

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RAMBLEWOOD ELEMENTARY SCHOOL

District Name: Broward

Principal: Maria Perez

SAC Chair: Alvaro Picado

Superintendent: Robert Runcie

Date of School Board Approval: / /2012

Last Modified on: 10/19/2012

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.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Maria Perez	Spec.- Ed. Leadership from FL Atlantic Univ. MS- Elementary Ed. from Nova SE Univ. BS- Business from FL International Univ.		6	New Principal of Ramblewood Elementary in 2012-2013. Previously the Assistant Principal at Park Trails Elementary which was an "A" school for the past 6 years. Did not make AYP in Students with Disabilities in Reading and Math. Ramblewood Elementary 2011-2012: Reading Mastery: 63% Math Mastery: 63% Science Mastery: 52% Writing Mastery: 95% 55% of Black, 45% of Economically Disadvantaged students did not make satisfactory progress in Reading. 60% of Black, 46% of Economically Disadvantaged students did not make satisfactory progress in Math.
					Assistant Principal of Ramblewood Elementary in 2011-2012: Reading Mastery: 63% Math Mastery: 63% Science Mastery: 52% Writing Mastery: 95%

Assis Principal	Andrew Thornberry	MS- Ed. Leadership, FL Atlantic Univ. BS- Elementary Ed., FL State Univ.	5	5	55% of Black, 45% of Economically Disadvantaged students did not make satisfactory progress in Reading. 60% of Black, 46% of Economically Disadvantaged students did not make satisfactory progress in Math. 2010-2011: Reading Mastery: 81% Math Mastery: 82% Science Mastery: 64% Writing Mastery: 88% AYP: Black students did not make AYP for Math and Reading. Economically Disadvantaged did not make AYP for Math. 2009-2010: Grade: B Reading Mastery: 79% Math Mastery: 83% Science Mastery: 46% Writing Mastery: 95% AYP: Black students did not make AYP for Math. Economically Disadvantaged did not make AYP for Reading and Math.
-----------------	-------------------	--	---	---	--

## 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	Audrey Fay	Elem. Ed., BS Special Ed., MS Reading and ESOL endorsed	15	11	Ramblewood Elementary in 2012-2013: Reading Mastery: 63% Math Mastery: 63% Science Mastery: 52% Writing Mastery: 95% 55% of Black, 45% of Economically Disadvantaged students did not make satisfactory progress in Reading. 60% of Black, 46% of Economically Disadvantaged students did not make satisfactory progress in Math. 2010-2011: Grade: B Reading Mastery: 75% Math Mastery: 78% Science Mastery: 57% Writing Mastery: 87% AYP: Black students did not make AYP for Math and Reading. Economically Disadvantaged did not make AYP for Math. 2009-10: Grade: B Reading Mastery: 75% Math Mastery: 80% Science Mastery: 43% Writing Mastery: 98% AYP: Black students did not make AYP for Math. Economically Disadvantaged did not make AYP for Reading and Math.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Partnering teachers with less than 3 years experience with veteran staff	TBA/ NESS Liaison	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
53	0.0%(0)	3.8%(2)	56.6%(30)	39.6%(21)	28.3%(15)	100.0%(53)	5.7%(3)	11.3%(6)	100.0%(53)

### 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
N/A	N/A	N/A	N/A

## 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

Funds will be used for teacher salaries as well as Professional Development and Parental Involvement.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Funds are used to pay a teacher's salary who works with identified students who are below grade level in grades 3-5.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

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 RtI Leadership Team.

Principal: Maria Perez (monitor process)

ESOL Coordinator: Jennifer Spaw (give ESOL classification and strategies to assist ELL students)

ESE Specialist: Kathleen Kinsley (RtI Team Coordinator)

Guidance Counselor: Nicole Tufo (inputs data & coordinates current school/district data, suggest/monitor interventions)

Exceptional Student Education (ESE) Teacher: Mindy Liotta (give ESE input, suggest/monitor interventions)

Reading Instructional Specialist: Audrey Fay (suggest/monitor interventions)

School Psychologist: Sherry Weisler (coordinates testing)

Speech Language Pathologist: Cathy Lesko (gives current information and strategies)

Student Services Personnel: Rochelle Abramowitz (coordinates psycho/social, BTIP, home visits)

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?

RtI Team meets once every other week to engage in the following activities: discuss student concerns (academic/behavioral) as presented by teacher documentation, review progress of previously discussed students, develop strategies for individual students to be implemented and monitored by classroom teachers. Grade level coaches meet with individual teams on a weekly basis and are liaisons to the RtI Team. Grade coaches guide teachers in implementation/monitoring of interventions. Interventions may vary in intensity, and are monitored and possibly modified if need be. Data collected from the interventions is shared with CPST and the student's response to the interventions is analyzed. These interventions may be changed/modified if success has not been met.

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 RtI team is represented on each of our curriculum councils at school which meet on a monthly basis. Monthly, grade-level teams meet with administration and a member of the RtI Team to analyze interventions and data collection. This information is used to modify School Improvement Plan goals if needed.

### 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.

Data sources include FCAT, BAT, DAR, FAIR, review of cum folders, IRI, discipline referrals, suspension records and teacher reports. Each grade level is assigned a coach who coordinates collection of data to bring to the RtI meetings if Tier 1 strategies are not successful. A student found to have academic issues would be given Tier 2 and possibly Tier 3 interventions according to the struggling reading/math chart. The collected data is displayed on a graph and compared with grade-level expectations. A student found to have behavior issues would be given Tier 2 strategies (i.e. put on a behavior plan). Tier 3 would be intensive one on one instruction and/or an increase in frequency/duration of instruction, and continued use of modified curriculum. For Tier 3 behavior, the student would be placed on a PBIP, and group/individual counseling would be offered.

Describe the plan to train staff on MTSS.

Our ESE Specialist will direct professional development during teachers' common planning time and small sessions will occur throughout the year. Pre-planning time is scheduled Thursday, August 16th to discuss and review the District's Collaborative Problem Solving Model for CPST. A session will be provided to Team Leaders in September on how to document Tier 2 and Tier 3 interventions.

Describe the plan to support MTSS.

The school RtI team provides continuous support to teachers throughout the RtI process. After completing Tier 1 and Tier 2 paperwork, the RtI facilitator assigns case workers to provide support and guidance as teachers identify areas of concern, develop and implement action plans. Additionally, the school psychologist, ESE Specialist, and guidance counselor serve as on-site experts to provide additional consultation.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Marie Perez(Principal), Andrew Thornberry(Assist. Principal), Kathy Kinsley(ESE Specialist), and Audrey Fay(Reading Resource Teacher), Lori Camianini(Teacher), Carly Guidotti(Teacher), and Kim Potter(Teacher).

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

Team meets with our curriculum council and SAC members to assist in developing our school improvement plan. Meetings take place on a weekly basis where student progress is discussed and decisions are made regarding strategies that will be implemented throughout the year.

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

Monitor progress of students in particular subgroups (Black and Free/reduced lunch) that are not performing at proficiency level to make sure learning gains are being made. Reading strands (main idea/supporting details and reference and research) will also be discussed at meetings and continuously monitored. Adjustments will be made to curriculum strategies if needed.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

Screening of Pre-K ESE students to determine readiness to transition to kindergarten or qualifying for additional services.  
Kindergarten Round-up meeting to familiarize parents with our school and expectations for incoming students.  
Prescreening transition students for knowledge of letters, sounds, concepts of print and writing.  
Meet the Teacher event during pre-planning week to familiarize students and parents with their new classroom.

### \*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:	In grades 3-5, 28% of students will score at a level 3 on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (111)	28% (119)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more reinforcement in being able to identify main idea/supporting details in nonfiction and fiction text.	1.1. Students will use visual organizers to show main idea and supporting details.	-Administration - Reading Coach	-Student portfolios (work samples, summaries, graphic organizers) -Summary writing	-Mini BATs -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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading 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 reading.	In grades 3-5, 40% of students will score at a level 4 or
--	---

Reading Goal #2a:	above on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (161)	40% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students need reinforcement in Research and Reference.	2.1. Students will use technology to create charts and graphs when researching a project.	-Reading Coach - Administration	-Student portfolios will be reviewed during data chats.	-Rubrics -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:

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:	In grades 3-5, 69% of students making learning gains in Reading on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (184)	69% (201)

Problem-Solving Process to Increase Student Achievement

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



1	3.1. Students are lacking proficiency in applying skills in reading.	3.1. Teachers will use Differentiated Instruction to meet student needs.	-Team Leader -Classroom Teacher	-Lesson plan review - data chats	-BAT -Mini-BAT
---	--	--	------------------------------------	-------------------------------------	-------------------

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:	In grades 3-5, 61% of students in the Lowest 25% will make learning gains on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (43)	61% (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	4.1. Students are reading more than one year below level due to being deficient in comprehension, fluency and/or vocabulary.	4.1. Students will receive additional guided reading daily in deficiency areas, and the following programs will be used: Quick Reads, Soars to Success, Super QAR and leveled text.	-Administration - Reading Coach -Team Leader	-Lesson plan review - Data chats -Teacher made tests	-BAT -Mini-BATs -Running Records -Oral Reading Fluency probes (ORF)

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In grades 3-5, 68% of our students will make satisfactory progress on the 2013 Reading FCAT.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62% (272)	68%	72%	76%	80%	

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:	In grades 3-5, 50% of our Black students will make satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 28% (41), Black 55% (63), and Hispanic 41% (55) are not making satisfactory progress in reading.	White 23% (34), Black 50% (58), Hispanic 36% (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	5A1. Students are reading more than one year below level due to being deficient in comprehension, fluency and/or vocabulary.	5A1. Students will receive additional guided reading daily in deficiency areas, and the following programs will be used: Quick Reads, Soars to Success, Super QAR and leveled text.	-Administration - -Reading Coach -Team Leader	-Lesson plan review - -Data chats -Teacher made tests	-BAT -Mini-BAT -Running Records -Oral Reading Fluency probes (ORF)

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:	In grades 3-5, the percentage of our English Language Learners not making satisfactory progress on the 2013 Reading FCAT will decrease to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (8) of ELL students did not make satisfactory progress in reading.	75% (7)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	In grades 3-5, the percentage of our Students with Disabilities not demonstrating satisfactory progress on the 2013 Reading FCAT will decrease to 63%.
--	--

2012 Current Level of Performance:			2013 Expected Level of Performance:		
70% (33) of Students with Disabilities did not make satisfactory progress in reading.			63% (31)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, 60% of our Economically Disadvantaged students will make satisfactory progress on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (115) of our Economically Disadvantaged students did not make satisfactory progress in reading.	40% (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	5E.1. Students are reading below level due to deficiencies in comprehension, vocabulary and/or fluency.	5E.1. Students will receive additional guided reading daily in deficiency areas, and the following programs will be used: Quick Reads, Soars to Success, Super QAR and leveled text.  5E.2. In order to meet student needs, teachers will have common planning time to conduct PLCs to discuss and implement strategies in differentiating instruction. instruction	-Administration - -Reading Coach -Team Leader	-Lesson plan review - -Data chats -Teacher made tests	-BAT -Mini-BATs -Running Records -Oral Reading Fluency probes (ORF)
2					

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
Text Complexity	K-2, Reading	Audrey Fay	K-2	Monthly, August - May	iObservation Activities implemented in the classrooms	Reading Coach Inservice Facilitator
CCSS A balance between information text and literature	3-5 Reading	Audrey Fay	3-5	Monthly, August - May	iObservation Activities implemented in the classrooms	Reading Coach Inservice Facilitator
Reading and Writing Connections	All grades	Kim Potter	K-5	Monthly, August - May	iObservation Activities implemented in the classrooms	Reading Coach Inservice Facilitator
FAIR	K	Tara Padron	K	September- October 2012	data monitoring	Principal Assistant Principal
Common Core State Standards (ELA)	1,2	District Trainers	1 - 2 Teachers	September-October 2012	iObservation	Principal Assistant Principal Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in all grades will participate in Professional Learning Communities dealing with Common Core State Standards.	Common Core State Standards- ELA and Math books	Title 1	\$540.00
Teachers will utilize current-leveled non-fiction text to balance their classroom libraries.	Non-fiction informational texts	Title 1	\$3,707.00
			Subtotal: \$4,247.00
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
Teachers in grades K-2 will begin to implement Common Core into their daily instruction.	Common Core State Standards Training K-2	Title 1	\$1,200.00
Teachers in grades K-2 will begin to implement Common Core into their daily instruction.	Common Core Training Aug. 7-9, 2012 6 teachers stipend (\$15)	Title 1	\$675.00
			Subtotal: \$1,875.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,122.00

# 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:		60% of ELL students will score proficient in the listening/speaking section of the 2013 CELLA test.			
2012 Current Percent of Students Proficient in listening/speaking:					
The current percentage of students proficient in Listening/Speaking is 56% (39).					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough interaction with teacher/peers and limited practice in acquiring language skills.	Students will communicate with teacher and peers to practice language proficiency.	-ELL Coordinator -Administration	Discussion between ELL and non-ELL student observations involving curriculum engagement.	IPT Spring results, 2013 CELLA results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		25% of ELL students will score proficient in the reading section of the 2013 CELLA test.			
2012 Current Percent of Students Proficient in reading:					
21% (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	ELL students are weak in the areas of vocabulary, comprehension and fluency.	ELL students will use Foundations, Phonics for Reading in Treasures series.	-Classroom Teacher -Administration	Foundation and Treasures Assessments	Spring IPT results, 2013 CELLA results

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		24% of ELL students will score proficient in the writing section of the 2013 CELLA test.			
2012 Current Percent of Students Proficient in writing:					
21% (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	ELL students are lacking prior academic knowledge.	Teachers will use ELL strategies with students. Teachers will provide opportunities for teacher/buddy conferences to discuss writing.	- ELL Coordinator - Team Leader - Administration	Lesson Plans	Writing prompts, 2013 CELLA & FCAT Writes results
2	Insufficient use of translation dictionaries.	Teachers will demonstrate the use of translation dictionaries to their ELL students.	- ELL Coordinator	Teacher/Buddy conferences	Writing prompts, 2013 CELLA & FCAT Writes results

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

## 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:	In grades 3-5, 34% of students will score at a level 3 on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (138)	34% (144)

### 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	Go Math resources and curriculum are not aligned to cover all tested benchmarks.	Teachers will be trained on unwrapping the benchmarks and will develop IFCs to identify and close instructional gaps.	Administration and Team Leaders	Administrative data chats; review of Mini-BAT results; individual or class data charts.	Go Math Chapter Assessments ; Mini-BATs
2	Limited opportunities for extended learning in Math Big Ideas to bridge the gap between the provided resource and required benchmarks.	Teachers will utilize Destination Math to give students extended learning opportunities.	Team Leaders	Data chats with teams using Destination Math reports.	Mini-BATS /Go Math Assessments.
3	Lack of student awareness of individual math deficiencies.	Teachers will use individual data folders/class graphs to help students visualize math scores to facilitate goal setting.	Team Leader Administration	Data chats with Administration ; Team Meeting discussions; Classroom walkthroughs.	Mini-BATS ; Go Math Chapter Assessments
4	1.1. Students have difficulty analyzing and solving real world math problems.	1.1. Teachers will incorporate Singapore Math strategies with the Go Math curriculum.	1.1. Administration	1.1. Lesson plan review and review of mini BATs	1.1. Go Math assessments, mini BATs
5	Students are lacking in math vocabulary as pertains to the Go Math series.	Teachers will use math word walls as an integrated part of the daily math lesson.	Administration and Team Leaders	Word walls will be part of "Look fors" in classroom walk throughs.	End of Chapter Quiz in Go Math series.
6	Limited opportunities for students to practice math assessments on computer.	Teachers will utilize available technology to give students extended learning opportunities in test taking and math computation.	Team Leader Administration	Destination Math Focus on FCAT Explorer	Generated reports from online assessments.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In grades 3-5, 34% of students will score at a level 4 or higher on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (137)	34% (144)

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. Teachers need to use enrichment/materials in math resources with fidelity.	2.1. Teachers will review and assess enrichment materials during weekly team planning meetings (i.e. Go Math enrichment materials and Singapore Math strategies).	2.1. Administration	2.1. Lesson plan review and scheduled visits to observe instruction by administration	2.1. Go Math assessments and Mini Bats
2	2.2. Teachers need to become familiar with technology to create graphs/charts to integrate into their lessons.	2.2. Teachers will review the use of technology resources such as Promethean Board/Power Point/Excel in creating charts and graphs, selecting what is most appropriate for lessons.	Administration	Scheduled visits to observe instruction by administration	Project rubric/student portfolios

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:	In grades 3-5, 61% of students will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (164)	61% (189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students are below level in math due to deficiency in basic computational skills.	3.1. Students will receive additional math practice in basic computational skills, utilizing Go Math interventions, technology and manipulatives within small groups.	3.1. Administration, Team Leader	3.1. Lesson plan review and iObservation, Administrative data chats	3.1. Go Math assessments, online resource assessments (mathdrills.com), Think Central

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:	Retained third graders and grades 4 and 5, 62% of students in the Lowest 25% will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (46)	62% (48)

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 require additional support in the mastery of math concepts.	Teachers will use Go Math's assessment materials to create flexible groups of students needing remediation of skills. Teachers will also use supplementary interventions from the struggling math chart.	Administration, Team Leader	Data chats with teams and classroom walkthroughs	Evaluation Tool Go Math assessments results
2	Students have difficulty applying math skills to problem solving.	Teachers will attend Singapore Math Strategies training. Teachers will integrate these strategies into their math instruction.	Administration	Data chats with teams and Classroom walkthroughs	iObservation, GO Math Assessment results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In grades 3-5, 65% of our students will make satisfactory progress on the 2013 Math FCAT. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	65%	68%	71%	74%	

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:			In grades 3-5, 50% of our Black students will make satisfactory progress on the 2013 Math FCAT.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White 25% (37), Black 60% (70), Hispanic 34% (46)			White 22% (32), Black 50% (58), Hispanic 30% (41)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	5A.1. White: Black: Lack of flexible grouping of students based on remedial skills needed. Hispanic: Asian: American Indian:	5A.1. Use Go Math's assessment materials to create flexible groups of students needing remediation of skills.	5A.1. Administration, Team Leader	5A.1. Data chats with teams and classroom walkthroughs	5A.1. Go math assessments ; 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In grades 3-5, 65% of our ELL students will make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	35% (3)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In grades 3-5, 45% of our Students with Disabilities will make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (28)	55% (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	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	In grades 3-5, 57% of our Economically Disadvantaged students will make satisfactory progress on the 2013 Math FCAT.
---	--

2012 Current Level of Performance:			2013 Expected Level of Performance:		
46% (118)			43% (111)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Lack of flexible grouping of students based on remedial skills needed.	5D.1. Use Go Math's assessment materials to create flexible groups of students needing remediation of skills.	5D.1. Administration, Team Leader	5D.1. Lesson plan review and classroom walkthroughs, Administrative data chats	5D.1. Go Math assessments; MiniBATS

*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
Math Intervention (Struggling Math Chart)	K-5	Team Leaders	K-5 Teachers	October 25, 2012	iObservations, Progress Monitoring, Lesson Plan Checks	Principal Assistant Principal
Destination Learning Math	All Grades	Team Leaders	New Students	September 25, 2012	Data Reports	Principal Assistant Principal
Differentiated Instruction in Math	All Grades	Team Leaders	K-5 Teachers	November 2012	Lesson Plan Checks, iObservation	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use hands on manipulatives to teach math concepts to struggling students.	Intervention programs on the Struggling Math Chart	Title 1	\$3,000.00
Subtotal:			\$3,000.00
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
Teachers will implement strategies for differentiating math instruction with their students.	Differentiated Instruction	Title 1	\$1,200.00
Teachers will implement hands on Singapore math strategies in Grades K-5 for whole group and small group instruction.	Singapore Math Training	Title 1	\$500.00
Subtotal:			\$1,700.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$4,700.00			

*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:	In grade 5, 37% of students will score at a level 3 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (55)	37% (157)

### 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. Lack of student background knowledge as it relates to the new science series	1.1. Implementation of science vocabulary infused into the daily curriculum (i.e. BEEP lessons, hands-on kits, word walls).	1.1. Administration, Team Leader	1.1. Lesson plan review and monthly classroom walkthrough feedback at Science Curriculum meetings, student science journals.	1.1. Mini BATS, series assessments
2	1.2. Teachers need to become familiar with managing investigation strategies/activities in science.	1.2. Grade level labs will be set up along with organization of materials to perform hands on experiments.	Administration Team Leader	Observation of experiments by administration with collected iObservation data.	Student experiment journals, lesson quizzes

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:	In grade 5, 21% of students will score at a level 4 or higher on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (28)	21% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students are challenged in understanding concepts and processes in science.	2.1. Students will use visual organizers, student created projects, use of hands on kits for activities, and 5E model to enrich vocabulary and conceptual understanding of concepts and processes.	2.1. Administration. Team Leader	2.1. Lesson plan review, Science Curriculum meetings, and classroom walkthroughs	2.1. Mini BATS, student portfolios

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 Journals	K-5	District Trainers	K-5	January 2013	iObservations	Science Cadre
Science Fusion	K-5	Grade Level Trainers	New K-5 Teachers	June 2013	iObservations	Principal, Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	In grade 4, 95% of students will score at a level 4 or higher on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (120)	95% (153)

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. There are inconsistencies with students being proficient with word choice.	1.1. Students will partner high/low for buddy editing, focusing on word choice. They will also utilize graphic organizers and interactive word walls to strengthen the area of word choice.	1.1. Administration, Team Leader	1.1. Curriculum meetings, Student portfolios, weekly chats between teacher/student	1.1. 6 Traits Rubric, BAT Writing prompts
2	1.2. There are inconsistencies with students being proficient with conventions.	1.2. Students will partner high/low for buddy editing, focusing on conventions. Students will also be assessed using a scale or rubric with regards to their conventions.	1.2. Administration, Team Leader	1.2. Curriculum meetings, Student portfolios, weekly chats between teacher/student	1.2. 6 Traits Rubric, BAT Writing prompts, conventions scale
3	Students have difficulty expressing themselves in writing.	Students will take part in a variety of writing experiences including research, writing prompts, and genre writing.	Administration, Team Leader, Reading Coach	Student portfolios, weekly chats between teacher/student	6 Traits Rubric, BAT Writing prompts, conventions scale

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

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

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

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

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



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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students will participate in a variety of writing experiences including research, writing prompts, and genre writing.	Common Core Writing materials/training	Title 1	\$1,010.00
			Subtotal: \$1,010.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,010.00</b>

*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:	In the 2012/2013 school year, the number of students with excessive tardies (10 or more) will be no greater than 21% (132).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.2% (143,998) Number of school days X the number of accumulated days present	95.7% (135,000)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
54	44

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
137		130			
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. Parents dropping off students late in the morning.	1.1. Parents will be reminded of attendance policy and BTIP procedures via parent link messages and newsletter articles.	1.1. Classroom Teacher, Administration	1.1. Review attendance records quarterly.	1.1. TERMS

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

## 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:	In the 2012/2013 school year, the number of suspensions, students suspended, and the number of days in suspension will decrease by 10%. Percentages included are based on total student population. There were no students who attended AES, however this was an option given to them.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
47	42
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
28	25
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
11	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7	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
1	1.1. Due to budget cuts, we have to reduce our Support Staff for the 11/12 school year (Guidance Counselor 50% and ESE Specialist 50%).	1.1. Teachers will be assisted with classroom management techniques dealing with behavior issues.	1.1. Assistant Principal, classroom teachers	1.1. Review incident/action reports quarterly.	1.1. Discipline Management System

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
			<b>Grand Total: \$0.00</b>

*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:		In the 2012/2013 school year, 80% of parents will participate in school activities (i.e. meetings, conferences, parent trainings).			
*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:			
75%		80%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Effective communication is a possible barrier to parent involvement.	Teachers speak to and send out flyers regarding family events in addition to using the marquee and Parent Link service.	Team Leaders Administration	Sign in at events	Sign-in sheets

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
			<b>Grand Total: \$0.00</b>

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	Grades K - 5 classes will do 4 or more science inquiry activities (hands-on and/or interactive labs) each month

STEM Goal #1:		while reinforcing the words located on the STEM Word Wall posted in their classrooms.			
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	Classrooms lack wall space for multiple word walls.	Integrate Word Walls if space is limited use portable word walls.	Administration	- Science and Math Journals - Observation	Science BAT Tests (Grade 5)  Science Middle & end-of-the-year tests (Grades 1 - 5)  Math (Grades 3 - 5)  Math Big Idea (Grades 3 - 5) Math Unit Tests (Grades K - 5)
2	Develop effective cross curricular activities that integrate science, math and technology.	Students/classes will create Science Fair projects, research based projects.	Team Leaders	- Observation	Project based rubric and teacher observation
3	Lack of use of hands-on Science Kits / Experiments	Teachers will provide hands-on experiments and projects using materials from Delta Kits and IFC's in all classrooms.	Team Leader PLC Representatives Administration Classroom Teacher	Classroom lab will be implemented and observation/monitoring by administration.  Kindergarten: Exploration Station usage	Science journals  Science project and Lab rubrics (Grades 4 & 5)

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

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

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

STEM Budget:

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

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

*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	Teachers in all grades will participate in Professional Learning Communities dealing with Common Core State Standards.	Common Core State Standards- ELA and Math books	Title 1	\$540.00
Reading	Teachers will utilize current-leveled non-fiction text to balance their classroom libraries.	Non-fiction informational texts	Title 1	\$3,707.00
Mathematics	Teachers will use hands on manipulatives to teach math concepts to struggling students.	Intervention programs on the Struggling Math Chart	Title 1	\$3,000.00
				Subtotal: \$7,247.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers in grades K-2 will begin to implement Common Core into their daily instruction.	Common Core State Standards Training K-2	Title 1	\$1,200.00
Reading	Teachers in grades K-2 will begin to implement Common Core into their daily instruction.	Common Core Training Aug. 7-9, 2012 6 teachers stipend (\$15)	Title 1	\$675.00
Mathematics	Teachers will implement strategies for differentiating math instruction with their students.	Differentiated Instruction	Title 1	\$1,200.00
Mathematics	Teachers will implement hands on Singapore math strategies in Grades K-5 for whole group and small group instruction.	Singapore Math Training	Title 1	\$500.00
Writing	Students will participate in a variety of writing experiences including research, writing prompts, and genre writing.	Common Core Writing materials/training	Title 1	\$1,010.00
				Subtotal: \$4,585.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$11,832.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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 8/28/2012)

## 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
Time for Kids Magazine	\$1,400.00

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

- Increase parent involvement in creating school goals for instruction.
- Sponsor a Literacy Night event for grades K-2 to educate parents on effective at-home reading strategies for students.
- Sponsor an FCAT carnival event for families.
- Sponsor a Book Fair in conjunction with an evening SAC meeting.

# 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 RAMBLEWOOD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	82%	88%	63%	313	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%	65%			130	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?	48% (NO)	69% (YES)			117	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District RAMBLEWOOD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	83%	95%	46%	303	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	63%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	49% (NO)			103	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested