proficient in listening/speaking:	
60%	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Use of English in the home environment.	1.1. Provide resources parents and families to utilize at home and notify parents of District ELL Parent meetings.	1.1. Leslie Atelus, School Counselor	1.1. Documentation of resources sent home to parents or provided through Parent/Home Link and school website.	1.1. IPT Speaking and Listening Components, and CELLA Speaking and Listening.
2	1.2. Current level of English speaking/listening skills.	1.2. Teachers implement ESOL Strategies and provide opportunities in the classroom for students to practice listening/speaking skills.	1.2. Leslie Atelus, School Counselor, and Classroom Teacher	1.2. Teachers will develop rubrics to assess speaking/listening skills.	1.2. IPT Speaking and Listening Components, and CELLA Speaking and Listening. Classroom Rubrics
3	1.3. Cultural differences.	1.3. Students will have opportunities to speak about their culture/country in English.	1.3. Classroom Teacher	1.3. Teachers will develop rubrics to assess speaking/listening skills.	1.3. IPT Speaking and Listening Components, and CELLA Speaking and Listening. Classroom Rubrics

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:

ELL students will increase in proficiency in reading skills by 10% {2 students}.

2012 Current Percent of Students Proficient in reading:

26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Access to a variety of resources to support understanding of reading materials in English.	2.1. Teachers will utilize multi-lingual resources (software, books on tape, heritage language dictionaries, etc) for students to hear reading in both English and home language.	2.1. Classroom Teacher and Leslie Atelus, School Counselor	2.1. Classroom – scores on reading assignments and assessments	2.1. IPT Reading and CELLA Reading, Classroom Assessments, District and State Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

ELL students will increase in proficiency in writing skills by 10% {2 students}.

2012 Current Percent of Students Proficient in writing:

23%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited English skills in speaking, listening, and reading.	2.1. Utilize online translation tools, such as google translator; multi-modality approach to spelling.	2.1. Classroom Teacher and Mrs. Atelus, School Counselor	2.1. Rubrics for writing assessments	2.1. IPT Writing and CELLA Writing, Classroom Assessments, District and State Assessments
2	2.2. Lack of writing skills in home language.	2.2. Provide samples. Utilize peer partners and groups to cooperatively learn writing skills.	2.2. Classroom Teacher and Mrs. Atelus, School Counselor	2.2. Rubrics for writing assessments	2.2. IPT Writing and CELLA Writing, Classroom Assessments, District and State Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Heritage Language – English Dictionaries	Word to Word translation of words from English to Home Language and vice versa.	Title III	\$150.00
Science-Saurus	Comprehensive science companion packed with examples, detailed guidelines, & explanations that help students understand and review essential science concepts.	Title III	\$3,228.90
			Subtotal: \$3,378.90
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PenPAL	A tool that individuals and small groups can use to engage in lessons with pre-recorded "soundspots" in English and/or heritage language.	Title III	\$656.25
Myvocabulary.com	Interactive resources at different grade levels. Includes lesson plans for ELL students with audio. 390 word lists for required reading, vocabulary from 135 novels, and more.	NA	\$0.00
			Subtotal: \$656.25
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Mrs. Atelus will provide updates and training to staff during staff meetings.	In-house training	NA	\$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: \$4,035.15

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:	The trends show that our math scores increased steadily from 2001-2009 but our scores have dropped from 2010 to 2012. This drop has prompted us to examine contributing factors and create new strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(98)	30%(118)

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	Number sense deficit/computer skills could impede students from properly implementing the websites	Students will use prescribed mathematical websites in order to overcome number sense deficit.	Math Teacher/Leadership Team	Progress monitoring/data analysis	Benchmark/Riverdeep
2	Lack of computational fluency	Students will use manipulatives in order to gain computational fluency.	Math Teacher/Leadership Team	Pre and Post test	Weekly assessment and MiniBats
3	Lack of motivation	Students will participate in fluid cooperative learning groups to increase motivation and social interaction among students.	Math Teacher and Student	Rubric	Self Assessment/Peer Assessment
4	Difficulty explaining and justifying answers.	Students will participate in teacher lead small groups to increase mathematical understanding.	Classroom teacher	Progress monitoring/data analysis	Mini Bats/ Test Maker/ Chapter tests/ Big Idea Tests
5	Number sense deficit/computer skills could impede students from properly implementing the websites	Students will use prescribed mathematical websites in order to overcome number sense deficit.	Classroom teacher/Leadership team	Progress monitoring/data analysis	Florida Achieves, First in Math, Destination Success, FCAT Explorer
6	Students lack critical thinking skills.	Students will answer higher order questions and justify answers using a Math journal.	Classroom teacher	Authentic Assessment	Math journal

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:	We currently do not have any students taking the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties explaining and justifying answers due to lack of mathematics fluency	Students will use big Idea centers and Math journals to record and reinforce understanding of concepts.	classroom teacher	journal sharing	Math journals
2	Students lack the necessary technology skills to work independently.	Students will participate in project based learning through technology integration.	classroom teacher	Authentic Assessment	teacher made rubrics
3	Difficulty recognizing the appropriate strategy to solve real world problems.	Students will participate in real world problem solving in order to apply and reinforce gained math knowledge.	classroom teacher	Authentic assessment	rubrics

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:	The trends show that our amounts of students scoring at or above achievement level 5 has fluctuated from 2008-2012. This fluctuation has prompted us to examine the contributing factors and create new strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(142)	41%(164)

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	Difficulty explaining and justifying mathematical reasoning.	Students will maintain journals to reinforce explanations in math reasoning.	Math Teacher	Journal Sharing	Rubric
2	Difficulty recognizing the appropriate strategy to solve real world problems	Students will participate in real world problem solving in order to apply and reinforce gained math knowledge.	Math Teacher	Authentic Assessment	Rubric
3	Students need to learn to work together to complete projects	Students will complete math projects to enhance learning and increase motivation.	Math Teacher	Progress Monitoring	Rubric
4	Students lack number and computation fluency.	Students will complete a multiplication grid in an allotted time three times a week.	Math teacher	Authentic Assessment	Multiplication grid

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	
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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:	The trend data indicates that from 2008 - 2010 the percentage of students making learning gains decreased. In 2011 our percentage of students making learning gains increased and then it decreased again in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(175)	70%(190)

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	Cost of adequate materials	Teachers will use the FCAT Maker tests to monitor student progress and determine specific needs.	Coaches/Classroom Teachers	Tests will be administered at regular intervals and the results will be evaluated by teachers and discussed in data chats.	FCAT Maker Tests
2	Students lack skills required for higher order thinking	Students will participate in enrichment activities to achieve depth of knowledge.	Math Teacher/PLC leader	Authentic Assessment	Rubric
3	Frustration due to lack of problem solving skills	Students will develop their own word problems and projects	Math Teacher	Student Created Rubric	Rubric
4	Lack of Social Skills interfere with effective groups	Students will interact with peers in cooperative learning groups.	Math Teacher	Peer Assessment	Rubric
5	Lack of comprehension skills	Students will use math literature to introduce and reinforce math concepts	Math Teacher	Use of concepts introduced in literature in daily classwork and chapter tests	Chapter tests
6	Lack of computer skills	Students will use prescribed mathematical websites to meet their individual needs and weaknesses.	Math teacher	Progress monitoring/data analysis	Florida Achieves/First In Math/Riverdeep/Renzulli

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:	Trends show that from 2008 to 2009 our percentage of students in lowest 25% making learning gains increased. From 2009 to 2010 it decreased. It then remained the same from 2010 to 2011. In 2012 we made significant gains, raising our percentage by 7 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(45)	67%(49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of confidence	Small group instruction will be used to individualize instruction and target areas needing intervention	Math Teacher	Progress Monitoring	Weekly assessment
2	Lack of understanding basic math operations	Students will develop mathematical thinking through the use of hands on manipulatives.	Math Teacher	Teacher Observation	Assessment
3	Lack of attendance	Students will receive targeted instruction through afterschool tutoring	After-school tutoring coordinator	Pre and Post test	Riverdeep
4	lack of motivation	Students will participate in a morning FCAT camp focusing on math instruction and practice.	FCAT camp coordinator	Pre and Post Test	FCAT Explorer

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 # 21% (55 students) of our students scored below level 3 on FCAT2.0 Mathematics in 2011 - 2012. In order to decrease our achievement gap by 2016-2017 22 of the 55 students must score a level 3 or above on the FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		68%	71%	74%	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:	The trends indicate a progressive decrease in the percentage of students in the subgroups not making satisfactory progress. The white subgroup consistently has the lowest percentage of students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(28) White, 50%(79) Black, 32%(34) Hispanic, 33%(5) Asian, American Indian 0%(0)	White 25%(24) Black 45%(70), Hispanic 27%(28), Asian 26% (4), American Indian Mantain 0%(0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic computational skills	Students will be double dosed in small group	Math Teacher	Analysis of strengths and weaknesses on weekly tests and BATs	Weekly assessment and BAT tests
2	Attendance	Students will use individually prescribed websites at daily ELO technology club sessions to address and remediate math skills	Technology Club Coordinator/Classroom teacher	Student data chats to evaluate performance	Chapter tests, BAT tests and daily classroom performance
3	Lack of reading comprehension.	Students will use math literature to build a better understanding of the use of mathematics in real world situations.	Math Teacher	progress monitoring/data analysis	Chapter tests, daily classroom performance

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:	h
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(7)	46% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of Number sense	Students will practice basic math operations using hands-on math manipulatives.	Math Teacher	Data Analysis/ Progress Monitoring	Pictorial Assessment
2	Lack of prerequisite skills	Students will interact with peers in small group settings in order to gain prerequisite skills	Math Teacher	Data Analysis	Weekly Assessment
3	Lack of confidence	Students will be paired by ability, creating peer tutors to increase confidence in learning environment	Math Teacher	Rubric	Peer/Self Assessments
4	lack of computer skills	Students will practice computational skills through prescribed mathematical websites.	math teacher	progress monitoring/data analysis	Florida Achieves/Riverdeep

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:	h
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(20)	36%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of computer skills	Students will utilize First in Math to practice basic skills while also receiving immediate reinforcement.	Math Teacher	Data Analysis/ Progress Monitoring	Data Analysis on FIM24
2	Lack Of Teacher Knowledge	Interactive lessons incorporating the Promethean Board.	Math Teacher	Teacher Observation	Informal Assessment/ActiVotes
3	lack of time in time of math instruction	Students will use manipulatives in a small group setting to complete mathematical computations.	Math Teacher	Teacher observation/data analysis/progress monitoring	Informal Assessments/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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	h
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(103)	40%(92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Background Knowledge	Students will develop Thinking Maps to deepen background knowledge.	Math Teacher	Teacher Observation	Thinking Maps
2	Lack of Prerequisite Skills	Students will engage in prescribed websites to increase prerequisite skills.	Math Teacher	Data Analysis	Riverdeep
3	Lack of parental involvement	Parent Workshops will be conducted to involve parents in supporting student achievement	Title I Coordinator	Sign-In Sheets	Parent Survey
4	Lack of motivation	Students will maintain journals to reinforce math strategies so that these can be used at home for homework support.	Math teacher	daily teacher observation	rubric

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusing math and literature	K-5	Math Coach	School-wide	Early Release January 17	Grade Level Meeting- Choosing appropriate literature and matching books to math lessons	Grade Chairs
Math CCSS Teachers will deconstruct the standards in order to to determine the most fair and effective way to teach and assess students.	K-5	Math Coach	K-5 Teachers	Early Release and weekly grade level meetings.	Lesson Plans, reflections and discussions	Grade Chairs and Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD that focuses on project based hands on strategies for teaching math concepts	Program Materials and Substitutes	Accountability	\$1,500.00

			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

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:		The trend data indicates that the science scores increased each year since 2007 until a decrease in 2010. We addressed the needs in 2011 and saw increased scores again, however they dropped again in 2012. Science will be taught through reading in order to increase exposure to concepts.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
28%(37)		32%(43)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited understanding of vocabulary in non-fiction texts	Teach Science content through Reading.	Classroom Science/Reading Teacher	Tests will be evaluated for proficiency and to determine skills that need to be addressed	Science Unit Tests
2	Lack of prior knowledge/scaffolding	Use thinking maps to process learned information	Classroom Science/ Teacher	Work will be evaluated using a rubric	Student produced thinking maps
3	Students have limited research skills	Scientific Method will be followed to complete classroom experiments	Classroom Science Teacher	Classroom experiments will be evaluated using a rubric.	Students will complete Science Fair Projects
4	Training of teachers in the new program	Florida Science Fusion program will be used to teach science skills	Classroom Science Teacher	Students will use journals to explain concepts, reflect on experiments, predict and analyze outcomes.	Journals/Chapter Tests
5	Lack of access to user friendly technology	Students will use interactive Florida Science Fusion lab to develop virtual experiences in the scientific process	Classroom/Science Teacher	Printable result sheet	Unit Assessment
6	Students have limited ability to research and synthesize their findings	Research and present a science project	Classroom Science teacher	Rubric	Completed Science Projects
7	Poor organizational skills	Maintain Science Notebook/Journal	Classroom Science teacher	Monitor journals for content and organization	Journals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The trend data indicates that a majority of our students are evenly distributed between level 2 and 3. The level 4 and 5 students had never been more than 15%, until this years increase to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(30)	25%(35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty explaining the Scientific Process using the appropriate vocabulary words.	Students will utilize the Delta Science Readers to increase their depth of knowledge.	Classroom Science Teacher	Students will summarize information from the science readers.	Pre/Post tests
2	Lack of basic background knowledge, difficulty in expressing themselves through writing	Students will learn concepts and demonstrate an understanding of vocabulary by defining in their own words.	Classroom Science Teacher	Students will use a science journal to as a cumulative record of vocabulary.	Journal Review/Discussions

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:	
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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
Scientific Method	PK - 5	PLC Leader	Science Professional Learning Communities PK-5	Weekly meetings	Vertical teaming	Support Staff
Planning Science Unit to meet new Common Core Standards	PK - 5	PLC Leader	Classroom teachers	Weekly grade level team meetings	Team meeting agenda	Support Staff

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fair - to teach the scientific process	Science display boards	Accountability	\$300.00
			Subtotal: \$300.00
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

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:	There was a decrease in students scoring level 3 and above in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(120)	92%(127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have difficulty choosing the appropriate thinking map.	Students will learn to organize their ideas using Thinking Maps	Classroom Teachers/Reading Coach(thinking maps trainer)	Completed thinking maps and writing samples will be evaluated and feedback will be provided to the students	Components of 6 Traits Rubric- ORGANIZATION
2	Lack of background knowledge and exposure to literature.	Students will utilize trade books as a model to enhance their ability to apply the six traits in their writing.	Classroom Teachers	Writing samples will be evaluated and feedback will be provided to the students.	Components of 6 Traits Rubric
3	Test Anxiety Lack of editing skills	Writing Camp and Peer Editing will be implemented to empower the students to self assess and improve their writing quality	Classroom Teachers	Teacher models revising and editing and then conferences with students individually	Weekly Prompts Components of 6 Traits Rubric

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Lack of exposure to multiple pieces from the same author	Students will utilize grammar and voice to mirror the author/mentor	Classroom Teacher	Completed writing samples	Six traits rubrics/teacher made rubric to focus on specific traits

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 writing training	PK - 5	County Trainer	Classroom Teachers	September - November	Train the trainer	Curriculum support

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Welleby has always had an excellent attendance rate. We plan to implement strategies to maintain or improve our current attendance rate and to decrease the number of students with excessive absences and excessive tardies.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%(768)	97.5%(776)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
227(28.5%)	200(25%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
151(19%)	120(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	Students'tardiness	Parent Link call, staff telephone call, letter to parent, parent conference with administrator, and/or home visit by the school social worker.	Designated attendance staff person, teacher, assistant principal, school social worker	Attendance record review.	Compared to previous school year: Reduction in the number of tardies and a reduction in the number of tardy minutes
2	Increase in absences on early release days.	Create incentive for attendance on early release days by hosting a special event for students.	Administrator	Attendance record review.	Decrease in the number of students aabsent as compared to previous year's data.
3	Increase in daily absences.	Reward and recognize good attendance. Immediately address attendacne problem with parent and student.	Administrator, teacher, guidance counselor, social worker.	Attendance record review.	Decrease in both the number of days absent and the number of students absent.
4	Chronic accumulation of excused absences.	Request acceptable written documentation to excuse absence.	Administrator, attendance staff, teacher and social worker.	Attendance record review.	Decrease in the number of chronic excused absences.
5	Increase in the number of absences on days before a holiday and/or planning.	Create incentive for attendance on days immediately preceding a holiday. Personal telephone call to parent to discuss absence.	Administrator with support with teachers.	Review attendance record.	Less incidences of absence on days immediately preceding a planned day off.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Welleby will decrease the suspension rate for the 2011-12 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3(<1%)	2(<1%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3(<1%)	2(<1%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

2(<1%)	1(<1%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2(<1%)	1(<1%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of the CHAMPS strategies	Provide CHAMPS Management training to staff.	Administrator and Support personnel.	Classroom Walk-through and DMS Report	Rubric or Time on Task Instrument.
2	Fidelity of Implementation of the strategies given in the initial training	Mini inservice to "refresh" strategies.	Team Leader	Classroom walk-through and DMS Report	Rubric or Time on Task Instrument
3	Lack of student motivation	Pair students needing additional assistance with mentor or advisor.	Guidance counselor	Student survey	Student disciplinary referrals

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement					
Parent Involvement Goal #1:		See PIP			
*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:			
In 2012, 69%(560) of parents participated in Academic/Family Nights.		In 2013, we expect 72%(576) of parents to participate in Academic/Family nights.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To integrate STEM strategies into the curriculum and increase student achievement through the application of real world skills.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of age appropriate opportunities available.	Teachers will participate in distance learning .	Leadership Team/Grade Chairs	Participation in discussions and teacher observation.	Students will keep a journal to reflect on lessons.
2	Consistent attendance in the clubs	School will implement an after school math and science club.	Aftercare Supervisors	Student participation Teacher Observation	Experiments and projects

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 Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math and Science after school clubs	Materials for experiments and journals	Aftercare Program	\$300.00
			Subtotal: \$300.00
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: \$300.00

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	Extended Learning Opportunities - Morning/Afterschool Tutoring or Saturday Program	Program materials - including intervention programs, vocabulary and comprehension, non-fiction complex texts	Accountability	\$2,000.00
CELLA	Heritage Language – English Dictionaries	Word to Word translation of words from English to Home Language and vice versa.	Title III	\$150.00
CELLA	Science-Saurus	Comprehensive science companion packed with examples, detailed guidelines, & explanations that help students understand and review essential science concepts.	Title III	\$3,228.90
Science	Science Fair - to teach the scientific process	Science display boards	Accountability	\$300.00
STEM	Math and Science after school clubs	Materials for experiments and journals	Aftercare Program	\$300.00
				Subtotal: \$5,978.90
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	PenPAL	A tool that individuals and small groups can use to engage in lessons with pre-recorded "soundspots" in English and/or heritage language.	Title III	\$656.25
CELLA	Myvocabulary.com	Interactive resources at different grade levels. Includes lesson plans for ELL students with audio. 390 word lists for required reading, vocabulary from 135 novels, and more.	NA	\$0.00
				Subtotal: \$656.25
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Mrs. Atelus will provide updates and training to staff during staff meetings.	In-house training	NA	\$0.00
Mathematics	PD that focuses on project based hands on strategies for teaching math concepts	Program Materials and Substitutes	Accountability	\$1,500.00
				Subtotal: \$1,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Learning Opportunities - Morning/Afterschool Tutoring or Saturday Program	Staff - teachers to facilitate the program	Accountability	\$2,000.00
				Subtotal: \$2,000.00
				Grand Total: \$10,135.15

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC will monitor the implementation of the school improvement plan. The committee will determine the specific use of the funds as it relates to extended learning opportunities and focused intervention instruction.	\$5,000.00

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

The SAC will meet monthly to monitor the strategies in the School Improvement Plan in order to ensure that the plan is being implemented. The SAC will monitor data and explore strategies to increase student achievement. The SAC will determine the best use of SAC funds for additional extended learning opportunities and to provide necessary resources to meet the goals of the plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District WELLEBY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	80%	92%	55%	306	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%	71%			138	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	56% (YES)	63% (YES)			119	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					563	
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 WELLEBY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	79%	91%	52%	300	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	66%	62%			128	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	56% (YES)	51% (YES)			107	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested