FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PETERS ELEMENTARY SCHOOL

District Name: Broward

Principal: Kathleen Sedlack

SAC Chair: Rosemarie Ambrosio

Superintendent: 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)
					Principal of Peters Elementary 2011-12 Grade: B Reading Mastery: 62%, Math Mastery: 68% Science Mastery: 39%, Writing Mastery: 85% Learning gains: 69% reading 68% math Learning gains of lowest 25%: 55% reading 61% math Principal of Peters Elementary 2010-11. Grade: A Reading Mastery: 84%, Math Mastery: 83% Science Mastery: 43%, Writing Mastery: 97% Learning gains: 71% reading 68% math Learning gains of lowest 25%:

						68% reading 65% math AYP: White students did not meet criteria in reading. Black students did not meet AYP criteria in Math. Principal of Peters Elementary 2009-10. Grade: A Reading Mastery: 79%, Math Mastery: 81%, Science Mastery:43%, Writing Mastery: 87% Learning gains: 65% reading 66% math Learning gains of lowest 25%: 63% reading 55% math AYP: Hispanic and Economically Disadvantaged students did not meet criteria in reading, Black and Economically Disadvantaged students did not meet the 74% AYP criteria, however they did meet AYP criteria under the Safe Harbor Provision. Principal of Peters Elementary 2008-09. Grade: A Reading Mastery: 79% Math Mastery: 72% Science Mastery: 32% Writing Mastery: 90% Learning gains: 68% reading 70% math Learning gains of lowest 25% 59% reading 66% math AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math; Students with Disabilities did not make AYP in Reading
Principal	Kathleen Sedlack	BS – Early Childhood Education for the Handicapped; Auburn University M.Ed. – School Psychology; Florida Atlantic University Ed.S. – Educational Leadership; Nova Southeastern University Certified in: PreK/Primary, Mentally Handicapped, School Psychologist, School Principal Endorsements: ESOL and Preschool Handicapped	4	7		Principal of Martin Luther King Elementary in 2007-08 Grade: D Reading Mastery: 39%, Math Mastery: 43%, Science Mastery: 22% Writing Mastery: 78% Learning gains: 53% reading 57% math Learning gains of lowest 25% 47% reading 69% math AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading and Math Principal of Martin Luther King Elementary in 2006-07 Grade: D Reading Mastery: 39%, Math Mastery: 48%, Science Mastery: 9% Writing Mastery: 79% Learning gains: 54% reading 56% math Learning gains of lowest 25% 50% reading 66% math AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading and Math Principal of Martin Luther King Elementary School in 2005-2006 Grade: C Reading Mastery: 44%, Math Mastery:56%, Writing Mastery:77% Learning gains: 45% reading 72% math Learning gains of lowest 25% 49% reading Math n/a AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading Mastery: 43%, Science Mastery: 22% Writing Mastery: 78% Learning gains: 53% reading 57% math Learning gains 25% 47% reading

						69% math AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading and Math Principal of Martin Luther King Elementary in 2006-07 Grade: D Reading Mastery: 39%, Math Mastery: 48%, Science Mastery: 9% Writing Mastery: 79% Learning gains: 54% reading 56% math Learning gains 25% 50% reading 66% math AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading and Math Principal of Martin Luther King Elementary School in 2005-2006 Grade: C Reading Mastery: 44%, Math Mastery: 56%, Writing Mastery: 77% Learning gains: 45% reading 72% math Learning gains 25% 49% reading math n/a AYP: Total, Black, and Economically Disadvantaged, did not make AYP in Reading
Assis Principal	Stephen DeCotis	BS- Education, Rhode Island College M.Ed. – Education Leadership, Nova Southeastern University Certified in Physical Education, Elementary Education, and Educational Leadership	4	4		Assistant Principal of Peters Elementary 2011-12 Grade: B Reading Mastery: 62%, Math Mastery: 68% Science Mastery: 39%, Writing Mastery: 85% Learning gains: 69% reading 68% math Learning gains of lowest 25%: 55% reading 61% math Assistant Principal of Peters Elementary 2010-11. Grade: A Reading Mastery: 84% Math Mastery: 83% Science Mastery: 43%, Writing Mastery: 97% Learning gains: 71% reading 68% math Learning gains of lowest 25%: 68% reading 65% math AYP: White students did not meet criteria in reading. Black students did not meet AYP criteria in Math. Assistant Principal of Peters Elementary 09-10 Grade: A Reading Mastery: 79% Math Mastery: 81% Science Mastery: 43% Writing Mastery: 87% Learning gains: 65% reading 66% math Learning gains of lowest 25%: 63% reading 55% math AYP: Hispanic and Economically Disadvantaged students did not meet criteria in reading, Black and Economically Disadvantaged students did not meet the 74% AYP criteria, however they did meet AYP criteria under the Safe Harbor Provision. Assistant Principal of Peters Elementary 3/09 – 6/09 Grade: A Reading Mastery: 79%, Math Mastery: 72%, Science Mastery: 32% Writing Mastery: 90% Learning gains: 68%

| | | | | | reading 70% math
Learning gains 25%:
59% reading
66% math
AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math; Students with Disabilities did not make AYP in Reading |
| | | | | | |

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	Rosemarie Ambrosio	AS in Early Childhood Management; Broward College BS in Prekindergarten/Primary at Barry University MS in Reading (in progress); Barry University Certified in PreK/Primary National Board Certified Teacher ESOL Endorsed	13	4	2011-12 Grade: B Reading Mastery: 62%, Math Mastery: 68% Science Mastery:39%, Writing Mastery: 85% Learning gains: 69% reading 68% math Learning gains of lowest 25%: 55% reading 61% math 2010-2011 Grade: A Reading Mastery: 84%, Math Mastery: 83% Science Mastery: 43% Writing Mastery: 97% Learning gains: 71% reading 68% math Learning gains of lowest 25%: 68% reading 65% math AYP: White students did not meet criteria in reading. Black students did not meet AYP criteria in Math. 2009-2010 Grade: A Reading Mastery:79% Math Mastery: 81% Science Mastery:43% Writing Mastery: 87% Learning gains: 65% reading 66% math Learning gains of lowest 25%: 63% reading 55% math AYP: Hispanic and Economically Disadvantaged students did not meet criteria in reading, Black and Economically Disadvantaged students did not meet the 74% AYP criteria, however they did meet AYP criteria under the Safe Harbor Provision. 2008-09 Grade: A Reading Mastery: 79% Math Mastery: 72% Science Mastery: 32% Writing Mastery: 90% Learning gains: 68% reading 70% math Learning gains of lowest 25% 59% reading 66% math AYP: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math; Students with Disabilities did not make AYP in Reading

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.NESS Meetings for all teachers with less than 3 years experience	NESS Coordinator	On-going year	
2	2. Partnering teachers with less than 3 years experience with veteran teachers	NESS Liaison	On-going	
3	3. NBCT/Mentors will partner with teachers needing additional assistance in a specific area.	NBCT teachers	End of year	
4	4. Train the Trainer	Staff participating	ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7%(1)	2.7%(1)	40.5%(15)	45.9%(17)	45.9%(17)	100.0%(37)	8.1%(3)	29.7%(11)	100.0%(37)

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
Noemi Zubizarreta	Kate Rosenberg	Ms. Rosenberg is a first year teacher. Ms Zubizarreta is 3rd grade team leader and is NBCT certified.	Ms. Zubizarreta and Ms. Rosenberg will meet daily to discuss planning and the implementation of the curriculum. Ms. Zubizarreta will also model teaching strategies.
		Ms. Yong is a first year guidance counselor. Ms. Leon is an experienced guidance	Ms. Yong and Ms. Leon are in constant communication regarding the implementation of the

| Ana Leon (Wilton Manors Elem.) | Brittaney Young | counselor who will also provide Ms. Young support in our Passport to Peace Program which we adopted from Wilton Manors Elementary where Ms. Leon serves. | schools character ed curriculum (Passport to Peace). Both counselors will participate in monthly meetings were support and assistance will be offered to Ms. Young as she begins her career in counseling. |

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

Program provides resources to assist students, particularly low performing students, with additional core academic instruction during the day. Parental activities are planned that will assist parents in helping their children improve his/her academic performance. The district coordinates with Title I, Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

Title III

ESOL Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring during the school day.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students (GRADE).

Nutrition Programs

Healthy School Programs promotes initiatives in the school to support healthy eating and exercise.

Housing Programs

N/A

Head Start

Head Start and Early Head Start are provided to students 6 weeks to 2 years old to support readiness for more formal academic instruction.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Ms. Sedlack – Principal
Mr. DeCotis – Assistant Principal
Dr. Koch – ESE Specialist / MTSS Facilitator
Ms. Ambrosio – Reading Coach
Ms. Young – Guidance Counselor
Mr. Roesler - School Psychologist
Ms. Cowan - School Social Worker
Classroom Teacher
Ms. Williams – Speech Pathologist
Ms. Carey – ESE Teacher

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 MTSS team meets bi-monthly to discuss identified students and to review data to determine the effectiveness of implemented strategies. RtI case managers are selected from the MTSS Team to facilitate the RtI process with grade level team leaders and individual classroom teachers. The RtI Case Manager meets with grade level teachers to discuss current students involved in the RtI process, determine specific areas of concern, analyze data, and determine the success of the tiered intervention(s). Progress monitoring is reviewed in accordance with the time lines established in the RtI process and shared with parents along with steps needed for the student's success. If Tier 3 strategies prove unsuccessful, further testing may be initiated through the School Psychologist will assess the student to identify potential disabilities.

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?

Members of the MTSS Leadership team are assigned to each of the School Improvement Curriculum Teams to ensure that the MTSS Problem-solving Process is addressed in the creation of the SIP and to ensure that the necessary steps are being carriedout in the SIP implementation. The MTSS Team and other teams within the school

MTSS Implementation

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

Tier I screenings are utilized to assess the effectiveness of and to make modifications to the core curriculum.
Upon the initiation of Tier II or III, specific areas of weakness are identified for intervention and data collection. The RtI case manager, classroom teachers and the MTSS Team utilize uniform documentation to identify and describe areas of concern(s).
The school utilizes a number of data tools to collect data. Tiered interventions are identified, dates of implementation and their results are recorded for academic concerns. A school-wide electronic graphing tool has been introduced and made available for the management of all data collected.

Behavior Concerns -
A school-wide frequency chart has been adopted to document behavior concerns and data collection. The MTSS team utilizes a
chart to track the effectiveness of each intervention at each Tier. Additionally, discipline data created in the Discipline Matrix System, anecdotes and Data Warehouse reports are utilized for data collection and management. A school-wide electronic graphing tool has been introduced and made available for the management of all data collected. All data collected is managed and stored by the RtI Coordinator, Dr. Koch. A RtI tracking sheet is managed by the MTSS/RtI Coordinator, this information is shared with the RtI team and case managers twice a month at the RtI Leadership Team meetings. Documentation of the students involved in the RtI process is also provided in the students CUM folder.

(Detailed intervention programs utilized in Tier I, II and III are listed below. Each strategy is documented for data collection and analysis.)
TIER I – regular curriculum sources
Reading –Treasures K-5
Math – GO Math Florida, Houghton Mifflin Harcourt
Writing – Six Traits, BEEP lesson plans
Science –Science FUSION, Delta Science Kits
Behavior – school-wide discipline plan, classroom behavior management plan, Passport to Peace
TIER II – Reading - Double–dose small group instruction Triumphs K-5, extended learning opportunities (Saturday Camp)
Math – small group instruction (GO Math), specialized software (Destination Success Riverdeep), Mt. Math 2-5, Calendar Math K-1, extended learning opportunities (Saturday Camp)
Writing- small group instruction (Writer's in Control), Saturday Camp, Mountain Language (grade 4), extended learning opportunities (Saturday Camp)
Science – small group instruction, peer tutoring (Science Fusion), Snapshots, extended learning opportunities (Saturday Camp)
Behavior – specialized intervention strategies i.e., proximity, personalized schedules, daily progress report, mentoring
TIER III –
Reading - triple-dose small group instruction
Math – GO Math intervention materials, tutoring, small group of 3 or less with classroom teacher
Writing – double dose writing with small groups, tutoring, individual classroom support as needed
Science - small group of 3 or less, Snapshots, science small group pull-out / Behavior - Positive Behavior Intervention Plan, (PBIP), Functional Behavior Analysis, (FBA)

Describe the plan to train staff on MTSS.

Staff has been trained in the RtI process via faculty meetings, team meetings and individual meetings with members of the MTSS Leadership Team. Team leaders and MTSS members will continue these trainings as part of grade level meetings and on an as need basis. District produced RtI podcasts are available for deeper understanding of the process.

Describe the plan to support MTSS.

Support is provided to MTSS and the RtI process via case managers and individual meetings with members of the MTSS Leadership Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ms. Sedlack - Principal
Mr. DeCotis - Assistant Principal
Ms. Ambrosio - Reading Coach
Team Leaders
Dr. Koch - ESE Specialist

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

The function of the team is to ensure that all programs are in place for the core, supplemental and intensive needs of students. The Literacy Leadership Team,(LLT) ensures that teachers are receiving support with implementation of strategies, interventions and core programs. If strategies prove to be successful based on a review of the data, the team assists with alternative methods, and provides suggestions for change. Team Leaders are responsible for collecting and disseminating

this information to staff. Meetings are fluid, keeping up with needs of teachers and students. A monthly meeting is held to discuss the progress of students, programs being utilized and the success of implementation or the need for change. The PDCA model is emphasized in all meetings.

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

There are three major goals for the LLT include:
1. – Increase the overall percentage of students actively reading at the school. Accelerated reader will used to monitor progress.
2. – Decrease the gap between fluency and reading comprehension. ORF scores and reading comprehension scores will be used to monitor progress.
3. – Increase the complexity and analytical thinking utilized by students when reading. Accomplished through Project/Inquiry based learning & Blending of NGSSS and CCSS Standards.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

The preschool program currently in operation at Peters consists of 2 ESE pre-k classes, and 2 Head Start Programs. The classroom teacher in the 2 ESE classrooms evaluates students from this program and meetings to discuss progress are conducted by the ESE Specialist. During these meetings placement decisions are collaboratively discussed and determined. Assessments include vision, hearing, academic assessment, developmental profiles, and parent input. Staffings will include district personnel as indicated by the student's Individual Education Plan. Staffing participants, including parents, discuss every aspect of the student's current level of performance and set appropriate goals and objectives for the coming year based on that student's individual needs.

Transition meetings are scheduled between the preschool program and the elementary school for parents, students and educators. A Kindergarten Orientation is scheduled annually to provide an opportunity for parents and students to tour the school campus and become familiar with the school prior to the first day of school. Students are assessed upon entering in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated prior to October 2012. Data will be used to plan daily academic and social /emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling,
guided practice and independent practice of all academic and/or social emotional skills identified by screening data including FAIR and FLICKERS. These screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

*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

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 a Level 3 in reading decreased from 47% to 27% in 2012. In 2013 the percentage of students scoring at Level 3 will increase to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (72)	32% (83)

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 scoring at Levels 1, 2 and 3 must simultaneously improve reading fluency and comprehension.	Students will participate in the Six Minute Solution with weekly comprehension check in grades 2-5. Treasures and Triumphs for grades K-5. Targeted students in the lowest 25% will be assigned a teacher Mentor REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (Pending availability of funds)	Reading Coach-Rosemarie Ambrosio	Student ORF probes will be given 3X per year in grades 2-5 in addition to periodical cold reads used for progress monitoring. Student in First Grade will be probed with RIGBY 4X per year. Kindergarten students will will be assessed using the FAIR 3X per year. More frequent probes will be utilized for students identified as struggling.	ORF, Cold Reads – Grades 2-5 RIGBY – Grade 1 FAIR - Kindergarten
2	Students scoring at a levels 1, 2 & 3 must increase comprehension when exposed to more moderate and high level questioning.	Students will be exposed to multistep questions that require an analytical approach on a daily basis through the use of both project and inquiry-based learning.	Administration	Student work will be utilized to measure effectiveness. In addition, student in 2-5 will be administered ongoing cold read assessments with increased moderate and high level questioning to measure progress.	Student samples from PBL projects and work associated with PBL. Cold Read Assessments.
3	Student engagement in reading must lead to more reading among students and an increased capacity to view text analytically.	Students will participate in the Accelerated Reader program where their progress will be closely monitored. Novel studies will be used to appeal to student interest and increase engagement.	Media Specialist	Students will work every with the Accelerated Reader internet program. Leveled books will be read and comprehension test taken by students every quarter to meet individual and grade level goals.	Accelerated Reader Program Data Reports

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring at level 4 or above decreased from 37% in 2011 to 35% in 2012. In 2013 the percentage of students scoring at or above level 4 will increase to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(92) 35%	(105) 40%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency when exposed to challenging text with appropriate levels of text complexity must increase.	Daily exposure to cross content literature, especially in science and social text in grades K-5. Students in grades K-5 will utilize chart, graphs, timelines and other reference information to make inferences about text and synthesize information Lesson study will be utilized in grade level meetings to examine item specifications and to share best practices related to teaching informational text skills. Students who excel academically will be	Reading Coach –	BAT I / II, Mini-BATs and cold read assessments that contain informational text test specifications will be administered to monitor progress and to determine overall effectiveness.	Core Program Assessments Mini – BATS BAT I & II Cold read assessments

		acknowledged on the morning TV show "Panda Vision" and at Panda Pride assemblies. Students will be exposed to a variety of text genres with a concentration on informational text on a daily basis in the reading block.			
2	Students scoring at a level 3 must increase comprehension when exposed to more moderate and high level questioning.	FCRR (Florida Center for Reading Research) / benchmark specific activities targeting comprehension. Destination Success will be utilized to target specific areas of weakness Accelerated Reader Reading pull-out for Tier III students Novel studies will be implemented to both increase student engagement but also promote analytical thinking in relation to the text.	Administration	Student work will be utilized to measure effectiveness. In addition, student in 2-5 will be administered ongoing cold read assessments with increased moderate and high level questioning to measure progress.	BAT I & II Cold Read Assessments Data Chats Core Program Assessments FAIR Gr. K Student samples from PBL projects and work associated with PBL.
3	Student engagement in reading must lead to more reading among students and an increased capacity to view text analytically.	Students will participate in the Accelerated Reader program where their progress will be closely monitored and rewarded when goals are met. Novel studies will be used to appeal to student interest and increase engagement.	Media Specialist	Students will attain individual and grade level specific goals every quarter.	Accelerated Reader Program

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making a learning gain in reading decreased from 71% in 2011 to 69% in 2012. In 2013 the percentage of students making a learning gains will increase to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (119)	72% (124)

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 must increase comprehension when exposed to more moderate and high level questioning.	Students will be exposed to multistep questions that require an analytical approach on a daily basis through the use of both project and inquiry-based learning. FCRR (Florida Center for Reading Research) / benchmark specific activities targeting benchmarks aligned with Literary analysis and reading applications. Students will be exposed to daily instruction and practice in small group with benchmarks associated with reading applications and literary analysis using both instructional materials from the basal reader, FCRR activities and STAR. Destination Success will be utilized to target specific areas of weakness Teachers are implementing appropriate ESOL strategies and double dosing students in need of intervention ESE pull-out / modified core curriculum for the appropriate grade level.	Reading Coach –	BAT I / II, Mini-BATs and cold read assessments that contain reading application and literary analysis test specifications will be administered to monitor progress and to determine overall effectiveness. Teachers will use this data to modify instruction, re-teach and differentiate instruction. CELLA testing will also be administered. This information will be utilized to determine appropriate ESOL strategies and determine if any additional intervention is needed.	Student samples from PBL projects and work associated with PBL. Cold Read Assessments. FAIR - Kindergarten CELLA
	Students' capacity to use vocabulary and context skills must increase.	Student will work with the Elements of Vocabulary Program in grades1-5. In addition, student vocabulary capacity will be built through interactive science word walls.	Reading Coach	Students will be assessed in both definition and word usage though both vocabulary quizzes and writing samples containing the correct use of new vocabulary. Teachers will utilize this	Elements of Vocabulary Assessments Student Writing Samples

				date to determine effectiveness of instructional strategies. CELLA testing will also be administered. This information will be utilized to determine appropriate ESOL strategies and determine if any additional intervention is needed.	
2					
3	Student engagement in reading must lead to more reading among students and an increased capacity to view text analytically.	Students will participate in the Accelerated Reader program where their progress will be closely monitored. Novel studies will be used to appeal to student interest and increase engagement.	Media Specialist	Students will attain specific grade level goals every quarter.	Accelerated Reader Program and corresponding data reports.

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

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making a learning gain in reading decreased from 68% in 2011 to 57% in 2012. In 2013 the percentage of students making learning gains in the lowest 25% will increase to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(25)	60% (27)

<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	Level 1 & 2 students must increase comprehension when exposed to more moderate and high level questioning.	Students will be exposed to multistep questions that require an analytical approach on a daily basis through the use of both project and inquiry-based learning. FCRR (Florida Center for Reading Research) / benchmark specific activities targeting benchmarks aligned with Literary analysis and reading applications. Students will be exposed to daily instruction and practice in small group with benchmarks associated with reading applications and literary analysis using both instructional materials from the basal reader, FCRR activities and STAR. Destination Success will be utilized to target specific areas of weakness Teachers are implementing appropriate ESOL strategies and double dosing students in need of intervention ESE pull-out / modified core curriculum for the appropriate grade level.	Reading Coach –	BAT I / II, Mini-BATs and cold read assessments that contain reading application and literary analysis test specifications will be administered to monitor progress and to determine overall effectiveness. Teachers will use this data to modify instruction, re-teach and differentiate instruction. CELLA testing will also be administered. This information will be utilized to determine appropriate ESOL strategies and determine if any additional intervention is needed.	Oral Reading Fluency assessment from basal (grades 1-5) FAIR - Kindergarten CELLA Student samples from PBL projects and work associated with PBL.
	2					
	3	Students scoring at Level 1 and 2 must simultaneously improve reading fluency and comprehension.	Treasures Gr. K-5 Cold Reads Six Minute Solution Gr. 3-5 Oral Reading Fluency - Teachers implement ESOL strategies Students in need of interventions receive double dose small group reading. ESE pull out / modified core curriculum for appropriate grade level. Targeted students in the lowest 25% will be assigned a teacher Mentor	Reading Coach	BAT I / II scores will be analyzed to determine the effectiveness of strategies. Cold read assessments will be utilized to target benchmark specific items aligned with vocabulary development and to ensure proficiency. Frequent data chats will be utilized to discuss student data and modify instruction	• Core Program Assessments • BAT I & II • Cold Read Assessments • Data Chats • Triumphs K-5 • FAIR Gr. K

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In 2010-2011, 16% of students were not proficient in reading. To reduce the achievement gap by 50% the percentage of students' not meeting proficiency must decrease by 1.3% over the next 6 years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	70	73	76	79	

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:	Each student subgroup will reduce the percentage of students not meeting proficiency by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 38% (20) Black: 36% (41) Hispanic: 39% (27) Asian: 33% (4) American Indian: NA	White: 35%(18) Black: 33% (36) Hispanic: 24% (16) Asian: 30% (4) American Indian:NA

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 in each subgroup must increase comprehension when exposed to more moderate and high level questioning.	Students will be exposed to daily instruction and practice in small group with benchmarks associated with Main Idea, Plot and Purpose, Cause and Effect and Compare and Contrast using both instructional materials from Treasures, FCRR activities and skill specific materials. Level 1 & 2 students will work on Destination Success addressing specific areas of weakness in Main Idea, Plot and Purpose, Cause and Effect and Compare and Contrast. Reading pull-out for Tier III students Targeted students in the lowest 25% will be assigned a teacher mentor ESE pull-out / modified core curriculum for appropriate grade level Teachers are implementing appropriate ESOL strategies and double dosing students in need of intervention Students will be exposed to multistep questions that require an analytical approach on a daily basis through the use of both	Reading Coach-	Student work will be utilized to measure effectiveness. In addition, student in grades 2-5 will be administered ongoing cold read assessment with increased moderate and high level questioning to measure progress. The frequency of progress monitoring will increase for student who identified as struggling.	Core Program Assessments Mini – BATS BAT I & II Cold read assessments CELLA

project and inquiry-based learning. REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (Pending the availability of funding)	

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 not meeting criteria will be reduced by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (8)	69% (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					
2	ELL students must simultaneously improve reading fluency and comprehension.	Students will participate in the Six Minute Solution with weekly comprehension check in grades 2-5. Treasures and Triumphs for grades K-5. Targeted students in the lowest 25% will be assigned a teacher Mentor REACH Camp (8 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding)	Reading Coach	Student ORF probes will be given 3X per year in grades 2-5 in addition to periodical cold reads used for progress monitoring.. Student in First Grade will be probed with RIGBY 4X per year. Kindergarten students will will be assessed using the FAIR 3X per year. The frequency of progress monitoring will increase for student who identified as struggling.	ORF, Cold Reads – Grades 2-5 RIGBY – Grade 1 FAIR - Kindergarten
3	Students' capacity to use vocabulary and context skills must increase.	Student will work with the Elements of Vocabulary Program in grades1-5. In addition, student vocabulary capacity will be built through interactive science word walls.	Administration	Students will be assessed in both definition and word usage though both vocabulary quizzes and writing samples containing the correct use of new vocabulary. Teachers will utilize this data to provide remediation and adjust both instructional and ESOL strategies	Elements of Vocabulary Assessments Student Writing Samples

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 SWD students not meeting criteria will be reduced by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (24)	67% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students must simultaneously improve reading fluency and comprehension	Students will participate in the Six Minute Solution with weekly comprehension check in grades 2-5. Treasures and Triumphs for grades K-5. Targeted students in the lowest 25% will be assigned a teacher Mentor	ESE Teacher	Student ORF probes will be given 3X per year in grades 2-5 in addition to periodical cold reads used for progress monitoring.. Student in First Grade will be probed with RIGBY 4X per year. Kindergarten students will will be assessed using the FAIR 3X per year. The frequency of progress monitoring will increase for student who identified as struggling.	ORF, Cold Reads – Grades 2-5 RIGBY – Grade 1 FAIR - Kindergarten
2	Students in each subgroup must increase comprehension when exposed to more moderate and high level questioning.	Students will be exposed to multistep questions that require an analytical approach on a daily basis through the use of both project and inquiry-based learning.	Assistant Principal	Student work will be utilized to measure effectiveness. In addition, student in 2-5 will be administered ongoing cold read assessment with increased moderate and high level questioning to measure progress.	Student samples from PBL projects and work associated with PBL. Cold Read Assessments.
3	Students' capacity to use vocabulary and context skills must increase.	Student will work with the Elements of Vocabulary Program in grades1-5 at their appropriate level. In addition, student vocabulary capacity will be built through interactive science word walls.	Reading Coach ESE Teacher	Students will be assessed in both definition and word usage though both vocabulary quizzes and writing samples containing the correct use of new vocabulary.	Elements of Vocabulary Assessments Student Writing Samples

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 Economically Disadvantaged students not meeting criteria will be reduced by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (68)	40% (62).

	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	All students must simultaneously improve reading fluency and comprehension.	Students will participate in the Six Minute Solution with weekly comprehension check in grades 2-5. Treasures and Triumphs for grades K-5. REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. Targeted students in the lowest 25% will be assigned a teacher Mentor (Pending the availability of funding)	Reading Coach	Student ORF probes will be given 3X per year in grades 2-5 in addition to periodical cold reads used for progress monitoring.. Student in First Grade will be probed with RIGBY 4X per year. Kindergarten students will will be assessed using the FAIR 3X per year. The frequency of progress monitoring will increase for student who identified as struggling.	ORF, Cold Reads – Grades 2-5 RIGBY – Grade 1 FAIR - Kindergarten
2	Students must increase comprehension when exposed to more moderate and high level questioning.	Instructional approach - Project / Inquiry based learning. Students will be challenged with on and beyond grade level text complexity. Teachers will blend NGSSS and CCSS standards and corresponding test specs. To increase the scope and depth of analysis students utilize when reading. Students will be exposed to multi-step questions that require an analytical approach on a daily basis through the use of both project and inquiry-based learning.	Assistant Principal	Student work will be utilized to measure effectiveness. In addition, student in 2-5 will be administered ongoing cold read assessments with increased moderate and high level questioning to measure progress.	Cold Read Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project / Inquiry Based Learning	PK-5	Administration	School-wide	Bi-monthly Thursday from 3-4PM	iObservation & PBL lesson planning	Administration

Common Core State Standards Implementation	PK-5	Administration	School-Wide	Bi-monthly Thursday from 3-4PM	iObservation & PBL Lesson Planning	Administration
Building Interactive Learners	K-5	Reading Coach	K-5	October	iObservation	Administration

Reading 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
Project/Inquiry Based learning	salary stipend for 3-4PM PLC held every other Thursday	Title 1 Professional Development	$1,508.83
Common Core State Standard Implementation	Substitute salaries K-5	Title 1 Professional Development	$1,508.83
Building Interactive instructional strategies	Substitute salaries K-5	Title 1 Professional Development	$1,508.83
			Subtotal: $4,526.49
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,526.49

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 CELLA students who are proficient in listening / speaking will increase to 32% in 2013.
2012 Current Percent of Students Proficient in listening/speaking:	
29% (15)	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Increase opportunities for students to engage in more dialogue and share ideas orally.	Teacher will utilize project / inquiry based learning in every curriculum area to elicit more responses from students and engage them in their learning. Teachers will utilize Texts such as Content Essentials for Science to give students content and instruction ELA strategies to support reading complex texts. Continued development of the English language will be fostered through the core reading program. Additional intervention will be provided for those students who are struggling.	Administration	Student work and tests will be utilized to determine effectiveness of teaching strategies. Teacher will utilize this data along with appropriate ESOL strategies to assist student sin language acquisition	CELLA

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:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must increase their overall reading and be provided with high interest text on their instructional level	Teachers will instruct students using Hot Topics in Reading and Science to expose them to high interest, more complex text. Student will participate in the Accelerated Reader Program and have specific goal created for their ability levels. Novel studies will be utilized to capture student interest and engagement. Student will be provided passages on their instructional level for participation in the school's fluency program, (Six Minute	Administration	Accelerated Reader reports will be generated by the teacher to include data aligned with reading level and comprehension. Teacher will track fluency and comprehension through the Six Minute Solution program and the accompanying graphs and quizzes.	Accelerated Reader Reports Comprehension checks aligned with the Six Minute Solution.

Solution).		
Continued development of the English language will be fostered through the core reading program.		
Additional intervention will be provided for those students who are struggling.		

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 CELLA students who are proficient in writing will increase to 23% in 2013.

2012 Current Percent of Students Proficient in writing:

24% (12).

<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>Students lack the ability to organize and structure their ideas, in a cohesive manner in the English Language.</td>
<td>Teachers will instruct students using Thinking Maps to help them organize ideas, increase vocabulary and use figurative language to produce a cohesive piece of writing

Teachers will use practice prompts and planning sheets to a ensure students include all necessary components to write an essay.

Continued development of the English language will be fostered through the core reading program.

Additional intervention will be provided for those students who are struggling.</td>
<td>Administration</td>
<td>Student will undergo progress monitoring in writing all school year through the use of writing prompts and other student generated samples to measure proficiency in writing.</td>
<td>Student Writing prompts / samples</td>
</tr>
</table>

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 scoring a Level 3 in math increased from 33% in 2012 to 35%. In 2013 the percentage of students scoring a level 3 will increase to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (93)	38% (99)

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	Level 1, 2 and 3 students must increase their proficiency in the fundamental math skills required to solve math problems	Students will work on basic and division multiplication facts for mastery. Students will participate in Mt. Math (2-5) and Calendar Math (K-2) on a daily basis Destination Success will be utilized to provide targeted instruction to students struggling with number sense. Targeted students in the lowest 25% will be assigned a teacher Mentor REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding)	Assistant Principal	BAT I / II, Mt. Math, Basic Fact Challenges and core program assessments will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students	BAT I / II Mini BAT Mt. Math & Basic Fact Challenges & "Go Math" Assessments
2	Students must possess the capacity to identify, apply and use pertinent information found in a word problem to solve a math equation.	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction. Math manipulatives and real world applications will be utilized to provide students with hands-on experiences and prepare	Assistant Principal	BAT I / II, Mini BAT's,Mt. Math Challenges Core program assessments will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations

		them to better handle real world math problems as founding the word problems they will be assessed on. Teachers will provide differentiation in mathematics through regular small group and one-on-one instruction using word problems.			
3		•			

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of students scoring at level 4 or above decreased from 49% in 2011 to 32% in 2012. In 2013 the percentage of students scoring at or above level 4 will increase to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(86)	35% (91)

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring at level 4 or above decreased from 49% in 2011 to 32% in 2012. In 2013 the percentage of students scoring at or above level 4 will increase to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(86)	35% (91)

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
	Level 3 students must possess the capacity to identify, apply and use pertinent information found in a word problem to solve a math equation.	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more	Assistant Principal	BAT I / II, Mt. Math Challenges, Core program Assessments and FCAT 2.0 math simualtions will be utilized to monitor	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations

				progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students.	
1		Math manipulatives and real world applications will be utilized to provide students with hands-on experiences and prepare them to better handle real world math problems. Teachers will provide differentiation in mathematics through regular small group and one-on-one instruction using word problems. ESE pull-out / modified core curriculum for appropriate instructional level			
2	Level 4 & 5 students must increase their capacity to solve moderate and high level questions that require multi-steps and increased analytical thinking.	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction. Real world math applications will be utilized through a PBL/Inquiry based approach to provide students with experiences that will prepare them to better handle real world math problems.	Assistant Principal	BAT I / II, core program assessments & FCAT 2.0 Math simulations will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students.	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations

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

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

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

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making a learning gain in math decreased from 71% in 2011 to 68% in 2012. In 2013 the percentage of students making a learning gains will increase to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (117)	71% (121)

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	Level 3, 4 & 5 students must increase their capacity to solve moderate and high level questions that require multi-steps and increased analytical thinking.	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction. Real world math applications will be utilized through a PBL/Inquiry based approach to provide students with experiences that will prepare them to better handle real world math problems.	Assistant Principal	BAT I / II, core program assessments & FCAT 2.0 Math simulations will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations
2	Level 1, 2 & 3 students must possess the capacity to identify, apply and use pertinent information found in a word problem to solve a math equation.	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction. Math manipulatives and real world applications will be utilized to provide students with hands-on experiences and prepare them to better handle real world math problems as founding the word problems they will be assessed on. Teachers will provide differentiation in mathematics through regular small group and one-on-one instruction using word problems. REACH Camp (7 week extended learning opportunity held on Saturdays for	Assistant Principal	BAT I / II, ,Mt. Math Challenges Core program assessments and FCAT 2.0 Math Simulations will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students.	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations

| | approximately 4hrs. (pending funding) | | | |

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students making a learning gain in math decreased from 65% in 2011 to 64% in 2012. In 2013 the percentage of students making a learning gains will increase to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (28)	67% (29)

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	Level 1 & 2 students must increase their proficiency in the fundamental math skills required to solve math problems.	Students will work on basic and division multiplication facts for mastery. Students will participate in Mt. Math (2-5) and Calendar Math (K-2) on a daily basis Destination Success will be utilized to provide targeted instruction to students struggling with number sense. Targeted students in	Assistant Principal	BAT I / II, Mt. Math, Basic Fact Challenges and core program assessments will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students	BAT I / II Mini BAT Mt. Math & Basic Fact Challenges & "Go Math" Assessments

| 2 | Level 1 &2 students must possess the capacity to identify, apply and use pertinent information found in a word problem to solve a math equation. | Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction.

Math manipulatives and real world applications will be utilized to provide students with hands-on experiences and prepare them to better handle real world math problems as founding the word problems they will be assessed on.

Teachers will provide differentiation in mathematics through regular small group and one-on-one instruction using word problems.

REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding) | Assistant Principal | BAT I / II, ,Mt. Math Challenges Core program assessments and FCAT 2.0 Math Simulations will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students | BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations |

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : In 2010-2011, 17% of students were not proficient in reading. To reduce the achievement gap by 50% the percentage of students' not meeting proficiency must decrease by 1.4% over the next 6 years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	72	75	77	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:	Each student subgroup will reduce the percentage of students not meeting proficiency by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 25% (13)	White: 28%(5)

Black: 39% (43)
Hispanic: 27% (19)
Asian: 16% (2)
American Indian: NA

Black: 36% (39)
Hispanic: 24% (16)
Asian: 13% (1)
American Indian: NA

		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 in all subgroups must increase their proficiency in the fundamental math skills required to solve math problems.	Students will work on basic and division multiplication facts for mastery. Students will participate in Mt. Math (2-5) and Calendar Math (K-2) on a daily basis Destination Success will be utilized to provide targeted instruction to students struggling with number sense. Targeted students in the lowest 25% will be assigned a teacher Mentor ESE pull-out / modified core curriculum for appropriate grade level.	Assistant Principal	BAT I / II, Mt. Math, Basic Fact Challenges and core program assessments will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students	BAT I / II Mini BAT Mt. Math & Basic Fact Challenges & "Go Math" Assessments
2	Level 1, 2 & 3 students must possess the capacity to identify, apply and use pertinent information found in a word problem to solve a math equation	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction. Math manipulatives and real world applications will be utilized to provide students with hands-on experiences and prepare them to better handle real world math problems as founding the word problems they will be assessed on. Teachers will provide differentiation in mathematics through regular small group and one-on-one instruction using word problems. REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding)	Assistant Principal	BAT I / II, ,Mt. Math Challenges Core program assessments and FCAT 2.0 Math Simulations will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students.	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations

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 not meeting criteria will be reduced by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (8)69% (8)	72% (8)

	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 must simultaneously improve reading fluency and comprehension.	Students will participate in the Six Minute Solution with weekly comprehension check in grades 2-5. Treasures and Triumphs for grades K-5. REACH Camp (8 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding)	Reading Coach	Student ORF probes will be given 3X per year in grades 2-5 in addition to periodical cold reads used for progress monitoring.. Student in First Grade will be probed with RIGBY 4X per year. Kindergarten students will will be assessed using the FAIR 3X per year.	ORF, Cold Reads – Grades 2-5 RIGBY – Grade 1 FAIR - Kindergarten
2	ELL students must increase their proficiency in the fundamental math skills required to solve math problems.	Students will work on basic and division multiplication facts for mastery. Students will participate in Mt. Math (2-5) and Calendar Math (K-2) on a daily basis Destination Success will be utilized to provide targeted instruction to students struggling with number sense. Targeted students in the lowest 25% will be assigned a teacher Mentor REACH Camp (7week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding) ESE pull-out / modified core curriculum for appropriate grade level.	Assistant Principal	BAT I / II, Mt. Math, Basic Fact Challenges and core program assessments will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students.	BAT I / II Mini BAT Mt. Math & Basic Fact Challenges & "Go Math" Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD students not meeting criteria will be reduced by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (19)	52% (16)

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 students must increase their proficiency in the fundamental math skills required to solve math problems.	Students will work on basic and division multiplication facts for mastery. Students will participate in Mt. Math (2-5) and Calendar Math (K-2) on a daily basis Destination Success will be utilized to provide targeted instruction to students struggling with number sense. Targeted students in the lowest 25% will be assigned a teacher Mentor REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding)	Assistant Principal	BAT I / II, Mt. Math, Basic Fact Challenges and core program assessments will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students	BAT I / II Mini BAT Mt. Math & Basic Fact Challenges & "Go Math" Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged students not meeting criteria will be reduced by 3% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (56)	32% (50)

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

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		Students must possess the capacity to identify, apply and use pertinent information found in a word problem to solve a math equation.	Teachers will identify power benchmarks (Supporting Ideas) aligned with each Big Idea and unwrap those concepts identified as weaknesses in order to prepare for more effective instruction. Math manipulatives and real world applications will be utilized to provide students with hands-on experiences and prepare them to better handle real world math problems as founding the word problems they will be assessed on. Teachers will provide differentiation in mathematics through regular small group and one-on-one instruction using word problems. REACH Camp (7 week extended learning opportunity held on Saturdays for approximately 4hrs. (pending funding)	Administration	BAT I / II, ,Mt. Math Challenges Core program assessments and FCAT 2.0 Math Simulations will be utilized to monitor progress and to determine effectiveness. Teachers will utilize assessment tools to modify instructional strategies and provide interventions to struggling students.	BAT I / II, "Go Math" Assessments, FCAT 2.0 Math Simulations

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
Differentiation for math instruction using small groups	K-5	Team Leaders	School-wide	Bi monthly / Thursday PLC from 3-4PM	iObservation	Administration

Mathematics Budget:

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

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Providing differentiation in math using small groups	Salaries for substitutes K-5	Title 1 Professional Development	$1,508.83
			Subtotal: $1,508.83
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,508.83

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 scoring a Level 3 in science decreased from 35% in 2012 to 34%. In 2013 the percentage of students scoring a level 3 will increase to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (30)	40% (35)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to further develop science vocabulary and their ability to read and synthesize science content.	Development and instruction will be provided though Project /inquiry based learning were interdisciplinary lesson plans are used to further engage students and promote analytical thinking skills. Display visual word walls per unit Science Saurus will be utilized as a supplementary reference tool. Utilize Science Studies Weekly publication. Hands-On Delta Science Kits	Assistant Principal	Mini BAT assessments, BAT I / II data, Core program, (FUSION) assessments will be utilized to monitor progress. The 2013 FCAT 2.0 will be used to measure effectiveness. Teachers will utilize this data to modify instruction and provide students with remediation as needed.	BAT I and II Mini BATS Core program Assessments

		Core Program / Florida Science Fusion Student Science Journals			
2	Students must possess a thorough understanding of Strand H, (The Nature of Science)	• Develop an interdisciplinary lesson plan format that all teachers will use. • Develop interdisciplinary Units (Science/Reading) • Display visual word walls per unit • Science Saurus will be utilized as a supplementary reference tool. •Utilize Science Studies Weekly publication. • Hands-On Delta Science Kits • Core Program / Florida Science Fusion • Student Science Journals	Assistant Principal	Fifth grade teachers will unwrap benchmarks aligned with targeted areas of weakness. K-5 science labs will be created for hands on science activities and experiments Students in K-5 will engage in weekly science activities and experiments that address Strand H and the scientific process	BAT I and II Mini BATS Core program Assessments

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring at level 4 or above decreased from 13% in 2011 to 5% in 2012. In 2013 the percentage of students scoring at or above level 4 will increase to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5)	10% (9)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students must "push the ceiling" in science to increase overall achievement and engagement.	• Business partners and community members will be recruited to judge our science fair and provide awards for students. • A science fair will be held with student prizes to build motivation among students. • Student science projects will be recognized and celebrated on school closed circuit television "Panda Vision" • Science Alive Videos will be utilized to build students visual and real world sense of science concepts. • Virtual Science experiments will be utilized to expand the overall science experience for students. • 2 Promethean Boards will be utilized in 5th grade classrooms to promote active learning.	Assistant Principal	Mini BAT assessments, BAT I / II data, Core program, (FUSION) assessments will be utilized to monitor progress. The 2013 FCAT 2.0 will be used to measure effectiveness. Teachers will utilize this data to modify instruction and provide students with remediation as needed.	BAT I and II Mini BATS Core program Assessments
2	Students need to further develop science vocabulary and their ability to read and synthesize science content.	Development and instruction will be provided though Project /inquiry based learning were interdisciplinary lesson plans are used to further engage students and promote analytical thinking skills. Display visual word walls per unit Science Saurus will be utilized as a supplementary reference tool. Utilize Science Studies Weekly publication. Hands-On Delta Science Kits Core Program / Florida Science Fusion Student Science Journals	Administration	Mini BAT assessments, BAT I / II data, Core program, (FUSION) assessments will be utilized to monitor progress. The 2013 FCAT 2.0 will be used to measure effectiveness. Teachers will utilize this data to modify instruction and provide students with remediation as needed.	BAT I and II Mini BATS Core program Assessments
	Students must possess a thorough	• Fifth grade teachers will unwrap	Administration	Mini BAT assessments, BAT I / II data, Core	Mini BATS Core program

| | 3 | understanding of Strand H, (The Nature of Science) | benchmarks aligned with targeted areas of weakness.

• K-5 science labs will be created for hands on science activities and experiments

• Students in K-5 will engage in weekly science activities and experiments that address Strand H and the scientific process. | | program, (FUSION) assessments will be utilized to monitor progress.

The 2013 FCAT 2.0 will be used to measure effectiveness.

Teachers will utilize this data to modify instruction and provide students with remediation as needed. | Assessments |

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing Science Journals	3-5 Science	TBA	Grades 3-5	October / Thurs. PLC 3-4PM	Data Chats, Student samples, iObservation	Administration

Science Budget:

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

				Subtotal: $0.00

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Science Journals	Substitute salaries & student journals / grades 4-5	Title 1 Professional Development	$1,508.83
			Subtotal: $1,508.83

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,508.83

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 scoring a 3.0 or above decreased from 97% in 2011 to 85% in 2012. In 2013 the percentage of students scoring at or above a 3.0 will increase to 90%
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (75)	90% (79)

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 must increase their capacity to demonstrate correct grammar and conventions in their writing.	• Daily Language, (Mt.Language) program will be utilized to build grammar skills. • Teacher will be trained in the new expectations for conventions in student papers. • Scoring of student work will include increased expectations for conventions. • FCAT writing simulations will be used on an ongoing basis throughout the year toboth prepare	Assistant Principal	Students will participate in timed FCAT writing simulations. Student writing will then be scored and analyzed to monitor progress and to determine effectiveness. Teachers will use this data to modify instruction and provide remediation.	Timed FCAT writing simulations

		students and to provide teachers with authentic progress monitoring for remediation or enrichment.			
2		The quality of support and details that students utilize in their writing to communicate ideas must increase.	• Teachers will differentiate instruction and to target homogenous weaknesses / strengths in writing. • Identified students not meeting proficiency standards in writing will be provided a double dose of writing at strategic times throughout the year. A teacher with proven writing expertise will provide the doubledose. • Elements of Vocabulary will be utilized in grades 2- 4 to build mature word use in student papers. • Students in each writing class who demonstrate growth in developing support will be celebrated by attending Author's Tea with administration on a weekly basis. • Student in grades 2-3 will also participate in timed writing simulations to further build their capacity to provide detailed support in the writing process.	Assistant Principal	Students will participate in timed FCAT writing simulations. Student writing will then be scored and analyzed to monitor progress and to determine effectiveness. Teachers will use this data to modify instruction and provide remediation.	Timed FCAT writing simulations
3		Two new teachers to the 4th grade will require support and development in the providing effective writing instruction.	Mentors who have proven success teaching writing will be paired up with the new teachers to 4th grade. The assistant principal will provide ongoing training and support to the 4th grade team throughout the school year. Additional writing trainings offered by the district will be available for additional support.	Administration	Students will participate in timed FCAT writing simulations. Student writing will then be scored and analyzed to monitor progress and to determine effectiveness. Teachers will use this data to modify instruction and provide remediation. iObservation will be used to determine if teachers are using effective strategies to teach students.	Timed FCAT writing Simulations iObservations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development Effective Writing Instruction	Grade 4 Writing	Assistant Principal	Grade 4	October, January	iObservation, student samples	Assistant Principal
Professional Development Effective Writing Instruction	Grade 3 Writing	Assistant Principal	Grade 3	Janurary, April	iObservation, student samples	Assistant Principal

Writing Budget:

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 Writing Training (3rd & 4th Grade teachers)	Substitute salaries	Title 1 Professional Development	$1,508.83
		Subtotal: $1,508.83	

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

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:	Attendance rates will increase in the 2012-2013 school year. The following data demonstrates the trends over the past three years: 2010 - 95% 2011- 95.8 % 2012 - 95.9% Excessive absences and tardies will decrease in the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.9% (100576)	97% (101778)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
38	35
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
127	120

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	School factors may include issues related to the overall school climate, such as safety, school size, attitudes of staff and other students.	Implement Passport to Peace and create a culture in the school focused self responsibility and kindess to others. Provide reward systems and ensure that all students are recognized on some level throughout the year. Set and advertise to the school community the school wide goal for attendance and tardies.	Guidance Counselor	Attendance records will be recorded by teachers, managed by office staff and analyzed for effectiveness.	Data warehouse -attendance -tardies
	Some parents seem unaware that school attendance is legally	Parent education through the BTIP program.	School Social Worker, Guidance Counselors, and	Monitor student attendance and response to BTIP and	Review of intervention and attendance data

2	mandated.truant or other problem behavior.		Title-1 Parent Involvement Coordinator, BTIP Coordinator.	social worker interventions.	
3	Many families are in transition and changing residence because of economic and other conditions.	Assist parents with training and accessing community-based relocation, adjustment, and economic assistance resources.	School Social Worker, Guidance Counselors, and Title-1 Parent Involvement Coordinator.	Monitor student attendance and response to BTIP and social worker interventions	Review of intervention and 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	The number of both internal and external suspension will decrease in school year 2012-2013. In 2011 Total Number of In –School Suspensions = 20 In 2012 a 45% decrease occurred. 2012 Total Number of Students Suspended In-School = 11 In 2012 a 19% decrease occurred. 2012 Total Number of Out-of-School Suspensions = 10 in 2012 a 50% decrease occurred 2012 Total Number of Students Suspended Out- of- School = 6 In 2012 a 50% decrease occurred.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
13	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	1

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A culture of self-responsibility and a sense on how others should be treated must be instilled in the school.	Teachers and all staff will be trained in the Passport to Peace Program, (P2P) in August. Full implementation of the 12 Passport to Peace Attitudes will be practiced. Students who are practicing the 12 attitudes correctly will be acknowledged through the wearing of badges and recognition at the monthly Panda Pride Assemblies.	Guidance Counselor	Discipline Matrix System data will be tracked in regards to suspensions. Data Warehouse suspension data will be used to determine effectiveness.	Discipline Matrix System Data Warehouse suspension 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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The number of parents participating in school activities, parent/ teacher conferences and other community events held by the school will increase by 5% in 2012-2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

93%		98%	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mega Skill Parent Workshops	Reading Coach salary / trained facilitator	Title 1 Parent Involvement	$360.00
			Subtotal: $360.00
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
Annual Parent Seminar (Title 1)	Registration Fees	Title 1 Parent Involvement	$80.00
FCAT Family Saturday	Hourly salary for teacher (3) Presenters & Planning	Title 1 Parent Involvement	$500.00
Childcare for parent workshops	Para salary (2) @ 11.95 HR.	Title 1 Parent Involvement	$300.00
Academic Fair Parent Workshop	Teacher salary (5) Presenters	Title 1 Parent Involvement	$410.00
Refreshments for parent workshops	food, drinks	Title 1 Parent Involvement	$100.00
Materials for parent workshops	reading, math, writing, science materials	Title 1 Parent Involvement	$500.00

Supplies	paper for flyers, markers, flip charts	Title 1 Parent Involvement	$159.00
		Subtotal: $2,049.00	
		Grand Total: $2,409.00	

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Mega Skill Parent Workshops	Reading Coach salary / trained facilitator	Title 1 Parent Involvement	$360.00

Subtotal: $360.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00

Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Project/Inquiry Based learning	salary stipend for 3-4PM PLC held every other Thursday	Title 1 Professional Development	$1,508.83
Reading	Common Core State Standard Implementation	Substitute salaries K-5	Title 1 Professional Development	$1,508.83
Reading	Building Interactive instructional strategies	Substitute salaries K-5	Title 1 Professional Development	$1,508.83
Mathematics	Providing differentiation in math using small groups	Salaries for substitutes K-5	Title 1 Professional Development	$1,508.83
Science	Implementation of Science Journals	Substitute salaries & student journals / grades 4-5	Title 1 Professional Development	$1,508.83
Writing	FCAT 2.0 Writing Training (3rd & 4th Grade teachers)	Substitute salaries	Title 1 Professional Development	$1,508.83

Subtotal: $9,052.98

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Annual Parent Seminar (Title 1)	Registration Fees	Title 1 Parent Involvement	$80.00
Parent Involvement	FCAT Family Saturday	Hourly salary for teacher (3) Presenters & Planning	Title 1 Parent Involvement	$500.00
Parent Involvement	Childcare for parent workshops	Para salary (2) @ 11.95 HR.	Title 1 Parent Involvement	$300.00
Parent Involvement	Academic Fair Parent Workshop	Teacher salary (5) Presenters	Title 1 Parent Involvement	$410.00
Parent Involvement	Refreshments for parent workshops	food, drinks	Title 1 Parent Involvement	$100.00
Parent Involvement	Materials for parent workshops	reading, math, writing, science materials	Title 1 Parent Involvement	$500.00
Parent Involvement	Supplies	paper for flyers, markers, flip charts	Title 1 Parent Involvement	$159.00

Subtotal: $2,049.00

Grand Total: $11,461.98

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʲⁿ Priority	ʲⁿ Focus	ʲⁿ Prevent	ʲⁿ NA

Are you a reward school: ʲⁿ Yes ʲⁿ No

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for Saturday FCAT REACH Camp.	$2,828.00

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

The SAC Committee will meet monthly to discuss SAC business and receive various updates concerning the school and expected achievement outcomes.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PETERS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	83%	97%	43%	307	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	71%	68%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	65% (YES)			133	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					579	
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
PETERS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	81%	87%	43%	290	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%	66%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	55% (YES)			118	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					539	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested