FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: TAMARAC ELEMENTARY SCHOOL

District Name: Broward

Principal: Ms. Roberta Ray

SAC Chair: Mr. Joseph Judkowitz

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Tamarac Elementary School 2011-2012 Grade B (508) 1. Reading Mastery: 59% 2. Math Mastery: 57% 3. Writing Mastery: 87% 4. Science: 39% 5. Reading Learning Gains: 68% 6. Math Learning Gains: 61% 7. Lowest Quartile in Reading making Learning Gains: 76% 8. Lowest Quartile in Math making Learning Gains: 61% AYP Reading: Whites, Blacks, & Hispanics did not meet AYP AYP Reading: Black, Economically Disadvantage and Students with Disabilities did not meet AYP

Tamarac Elementary School 2010-2011 Grade A (559) 1. Reading Mastery: 76% 2. Math Mastery: 83% 3. Writing Master: 96% 4. Science 51% |

| | | Principal | Roberta L. Ray | BA /Elementary Ed, M.Ed./Ed Leadership | 3 | 14 | |

5. Reading Learning Gains: 65%
6. Math Learnig Gains: 68%
7. Lowest Quartile in Reading making Learning Gains 55%
8. Lowest Quartile in Math making Learning Gains 65

AYP Math: Whites, Blacks & Hispanics did not meet AYP.

AYP Reading:Black, Economically Disadvantage and Students With Disabilities did not meet AYP.

Norcrest Elementary School 2009-2010 Grade B (577)
1. Reading Mastery: 81%
2. Math Mastery: 84%
3. Writing Master: 90%
4. Science 69%
5. Reading Learning Gains: 67%
6. Math Learnig Gains: 75%
7. Lowest Quartile in Reading making Learning Gains 48%
8. Lowest Quartile in Math making Learning Gains 63%

AYP Math: Blacks, Economically Disadvantaged & Students with Disabilities did not meet AYP.

AYP Reading:Black, Economically Disadvantage and Students With Disabilities did not meet AYP.

2008-2009 Grade B. Reading Mastery: 79%, Learning Gains: 69%; Lowest 25% Gains: 58%. Math Mastery: 82%, Learning Gains: 57%; Lowest 25% Gains: 42%. Writing: 89% met mastery. Science: 43% Met mastery. A.Y.P. was not met. In the Area of reading, White, Black, and Economically Disadvantaged met A.Y.P. criteria. ELL and SWD did not meet criteria in the area of reading. In the area of math, White, Black, Hispanic, and Economically Disadvantaged met criteria. ELL and SWD did not meet criteria.
2007-2008 Grade A. Reading Mastery: 70 %, Learning Gains: 63%; Lowest 25% Gains: 54 %. Math Mastery: 75 %, Learning Gains: 69%; Lowest 25% Gains: 72%. Writing: 91% met mastery. Science: 41% met mastery. A.Y.P. was not met. In the area of reading, White, Hispanic, Economically Disadvantaged did meet A.Y.P. criteria. The Black, ELL, and SWD subgroups did not meet A.Y.P. criteria. In the area of math, White, Black, Hispanic, and Economically Disadvantaged did meet A.Y.P. criteria. ELL and SWD did not meet criteria in the area of math.
2006-2007 Grade A. Reading Mastery: 67%, Learning Gains: 66%; Lowest 25% Gains: 57% Math Mastery: 76%, Learning Gains: 72%; Lowest 25% Gains: 70% Writing: 89% met mastery. Science: 44% met mastery. A.Y.P. was not met. In the area of reading, White, Hispanic, Economically Disadvantaged met A.Y.P. criteria in reading. The Black, ELL, and SWD subgroups did not meet criteria in reading. In the area of math, all subgroups met A.Y.P. criteria.
2005-2006 Grade A. Reading Mastery: 73%, Learning Gains: 70%; Lowest 25% Gains: 69% Math Mastery: 75%, Learning Gains: 81%; Lowest 25% Gains: no information available. Writing: 87% met mastery. Science: no information available. A.Y.P. was met. In the areas of reading and math, all subgroups met A.Y.P. criteria.
2004-2005 Grade B. Reading Mastery: 62%, Learning Gains: 65%; Lowest 25% Gains: 48% Math Mastery: 67%, Learning Gains: 70%; Lowest 25% Gains: no information available. Writing: 83% met mastery. Science: no information available. A.Y.P. was provisional. In the area of reading, White, Black, Hispanic, Economically Disadvantaged, and ELL met A.Y.P. criteria. SWD did not meet A.Y.P. criteria in reading. In the area of math, all subgroups met criteria.
2003-2004 Grade A. Reading Mastery:

					63%, Learning Gains: 69%; Lowest 25% Gains: 56% Math Mastery: 61%, Learning Gains: 72%; Lowest 25% Gains: no information available. Writing: 90% met mastery. Science: no information available. A.Y.P. was not met. In the area of reading, White, Black, Hispanic, Economically Disadvantaged, and ELL subgroups met A.Y.P. criteria. SWD did not meet A.Y.P. reading criteria. In the area of math, all subgroups met criteria. 2002-2003 Grade A. Reading Mastery: 57%, Learning Gains: 70%; Lowest 25% Gains: 75% Math Mastery: 51%, Learning Gains: 79%; Lowest 25% Gains: no information available. Writing: 83% met mastery. Science: no information available. A.Y.P. was not met. In the area of reading, White, Black, Hispanic, Economically Disadvantaged, and ELL subgroups met A.Y.P. criteria. The SWD subgroup did not meet criteria in reading. In the area of math, White, Hispanic, and Economically Disadvantaged subgroups did meet criteria. The Black, ELL, and SWD subgroups did not meet math A.Y.P. criteria.
Assis Principal	Fredrick Robinson	BS-Elementary Ed, Tennessee State University MA -Ed. Leadership Nova Southeastern	2	10	Tamarac Elementary School 2011-2012 Grade B (508) 1. Reading Mastery: 59% 2. Math Mastery: 57% 3. Writing Mastery: 87% 4. Science: 39% 5. Reading Learning Gains: 68% 6. Math Learning Gains: 61% 7. Lowest Quartile in Reading making Learning Gains: 76% 8. Lowest Quartile in Math making Learning Gains: 61% AYP Reading: Whites, Blacks, & Hispanics did not meet AYP AYP Reading: Black, Economically Disadvantage and Students with Disabilities did not meet AYP North Lauderdale Elementary School 2010-2011. Grade: C (459) 1. Reading Mastery: 41 Math Mastery: 56 3. Science Mastery: 28 4. Writing Mastery: 70 5. Learning Gains in Reading: 59 6. Learning Gains in Math: 66 7. Learning Quartile in Reading in Learning Gains: 67 8.Learning Quartile in Learning Gains in Math: 72 AYP: English Language Learners, Black & Economic Disadvntage students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics North Lauderdale Elementary School 2009-2010. Grade: F (387) 1. Reading Mastery: 43 2. Math Mastery: 54 3. Science Mastery: 22 4. Writing Mastery: 71 5. Learning Gains in Reading: 52 6. Learning Gains in Math: 47 7. Lower Quartile Learning Gains in Reading: 54% 8. Lower Quartile Learning Gains in Math: 44% AYP: English Language Learners, Black & Economic Disadvntage students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics North Lauderdale Elementary School 2008-09. Grade: C (476) 1. Reading Mastery: 50 2. Math Mastery: 63 3. Science Mastery: 18 4. Writing Mastery: 95 5. Learning Gains in Reading: 54 6. Learning Gains in Math: 67 7. Lower Quartile Learning Gains in Reading: 61% 8. Lower Quartile Learning Gains in Math: 73%

					AYP: English Language Learner students did not make AYP in Reading. Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics. North Lauderdale Elementary School 2007-08. Grade: C (472) 1. Reading Mastery: 52 2. Math Mastery: 60 3. Science Mastery: 24 4. Writing Mastery: 81 5. Learning Gains in Reading: 64 6. Learning Gains in Math: 55 7. Lower Quartile Learning Gains in Reading: 73% 8. Lower Quartile Learning Gains in Math: 63% AYP: English Language Learner students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics. North Lauderdale Elementary School 2006-07. Grade: C (472) 1. Reading Mastery: 56 2. Math Mastery: 64 3. Science Mastery: 25 4. Writing Mastery: 79 5. Learning Gains in Reading: 63 6. Learning Gains in Math: 59 7. Lower Quartile Learning Gains in Reading: 55% 8. Lower Quartile Learning Gains in Math: 63% 9. AYP: English Language Learner students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics. Deerfield Park Elementary School 2005-06. Grade: A (453) 1. Reading Mastery: 65% 2. Math Mastery: 67% 3. Writing Mastery: 99% 4. Learning Gains in Reading: 68% 5. Learning Gains in Math: 84% 6. Lower Quartile Learning Gains in Reading: 70% Economically Disadvantaged and Students with Disabilities met AYP in Reading Black, Economically Disadvantaged and Students with Lower Quartile Learning Gains in Math: 63%

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	Candy Boyce	BA-Elementary Ed/M.S. Reading, ESOL	5		Tamarac Elementary School 2011-2012 Grade B (508); AYP –N 1. High Standards Reading: 59% 2. Learning Gains: 68% 3. Lowest 25% making learning gains: 68%

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	New Educator Support System (NESS)	Wynn Goodson	June 2013	

2	New teachers moving to a different grade level will be assigned a peer mentor.	Team Leaders	June 2013	
3	Professional Learning Communities	Leadership Team	June 2013	
4	Weekly Grade Level meetings	Team Leaders	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	1.8%(1)	3.5%(2)	57.9%(33)	38.6%(22)	35.1%(20)	100.0%(57)	14.0%(8)	8.8%(5)	100.0%(57)

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
Candy Boyce Induction Team Coach	Shantel Richards	Candy Boyce is a former 4th grade team leader and Shantel is a new hired 4th grade teacher.	Tamarac Elementary provides assistance to grade levels/teachers based on Data, Administrative Observation, Classroom Walk Throughs.
Sandi Bisson Reading Resource Coach	No New Educators at this time.	No New Educators at this time.	Tamarac Elementary provides assistance to grade levels/teachers based on Data, Administrative Observation, Classroom Walk Throughs.
Wynn Goodson Induction Team Coach	No New Educators at this time.	No New Educators at this time.	Tamarac Elementary provides assistance to grade levels/teachers based on Data, Administrative Observation, Classroom Walk Throughs.

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

Additional salaries will be provided for teachers to assist students during the instructional day. In addition, parental activities are planned that will assist parents in helping their children improve their academic skills. (Ex. Curriculum Nights)Funds are to be used for teacher salaries,PI,PD

Title I, Part C- Migrant

The migrant students at Tamarac have received information concerning free dental and vision exams that are available to students. Morning tutoring, in preparation for the FCAT, has been offered. An after school camp program, sponsored by the Center for Hearing and Communication, has also been offered. Food baskets were sent to the family at holiday times.

Title I, Part D

NA

Title II

NA

Title III

A certified teacher assistant will serve as the ESOL coordinator to assist in managing records, coordination and administration of testing and assistance with classroom /student needs.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

Reading Level 1 and 2 students and those scoring below the 40%ile on the previous year's standardized test scores will attend an additional 30 minutes of reading instruction beyond the required 90 minutes. Individual needs, as determined using the DAR, will be addressed. In addition, the above students, as well as other students with classroom data that shows concerns, Math Level 1 and 2 students and those with data to support teacher concerns, and, 4th grade students with data to support teacher concerns, will be invited to tutoring. Teachers giving up their planning time will tutor identified students.

Violence Prevention Programs

The School Board of Broward County approved an Anti-Bullying policy. The district's Office of Diversity, Cultural Outreach, and Prevention supports this policy, under the Safe Schools Healthy Students Grant initiative. This policy sets forth guidelines for the identification and reporting of bullying. The faculty and staff at Tamarac utilize a variety of the prevention and intervention strategies presented in this program. All promote an environment of safety and respect. Additionally, several teachers have participated in the CHAMPS (School and Classroom Management Strategies) training and utilize strategies learned. Throughout the year, the school participates in Anti-Bullying and Prevention activities.

Nutrition Programs

Tamarac Elementary is an active participant in the Commit2B Fit TM Program that is a children's wellness initiative designed to encourage better nutrition and increase physical activity. This initiative is coordinated by the district's Physical Education Department.

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)

Identify the school-based MTSS leadership team.

• The Principal: Facilitates the RtI team, monitors the implementation of the math and science curriculums, approves necessary resources to achieve positive results, conducts weekly data chats with teachers and students.
• Assistant Principal: Conducts weekly RtI meetings, monitors behavior of students, conducts data chats with teachers and students
• ESE Specialist: monitors the IEP services to students, monitors academic progress inclusion and resource room students, coordinates ESE services
• School Psychologist – tests students, consults with parents, reviews and suggests interventions
• School Social Worker- facilitates small groups for students dealing with emotional situations such as changing families, retention, and grief. The social worker also works with parents who may have a need for outside resources.
• Reading Resource Specialist – provides expertise on the reading and writing process and interventions, coaches classroom teachers, monitors the implementation of the school-wide reading program
• Guidance Counselor- facilitates classroom guidance, small group counseling, 504 plans, and assists families with outside resources.
. Classroom teacher - as needed for the individual student under discussion. The teacher's responsibility is to present data to the team and participate in designing interventions.
. Parents are invited to participate in person or via phone conference.
. Math Contact - Joseph Judkowitz
• Speech/Language Pathologist – provides expertise about normal language development and language delay characteristics, evaluates students as needed.
Then team utilizes the Comprehensive Problem Solving Process to assist teachers in meeting the needs of their students. The model provides a structured process for addressing identified needs of selected students as they move through three tiers of interventions. The RtI /Support Team meets weekly to discuss the overall process of supporting students.

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

The RtI team meets weekly to discuss students for whom there are concerns in the areas of reading, writing, math, science and/or behavior. Classroom and test data is used to make decisions about modifications to the core curriculum and behavior management strategies. The data is also used to to screen at-risk student who have been successful with Tier 1 interventions and may be in need of Tier 2 or 3 interventions.
*Students may be identified based on teacher conversations, student data, behavior referrals, and/or parent concerns.
*Each member of the RtI Leadership Team may function as case manager to work with teachers through the process of Tier II interventions, documenting the progress, and moving forward to an RtI meeting.
* The focus of the Team is to develop a broad understanding of students in the school who are in need of support.
* The ESE Specialist and School Psychologist address concerns through the perspective of ESE services.
*The Social Worker and Guidance Counselor work with parents and teachers for outside resources or counseling.
*The Reading Coach analyzes academic concerns.
*The Speech/Language Pathologist evaluates students who are recommended by the committee.
*Administration reviews both academic and behavioral issues.
Tier 1 data is routinely inspected in the areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. The same data is used to screen at risk students who may be in need of Tier 2 or 3 interventions. All students are referred to the CPST for consideration of how best to proceed.

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?

RtI Problem-solving process is used in developing and implementing the SIP.
* The Leadership Team Chairpersons for Reading, Writing, Mathematics and Science are representatives on the School Advisory Council. In addition, the RtI team provides information and recommendations to the SAC as part of the development of the School Improvement Plan.
* RtI Team members contribute to the implementation of the SIP with specific areas of responsibility.
*Concerns are brought to the weekly meetings for discussion and problem solving.

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 school identifies seven (7) key data points to measure throughout the year for each grade level for reading, math, writing, and science.

August- Previous End of Year Data Points:
Reading – FAIR (Kindergarten), SAT (Grades 1&2), FCAT – Grades 3-5)
Writing – May 2010 Writing Sample, 4th Grade FCAT Writing Assessment
Math – Primary Math Test (Grades 1&2), FCAT (Grades 3-5)
Behavior - individual behavior plans

September Baseline data Points:
Reading – Placement Inventories, FAIR, DRA, IRI, 2010 FCAT /SAT scores
Writing – Baseline Writing Sample G, K-4 Expository or Narrative
Mathematics – Placement Inventories, GMADE, 2010 FCAT scores
Behavior - individual behavior plans

October - December Data Points:
Reading – Running Records, BAT2, Mini-BATS, Unit Tests,
Writing – Writing Samples G, K-4 Expository or Narrative, and/or K-2 BEEP Lesson Products
Mathematics-Mini- BATS, Chapter Tests, Unit Tests, QBAT1, Big Idea Assessments
Science – Mini-BATS, Chapter tests, Unit tests
Behavior -individual behavior plans

January – February Data Points:
Reading- FAIR,DAR, Mini-BATS, Unit Tests, Portfolio Assessment
Writing – Midyear Writing Sample G, K-4, FCAT Writing
Mathematics – Mini BATS, Chapter Tests, Unit Tests, QBAT 2, Big Idea Assessments
Science- Mini BATS, Chapter Tests, Unit Tests
Behavior - individual behavior plans

March – April Data Points:
Reading –FCAT, SAT, Portfolio Assessment, Mini BATS, Unit Tests
Writing – Writing Samples G, K-3
Mathematics- -FCAT, Chapter Tests, Unit Tests, QBAT 3, Big Idea Assessments
Science -Mini-BATS, Chapter tests, Unit tests
Behavior - individual behavior plans

May –June Data Points:
Reading – Portfolio Assessment, Stanford Diagnostic, End of Book Tests
Writing – End of School Writing Samples
Mathematics- End of Book tests, QBAT 4
Science – school developed assessment aligned with test specifications, Science Journals (Grades K-5)
Behavior - individual behavior plans

Teachers use data points, checklists, and/or tally charts to collect Tier 1 and 2 data. This information will be maintained by teachers, entered into the school's data system by the data processor and monitored by the RtI Team. Tier 3 data may be collected by classroom or ESE teachers using the same system applications: FileMakerPro (profile and collect data): Excel (format reports) and Power Point, Key Note (create special graphs and charts to highlight trends in student data). Also for Tier 2 and 3, the intervention records and progress monitoring graphs that are generated for individual students are used as data sources.

Describe the plan to train staff on MTSS.

*The school social psychologist, social worker and assistant principal have presented overviews of the RtI process.
*At a staff meeting in August, the ESE specialist will explore the process in greater depth with timelines, charts, and visuals.
*In September, administration will conduct data chats with each teacher to identify students in need of interventions or enrichment. Appropriate interventions and data collection will also be discussed.
Quarterly data chats will facilitate communication between the classroom teacher and RtI team concerning the student's progress.

Describe the plan to support MTSS.

*Teachers will discuss student progress with grade level chair
*Grade level chair will bring concerns to the leadership team member overseeing the grade level
*Teacher and grade level representative will discuss collected data and schedule possible and RtI date

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of the following staff members:
Principal-Roberta Ray
Assistant Principal-Frederick Robinson
Grade Chairs
K - Patricia Fitschen
1 - Lisa Snider
2 - Marcia Kaplan
3 - Joseph Judkowitz
4 - Corinne Raxenberg
5 - Simone Ryals
6- Candy Boyce, Reading Resource Specialist
7- Marcella Rasa, Guidance
8- Patty Gersh, ESE Specialist
ESE- Wynn Goodson
Specials - Beth Ann Boegler

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

The Literacy leadership Team meets quarterly to plan the upcoming literacy initiatives for the school. The team will also assess and analyze the effectiveness of the major initiatives put in place. The Reading Coach will give updates and discuss information that was presented at district meetings and from district and state memorandums. The Reading Coach will also discuss pertinent information in regards to ELA Common Core State Standards. Team leaders will then disseminate the information to their respective teams for implementation.

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

The major initiatives will include: data meetings where student progress is reviewed, interventions are prescribed and resources are aligned to support the intervention. Data sources to be reviewed will include: BAT 1 & 2 , mini-BATS, reading assessments, STAR reports, Odyssey/iStation reports. The focus will be on learning gains in reading specifically targeting all AYP subgroups, especially, SWD, ELL, Black, and Economically Disadvantaged. Identified students will receive interventions through a push-in model in addition to the 90-minute reading block. The school's reading and writing PLC's will focus on transitioning from NGSSS to CCSS.

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.

A "Kindergarten Roundup" is held in the Spring of each year to assist parents and their children in the transition to Tamarac Elementary .The community is notified via the school newsletter and our website. Flyers are also placed in the local day care centers. Additionally, the school's marquee provides a vehicle to inform the community of the date and time of the Kindergarten Roundup. Parents and their future kindergarten students receive a brief orientation of what children experience in a typical day and have the opportunity to register their child.
Kindergarten teachers also offer a" Meet and Greet" for kindergarten students and their parents. Students meet their teachers and visit their new classroom the Friday prior to the beginning day of the new school year.

*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 percentage of students scoring Level 3 on the FCAT Reading will increase by three (3) percentage points by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (145 of 532)	30% (127 of 422 projected to be tested)

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	Reading comprehension focusing on informational text structure.	Differentiated Instruction to Level 1 and 2, Triumphs Intervention Instruction, Quick Reads, and FCAT Camps for Grades 3-5.	Principal, Assistant Principal Reading Resource Specialist	Frequent Assessments	Mini Bats, End of Story Test, and DAR
2	Students in AYP subgroups are not performing at proficiency level.	Target AYP subgroups via small group instruction, push in, SES Tutorials, and FCAT Camps.	Principal, Assistant Principal Reading Resource Specialist	Frequent Assessments	Mini Bats, End of Story Test, and DAR, SES Learning Plan
3	5th Grade Students demonstrate weakness in Literary Analysis	Flexible Small Reading Groups to facilitate Differentiated Reading Instruction which relates to Literary Analysis Instruction.	Principal, Assistant Principal Reading Resource Specialist	Frequent Assessments	Mini Bats, End of Story Test, and DAR, SES Learning Plan

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:	Florida Alternative Students scoring at Levels 4,5, and 6 in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2 of 2 students tested)	100% (3 of 3 students tested)

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					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Students tend to have limited general language skills, limited decoding skills	Increase focus on phonemic awareness, phonics and vocabulary through the use of multi-sensory materials	Reading Coach	Review of lesson plans and Marzano observations	Classroom assessments-Diagnostic Assessments of Reading, Individual Reading Inventory Marzano observation data
3	Students tend to have lack of success with the basic reading program's strategies	Increase the focus on phonemic awareness, phonics, vocabulary, comprehension, fluency	Administrators	Observations made during snapshots and Marzano observations	Classroom assessment-DAR,IRI, FUNdations assessments Marzano observation data

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring level 4 or above on the FCAT in Reading will increase by 3 percentage points by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (167 of 532 tested)	34% (143 of 422 projected to be tested)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure to texts of higher complexity.	Teachers will expose students to a minimum of 50% non-fiction and informational texts.	Administration and Reading Coach	Marzano Observations	Benchmark Assessment Test I and II/Marzano observation data.
2	Limited progress monitoring of Level 4 & 5 students.	Frequent progress monitoring using a variety of assessment tools, Quarterly Student Conferences to set goals and discuss student progress.	Principal Assistant Principal Support Staff & Team Leaders	Quarterly Data Chats, Weekly Snapshots will be conducted with a focus on Level 4 & 5 student reading progres.	Weekly Story Task, Rubrics, BAT I & II assessments, Mini Bats, Treasures Theme Test & Accelerated Reader 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Florida Alternative Assessment Students scoring at or above Level 7 in reading will increase 50% by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 of 2)	67% (2 of 3)

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

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students tend to have lack of success with the basic reading program's strategies	Increase the focus on phonemic awareness, phonics, vocabulary, comprehension, fluency	Administrators	Observations made during snapshots and Marzano observations	Classroom assessment-DAR,IRI, FUNdations assessments Marzano observation data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in Reading on the FCAT will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (240 of 351 tested))	71% (201 of projected 284 to be tested)

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 attendance at before school tutoring	Incorporate an incentive program to encourage attendance at before school tutoring	Reading Resource Specialist, Instructor of the tutoring session	Student receive positive reinforcers on a bi-weekly basis in an effort to encourage students to attend tutoring on a daily basis.	Before School Tutoring Attendance Records.
2	Reading Comprehension which includes lack of fluency and comprehension skills.	Teacher Student Data Chats will be conducted with all students following the BAT Assessments. Differentiated Instruction including Triumphs, QAR, Quick Reads -Low performing students will participate in Tutorial Camps.	Principal Assistant Principal Support Staff & Teachers	Virtual Counselor will be utilized to conduct teacher student conferences.	Story Test Theme Test Accelerated Reader Test

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	The percentage of students achieving within the lowest 25% in Reading on the FCAT will increase by 3% by June 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (69 of 92 students tested))	36% (26 of 71 projected to be tested)

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 need additional reading instruction with the implementation of Literacy Centers.	Students will participate in Literacy Centers.	Reading Resource Specialist	Snapshots with a focus on Literacy Centers.	Story Test Theme Test BAT Assessment Mini BATS
2	Students have a deficiency in reading comprehension/fluencySkills	Targeted students will be provided fluency practice through the use of Quick Reads. Students in 2nd and 3rd grade will be provided intervention using the Kaleidescope reading program.	Reading Resource Specialist	Data chats will be conducted with Administration, Support Staff, and students to discuss student reading progress.	Story Test Theme Test BAT Assessment Mini BATS
3	Limited attendance at before school tutoring	Incorporate an incentive program to encourage attendance at before school tutoring	Reading Resource Specialist	Student receive positive reinforcers on a bi-weekly basis in an effort to encourage students to attend tutoring on a daily basis.	Before School Tutoring Attendance Records.

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 # By 2016-2017, our school will eliminate the achievement gap in reading. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making

satisfactory progress in reading. Reading Goal #5B:	The percentage of ethnic students making AYP in reading on the FCAT will increase 3% by June 2012.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33% (49 of 147 tested) Black: 48% (82 of 168 tested) Hispanic: 43% (79 of 180 tested) Asian: 23% 3(3 of 13 tested) American Indian: 0% (0 of 1 tested)	White: 30% (33 of 110 projected to be tested) Black: 45% (75 of 167 projected to be tested) Hispanic: 40% (58 of 145 projected to be tested) Asian: 20% (2 of 8 projected to be tested) American Indian: 0% (0 of 1 projected to be tested)

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 need additional instruction focusing on comprehension skills.	Extended Learning Oportunities will be provided to select students.	Reading Resource Specialist	Student receive positive reinforcers on a bi-weekly basis in an effort to encourage students to attend tutoring on a daily basis. An incentive program will be provided to encourage student participation.	Before School Tutoring Attendance Records.
2	Teacher understanding of monitoring and providing flexible grouping for students.	Professional Learning Communities will be conducted in an effort to increase teacher knowledge in relations to monitoring and providing flexible grouping for students. The impact of Data on pacing and grouping will be discussed.	Reading Resource Specialist Admin. Grade Level Teachers	During Professional Learning Communities, Team Leaders will share best practices in relations to monitoring and providing flexible grouping for students.	BAT I & II assessment Story Test Theme Test

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:	The percentage of ELL students making AYP in Reading on the FCAT will increase by 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (31 of 38 tested)	78% (36 of 47 projected to be tested)

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 may demonstrate limited English language skills.	Increase the focus on phonemic awareness, phonics and vocabulary in the English language through the use of various high yield strategies.	reading resource specialist, ESE specialist	classroom snapshots and Marzano Observations	FL Comprehensive English Language Learning Assessment and observation data
2	ELL students may demonstrate limited success in basic reading program strategies.	Provide students with a double dose of reading instruction.	Reading Resource & ESE Specialists	Classroom snapshots and Marzano Observations	FL CELLA and observation data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	ELL students may demonstrate limited English language skills.	provide differentiated instruction through the use of the iStation and/or Destination Reading computer adaptive program.	Reading Resource Specialist, ELL contact, technology contact	analysis of iStation reports	assessments which are built into the iStation program
4	ELL students may demonstrate limited success in basic reading program strategies.	Provide small group instruction utilizing: "In Step Readers" and "Radius Audio Learning Systems"	Readinig Resource Specialist,ELL contact person	Classroom snapshots and Marzano Observations	FL CELLA score and observation data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students making Adequate Yearly Progress in Reading on the FCAT will increase by 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (62 of 81 SWD tested)	73% (49 of 68 SWD projected to be tested)

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	SWD tend to have limited general language skills, limited decoding skills	Increase focus on phonemic awareness, phonics and vocabulary through the use of multi-sensory materials.	Curriculum Specialist	Review of lesson plans and Marzano observations	Classroom assessments-Diagnostic Assessments of Reading, Individual Reading Inventory Marzano observation data
2	SWD tend to have lack of success with the basic reading program's strategies	Increase the focus on phonemic awareness, phonics, vocabulary, comprehension, fluency	Administrators and ESE Specialist	Observations made during snapshots and Marzano observations	Classroom assessment-DAR,IRI, FUNdations assessments Marzano observation data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of students making Adequate Yearly Progress in Reading on the FCAT will increase by 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (171 of 373) Economically Disadvantaged students did not make Adequate Yearly Progress in reading.	42% (142 of 340 projected to be tested)

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 use of the 9 high yield strategies to meet the needs of all students.	Teacher will receive ongoing training in relations to the new 15 high yield strategies at Faculty Meetings and Professinal Learning Communities.	Reading Resource Specialist Administration	Weekly Snapshots will be be conducted with the focus on the new 15 High Yield Strategies.	Snapshots Data Story Test Theme Test End of Book Test End of Year FCAT Data
2	Student do not demonstrate proficiency of Grade Level Vocabulary.	Teacher will use Elements of Vocabulary and Vocabulary Improvement Program to enhance core curriculum. Teachers will be trained on strategies to help students learn and apply vocabulary skills.	Reading Resource Specialist Administration	Weekly Vocabulary data from evaluation tools will be analyzed and utilized to drive instruction.	Story Test Theme Test End of Book Test End of Year FCAT Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on the design of literacy centers	K-5	Reading Specialist	School-Wide	Early Release	Classroom Snapshots and Marzano Observations	Administrator, Reading Coach
Professional Learning Commiunities	K-5	NancyRose Peduzzi	All Grade Levels	2012-2013	Marzano Observations Agendas and minutes of PLC's will be reviewed by the Leadership Team	Administrator
Small Group Reading with focus on intervention programs (Phonic for Reading, Quick Read and Wilson Foundations)	K-5	Reading Resource Specialist	All Grade Levels	Early Release and Employee Planning Days	Marzano Observations, Data Generated through intervention programs	Administration and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension Development	Essential Skills Workbooks	SAC	$500.00
Materials for ELO and for developing reading skills for struggling readers	Purchase materials from SRC or other research based materials to provide differentiated instruction based on student needs	SAC	$3,000.00
Additional Reading Interventions	Kaleidescope Program material replenishment	General Budget	$4,000.00
Data Conferences	Substitute	Title 1	$4,539.00
			Subtotal: $12,039.00
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
Kaleidescope Training for new teachers	Substitute	Inservice	$500.00
Training in Common Core and other district staff development	Substitute	Inservice/Title 1	$5,000.00
Professional Learning Communities	Professional books	Title 1	$1,000.00
Professional Learning Communities	Consultant	Title 1	$1,200.00
			Subtotal: $7,700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $19,739.00

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:	The percentage of students scoring proficient in CELLA listening/speaking will increase by three percentage points by June 2013

2012 Current Percent of Students Proficient in listening/speaking:

35% (54 of 155 students tested)

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 have limited time to express ideas orally and practice listening comprehension	Teachers will assign performance tasks to ELL students that support the newly implemented ELA CCSS for speaking and listening	ESOL Contact, Reading Coach,	Data chats with ESOL contact and administration to review CELLA scores	CELLA Scores

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:	The percentage of students scoring proficient in reading will increase by three percentage points by June 2013

2012 Current Percent of Students Proficient in reading:

28% (43 of 152 students tested)

	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 need more exposure to on-level text, geared towards ELL students, included in the reading basal program	Teachers will use small group for ELL studentst using on-level text and leveled readers	ESOL Contact Administration	Data chats with teachers of ELL students	End of Story Tests, CELLA scores

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in writing will increase by three percentage points by June 2013

2012 Current Percent of Students Proficient in writing:

33% (52 of 157 tested)

	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 lack vocabulary skills	1. Radius machines will be used by classroom teachers for ELL students classified A1 and A2 2. Teachers will utilize Elements of Reading: Vocabulary and implement the use of included picture cards	ESOL Contact Administration Reading Coach	Elements of Reading: Vocabulary Weekly Assessments Writing smaples with focus on proper use of vocabulary words	Writing samples Vocabulary Tests

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students achieving proficiency in Math on the FCAT will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (146 of 532 tested))	30% (127 of 422 projected to be tested)

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	Adequate access to technology	Reevaluate and redistribute technology. Purchase additional doc cams and projectors.	tech liaison	Observation of lesson plans during classroom snapshot	Web-based reports
2	Limited number of teachers trained for center activities	Provide center activities	Administration	Observation of lesson plans during classroom snapshot	chapter tests, Key Math,Test of Early Mathematical Abilities-TEMA,Test of Mathematical Abilities 2-TOMA
3	Proper implementation of the new math series	Go Math training and PLCs.	Leadership Team and Administration	Classroom snapshot and observations should show a pattern of effective usage across grade levels.	Classroom snapshots and observations

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:	Florida Alternative Assessment Students scoring at Levels 4,5, and 6 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 of 2 students tested)	100% (2 of 2 projected to be tested)

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	Adequate remediation opportunities in addition to their ESE services.	Provide students remediation opportunities in the gen ed classroom	Leadership Team	Marzano Observations and lesson plans	Chapter tests, Key Math, Mini BATs, TOMA

		and the use of Go Math Grab and Go Kits			

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 percentage of students achieving above proficiency (FCAT level 4 & 5) in Math will increase by 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (159 of 532 tested)	33% (139 of 422 projected to be tested)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack in frequency of Progress Monitoring for above level students.</td><td>More frequent progress monitoring for above level students in math using weekly assessments. Student and teacher conferences to discuss students progress.</td><td>Principal Assistant Principal, Classroom Teachers</td><td>Weekly Assessments of Students</td><td>Big Idea Test, Chapter Test, Checkpoint Test and BAT I and BAT II scores</td></tr>
<tr><td>2</td><td>New Math Series- "Go Math" , Gaps in learning due to the change in standards (NGSSS)and transition into the rigor of the math CCSS</td><td>Professional Development, Weekly PLC's</td><td>Principal Assistant Principal, Classroom Teachers</td><td>Weekly Assessments of Students</td><td>Big Idea Test, Chapter Test, Checkpoint Test and Chapter test.Chapter tests, Key Math</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Florida Alternative Assessment Students scoring at or above Level 7 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 of 2 students tested)	50% (1 of 2 students projected to be tested)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Adequate remediation opportunities in addition to their ESE services.</td><td>Provide students remediation opportunities in the gen ed classroom</td><td>Leadership Team</td><td>Observations and lesson plans</td><td>Chapter tests, Key Math, Mini BATs, TOMA</td></tr>
<tr><td>2</td><td>Limited instruction in Big Idea 3 in 5th grade.</td><td>Follow district IFC</td><td>Curriculum Specialist and Team Leaders</td><td>Marzano Observations and snapshots</td><td>Chapter tests, Key Math, Mini BATs, TOMA</td></tr>
</table>

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of student making learning gains in Math on the FCAT will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(215 of 352 tested))	64% (270 of 422 projected to be tested)

	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 a deficit in the area of multiplication.	Target low performing students via chapter via chapter, checkpoint, and Big Idea Test, use differentiated instruction including small group to enhance mathematics instruction.	Principal Assistant Principal, Team Leaders support Staff	Weekly Assessments of students to monitor progress, Snapshots by administration, Support Staff & Team Leaders.	Chapter Test, Big Idea Assessments, and Checkpoint Test
2	Teachers effectiveness in differentiantion of instruction	Utilize "Go Math: to enhance differeniated instruction in mathematics. Including small group, Grab & Go Centers to reinforce skills and intervention tools in the series.	Principal Assistant Principal, Team Leaders support Staff	Weekly Assessments students to monitor progress.	Chapter Test, Big Idea Assessments Checkpoints Test

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.	The percentage of students in the lowest 25% making

		learning gains will increase 3% on the FCAT by June 2013.
Mathematics Goal #4:		
2012 Current Level of Performance:		2013 Expected Level of Performance:
61% (60 of 98 students tested))		64% (45 of 71 students projected to be tested)

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 attendance at tutoring sessions.	Use of On Target workbooks in before school tutoring sessions. Provide incentives to attend tutoring beyond the school day.	administrators	Weekly data chats	Mini BATS
2	Limited number of instructional staff have been trained using Calendar Math.	Teachers will teach Calendar Math strategies in the classroom.	Curriculum specialist	Observations during classroom snapshots	Marzano observation data
3	Adequate instruction on Big Idea 3 in 5th grade.	Follow district's IFC for math.	Curriculum Specialist and Team Leader	Marzano Observation, snapshots. Data chats to monitor results of increased instruction.	Mini BATs, Observation data

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 # By 2016-2017, our school will eliminate the achievement gap in math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	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 mathematics. Mathematics Goal #5B:	The percentage of ethnic students making AYP in Math on the FCAT will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 32% (47 of 147 tested) Black: 57% (96 of 168) Hispanic: 41% (74 of 180) Asian: 23% (3 of 13) American Indian: 0% (0 of 1)	White: 29% (31 of 110 projected to be tested) Black: 54% (90 of 167) Hispanic: 38% (55 of 145) Asian: 20% (2 of 8) American Indian: 0% (0 of 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
	Black students have	Use the On Target	administrator	weekly data	Mini BATs

1	limited attendance at morning tutoring sessions.	workbooks in the before school tutoring sessions. Provide incentives to attend tutoring beyond the regular school day		conversations	
2	Limited instruction on Big Idea 3 for 5th grade students.	Follow district IFC	Curriculum Specialist and Team Leaders	weekly data conversations	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:	The percentage of ELL students making AYP in Math will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (29 of 38 tested)	73% (34 of 47 projected to be tested)

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 attendance at morning tutoring sessions	Use the On Target workbooks during before school tutoring sessions. Incentives for attendance	administrator	weekly data conversations	Mini BATs
2	Limited instruction on Big Idea 3 in 5th grade.	Follow district IFC	Curriculum Specialist and Team Leaders	Weekly data conversations	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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students with disabilities making Adequate Yearly Progress in Mathematics on the FCAT will increase 3% by June 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (59 of 81 students tested)	69% (47 of 68 SWD projected to be tested)

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 instruction in Big Idea 3 in 5th grade.	Follow district IFC.	Curriculum Specialist and Team Leaders	Observations and snapshots	Chapter tests, Key Math, Mini BATs, TOMA
	Transportation in order to attend before school tutoring sessions	Provide additional opportunities for math practice during the school day such as math centers, computer activities, and peer	Administrator	Observations during classroom snapshots	Chapter tests, Key Math, Mini BATs

2		practice. Provide students with a site that offers Saturday tutoring in an area of the county that better meets the geographical needs of the students in our cluster programs.			
3	Adequate remediation opportunities in addition to their ESE services.	Provide students remediation opportunities in the gen ed classroom and opportunities to attend before school tutoring.	Leadership Team	Observations and lesson plans.	Chapter tests, Key Math, Mini BATs, TOMA

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:	The percentage of Economically Disadvantaged students making Adequate Yearly Progress in Mathematics on the FCAT will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (178 of 373 tested)	44% (149 of 340 projected to be tested)

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 attendance at morning tutoring sessions	Use the On Target workbooks during before school tutoring sessions. Incentives for attendanceAdministrator	Administration	weekly data conversations	Mini BATs, Key Math
2	Limited knowledge of Math language	Add Math terminology to classroom word walls	Administration	Classroom walkthroughs	Mini BATs, Key Math
3	Limited instruction on Big Idea 3 in 5th grade.	Curriculum Specialist and Team LeadersFollow district IFCs	Curriculum Specialist and Team Leaders	Classroom walkthroughs and observations	Mini BATs, Key Math

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
Calendar Math Training	K-5	Candy Boyce	All Grade Level Teachers	October 2012	Implementation in classroom lessons	Administrators and Curriculum Specialist
Professional Learning Communities	K-5	Candy Boyce	All Grade Level Teachers	Ongoing through June 2013	Implementation in classroom lessons	Administrations and Curriculum Specialist
District						

Training for Go Math & Common Core State Standards	K-5	Candy Boyce	All Grade Level Teachers	Ongoing through June 2013	Implementation classroom lessons	Administrators and Curriculum Specialist

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Calendar Math	Calendar Math Materials	General Budget	$1,000.00
Materials for ELO and Improving comprehensive math skills	On Target Books	SAC	$500.00
			Subtotal: $1,500.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional doc cams and projectors so that classroom teachers can better access online resources	Doc cams and projectors	General Budget, Media funds	$2,000.00
			Subtotal: $2,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
District Staff Development (Common Core)	Subs	Inservice, Title 1	$5,000.00
Data Conferences	Subs	Title 1	$4,500.00
			Subtotal: $9,500.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Incentives for participating in ELO	Incentives	SAC	$300.00
			Subtotal: $300.00
			Grand Total: $13,300.00

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 percentage of students achieving proficiency on the FCAT in Science will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (53 of 187 students tested)	31% (41 of 135 students projected to be tested)

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
	Students have limited	Incorporate Science	Administrators	Snapshots will be	Mini

1	knowledge of scientific concepts. Not all teachers are fully utilizing the district science curriculum as prescribed (i.e. Science Kits)	across the curriculum using Science Fusion, journaling,flip charts for questioning variables.	Support Staff Grade Level Teams	conducted to monitor student progress in relations to learning the Big Idea Skills.	Assessments, Lesson & Unit Test Virtual Labs for Science Fusion
2	Students require a rigorus pacing and hands on activities.	Teachers will use the Science IFC K-5 to pace instruction, integrating Florida Science Fusion with the Hands on Science Kits.	Administrators	classroom snapshots	Mini assessments, science 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of student achieving above proficiency (FCAT Level 4 & 5) in Science will increase 3% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (20 out of 187 students tested)	14% (18 of 135 students projected to be tested)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Project based learning for high achieving students is limited.	Provide project based learning and hands on activities through a cross-curricular approach.	Science contact	Data conversations	Science journals
2	Students have limited opportunity to think and work as scientists.	Offer environmental awareness opportunities (various	Science contact	Hands on activities	Use of Science journals

		clubs)			
3	Pacing of Science Program not supportive of advance students needs.	Students will be provided accelaration, extension and enrichment opportunities using the above level components of Science Fusion. Additionally Science based Field Trips including the 3rd, 4th and 5th Grade gifted classes will be provided.	Administration Science Contact Support Staff	Frequent Assessments of students journals and consumable text.	Science 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
PLC for Science Kits and transition into CCSS	K-5	Simone Ryals	K-4	October 2012	Classroom Observations	Administrator
PLC for Science Journal Writing	Grade 5 teachers	Simone Ryals	Grade 5	October 2012	Classroom Observations	Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials to provide hands on activities to support science curriculum	Replacement materials	General budget	$5,000.00
Use of science journals	journals	SAC	$300.00
			Subtotal: $5,300.00
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: $5,300.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students achieving Adequate Yearly Progress in Writing will increase 1% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (138 out of 158) students tested made AYP	90% (134 out of projected 149 students)

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 need extra practice with conventions	Teachers in grades K-5 will utilize the BEEP Instructional Focus along with the grammar component from the Treasures Reading Series. K-5 teachers will incorporate Weekly Writer's Workshop in order to demonstrate specific skills such as sentence structure, punctuation, and spelling.	Administration Support Staff Classroom Teachers	Snapshots and Writing Prompts	Writing Prompt Analysis & Assessments from the Broward Educational Enterprise Portal (BEEP) Monthly and Weekly conferences.

2	Monitoring student progress/data collection	Fourth Grade Students will be given a monthly writing promptly that will be analyzed by scored by teachers, support staff and administration. Writing prompts will be given once a week midway through the school year	Administration Support Staff Classroom Teachers	Beep writing lessons will be utilized. Teachers will evaluate writing samples to determine appropriate focus lessons for their classrooms.	DOE Florida Writes rubric for baseline and mid-year progress monitoring. Monthly student conferences.
3	Student use of strong vocabulary within their narrative/expository writing.	Grades K-5 teachers will implement graphic organizes, word banks, and word sorts to increase vocabulary skill development. In addition, Elements of Reading: Vocabulary program will be used in all K-5 classrooms to increase vocabulary.	Administration Support Staff Classroom Teachers	Ongoing monthly assessments of student Narrative and Expository Writing. The Progress monitoring will also include: Journal, Vocabulay Skill Practice from Treasures Reading Series and Extended responses in all academic areas.	DOE Florida Writes rubric for baseline and mid-year progress monitoring. Weekly Vocabulary and ongoing Language Arts Assignments.

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:	Florida Alternative Assessment Students scoring at 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 of 0 tested	100% (1 of 1 projected to be tested)

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	Emphasis put on conventions, grammar, and spelling on Florida Writes Test	Teachers will implement mini lessons focusing on writing conventions, grammar, spelling, and sentence structure.	Reading Coach	Evaluation of mini lessons, monthly and weekly writing prompts and journals	Monthly Writing Prompts and Writing Samples

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
Six Traits Model of Writing	Grades K-5	Reading Coach	Professional Learning Communities	Early Release Days & Team Leader Meetings.	Classroom snapshots and Monitoring of student writing progress. Leadership team will review agendas and minutes of PLC meetings.	Administrator and Reading Coach
Primary and						

Intermediat PLCs focusing on reviewing and analyzing the anchor papers for Level 4 and above and critiquing student work.	K-2 and 3-5 teacher	Team Leaders	K-2 and 3-5 teachers	October 2012	classroom snapshots monitor implementation of strategies,monitor monthly writing prompts. Leadership team will review agendas and minutes of PLC meetings.	Administrator
Writing PLC	Grades K-5	Reading Coach	Professional Learning Communities	Early Release and Employee Planning Days	Teachers will share writing samples with PLC; Classroom observations and snapshots	Reading Coach and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies for PD	Office supplies, pocket folders, flip charts, markers, etc	Title 1	$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
Training in BEEP lessons	Substitutes	Inservice	$3,700.00
			Subtotal: $3,700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

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:	The daily attendance rate will increase 1% by June 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (based on 2011-12 school enrollment)	97% (based on projected enrollment for 2011-12)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

71 or 15%	14%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
133 or 12%	11%

	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	Positive management system may not be effective with the targeted students.	Develop an incentive programs to encourage on time attendance	IMT	Analyze and review daily attendance numbers	Daily attendance record
2	Parents may have limited understanding of the importance of regular school attendance.	The BTIP plan is followed for all absent students. Parents are notified about the process via flyers, informational meetings, PTA announcements.	School Social worker	Reduction in the number of absentees	Attendance data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Team meeting agendas will reflect discussion of students;'; attendance , identification of students with attendance concerns and follow-up strategies	All Grades	Team Leaders	All grade level teachers	September through June	Monitoring of team leader minutes	Administrator

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage attendance	Awards/incentives	Partners	$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
Follow up on chronically absent/tardy students	Additional staff hours	BTIP	$500.00
			Subtotal: $500.00
			Grand Total: $800.00

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:	The number of students suspended in school will decrease by 10% by June 2012.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
28	25
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18	15
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
9	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9	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	Reduce the inappropriate behaviors of the selected students	Teachers will introduce, teach and display classroom and school wide rules. Teachers will monitor appropriate student behavior and reward with incentives.	Administrators, classroom teachers	Quarterly review of suspension data by the leadership team	Suspension record

2	Portions of the school–wide discipline plan are outdated.	Review and update the current school –wide discipline plan to align it with current district expectations.	Administrators	Quarterly review of suspension data by the leadership team.	Suspension record
3	Some staff have limited awareness of the process to implement the school-wide discipline plan.	Provide PD to the staff concerning the current discipline plan.	Administrator	Reviewing data concerning the number of referrals	School-wide suspension record

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
School Wide Discipline Plan	All Staff	Administrator	All grade level teachers and staff	Early Release Nov. 2012	Classroom Observations	Administrator

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

	Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parents who participate in school activities will increase 4% by June 2012.
	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	16% (176)Participated in school activities	20% (220)Predicited to participate in school activities

	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
2	NA	NA	NA	NA	NA

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
Parent Trainings	salaries and supplies	Title 1	$5,138.00
		Subtotal:	$5,138.00
		Grand Total:	**$5,138.00**

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:	Grades K-5 classes will do 4 or more science inquiry activities each month 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	Students lack exposure to science and math word attach skills	Teach word attack skills, add pictures, reinforce vocabulary through the use of word walls.	Classroom teacher	Science and math journals	Science BAT (5th Grade) Science Mid and end of year assessments Math BAT (3rd - 5th) Math Big Idea Assessments Math Unit Tests
2	Access to effective cross curricular activities that integrate science, math, and technology	Research based projects	Classroom Teacher	Observation	Rubrics and teacher observation

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

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

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

STEM Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of STEM Goal(s)

Additional Goal(s)

No additional goal submitted. Goal:

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						

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 No additional goal submitted. Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Comprehension Development	Essential Skills Workbooks	SAC	$500.00
Reading	Materials for ELO and for developing reading skills for struggling readers	Purchase materials from SRC or other research based materials to provide differentiated instruction based on student needs	SAC	$3,000.00
Reading	Additional Reading Interventions	Kaleidescope Program material replenishment	General Budget	$4,000.00
Reading	Data Conferences	Substitute	Title 1	$4,539.00
Mathematics	Calendar Math	Calendar Math Materials	General Budget	$1,000.00
Mathematics	Materials for ELO and Improving comprehensive math skills	On Target Books	SAC	$500.00
Science	Materials to provide hands on activities to support science curriculum	Replacement materials	General budget	$5,000.00
Science	Use of science journals	journals	SAC	$300.00
Writing	Supplies for PD	Office supplies, pocket folders, flip charts, markers, etc	Title 1	$300.00
Attendance	Encourage attendance	Awards/incentives	Partners	$300.00
				Subtotal: $19,439.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Purchase additional doc cams and projectors so that classroom teachers can better access online resources	Doc cams and projectors	General Budget, Media funds	$2,000.00
				Subtotal: $2,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kaleidescope Training for new teachers	Substitute	Inservice	$500.00
Reading	Training in Common Core and other district staff development	Substitute	Inservice/Title 1	$5,000.00
Reading	Professional Learning Communities	Professional books	Title 1	$1,000.00
Reading	Professional Learning Communities	Consultant	Title 1	$1,200.00
Mathematics	District Staff Development (Common Core)	Subs	Inservice, Title 1	$5,000.00
Mathematics	Data Conferences	Subs	Title 1	$4,500.00
Writing	Training in BEEP lessons	Substitutes	Inservice	$3,700.00
				Subtotal: $20,900.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Incentives for participating in ELO	Incentives	SAC	$300.00
Attendance	Follow up on chronically absent/tardy students	Additional staff hours	BTIP	$500.00
Parent Involvement	Parent Trainings	salaries and supplies	Title 1	$5,138.00

	Subtotal: $5,938.00
	Grand Total: $48,277.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⃝ NA

Are you a reward school: ⃝ Yes ⃝ No

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

No Attachment (Uploaded on 9/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Review of school objectives and action steps
Review of student achievement data
Monitoring of strategies/action steps outlined in the School Improvement Plan
Align action steps based on student needs

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
TAMARAC ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	83%	96%	51%	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	65%	68%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	65% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					559	
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
TAMARAC ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	82%	93%	42%	296	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%	64%			128	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?	57% (YES)	56% (YES)			113	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested