

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MARTIN LUTHER KING ELEMENTARY SCHOOL

District Name: Broward

Principal: Marvis Ward

SAC Chair: Yolanda Garcell

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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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)
					2011-2012 School Grade: D Reading Mastery: 29% Math Mastery 27% Science: 6% Writing: 61% Learning Gains in Reading: 64% Learning Gains in Math: 33% Lowest Quartile in Reading: 79% Lowest Quartile in Math: 31% 2010-2011 School Grade: C Reading Mastery: 48% Math Mastery 67% Science: 39% Writing: 80% Learning Gains in Reading: 46% Learning Gains in Math: 70% Lowest Quartile in Reading: 50% Lowest Quartile in Math: 77% AYP: 81% of the criteria was met

Principal	Marvis Ward	Masters/ Educational Leadership	5	11	<p>2009 – 2010 School Grade: D Reading Mastery: 41% Math Mastery: 48% Science Mastery: 16% Writing Mastery: 77% Learning Gains Reading: 43% Learning Gains Math: 59% Lowest 25% Reading: 47% Lowest 25% Math: 73% AYP: 77% of the criteria was met</p> <p>2008 – 2009 School Grade: C Reading Mastery: 45% Math Mastery: 48% Science Mastery: 30% Writing Mastery: 71% Learning Gains Reading: 62% Learning Gains Math: 66% Lowest 25% Reading: 52% Lowest 25% Math: 75% AYP: 85% of the criteria was met</p>
					<p>2011-2012 School Grade: D Reading Mastery: 29% Math Mastery 27% Science: 6% Writing: 61% Learning Gains in Reading: 64% Learning Gains in Math: 33% Lowest Quartile in Reading: 79% Lowest Quartile in Math: 31%</p> <p>2010-2011 School Grade: B Reading Mastery: 65% Math Mastery 68% Science: 38% Writing: 84% Learning Gains in Reading: 58% Learning Gains in Math: 64% Lowest Quartile in Reading: 59% Lowest Quartile in Math: 75% AYP: 69% of the criteria was met</p>
Assis Principal	Emilia Espana	Masters/ Educational Leadership	.2	9	<p>2009 – 2010 School Grade: A Reading Mastery: 67% Math Mastery: 68% Science Mastery: 34% Writing Mastery: 85% Learning Gains Reading: 69% Learning Gains Math: 66% Lowest 25% Reading: 73% Lowest 25% Math: 67% AYP: 69% of the criteria was met</p> <p>2008 – 2009 School Grade: A Reading Mastery: 70% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 97% Learning Gains Reading: 74% Learning Gains Math: 69% Lowest 25% Reading: 57% Lowest 25% Math: 62% AYP: 97% of the criteria was met</p>

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)
					<p>2011-2012 School Grade: D Reading Mastery: 29%</p>

Reading	Catherine McFarland	Bachelor/Elementary Ed., ESOL/Reading Endorsement candidate	5	5	<p>Math Mastery 27% Science: 6% Writing: 61% Learning Gains in Reading: 64% Learning Gains in Math: 33% Lowest Quartile in Reading: 79% Lowest Quartile in Math: 31% 2010-2011 School Grade: C Reading Mastery: 48% Math Mastery 67% Science: 39% Writing: 80% Learning Gains in Reading: 46% Learning Gains in Math: 70% Lowest Quartile in Reading: 50% Lowest Quartile in Math: 77% AYP: 81% of the criteria was met</p> <p>2009 – 2010 School Grade: D Reading Mastery: 41% Math Mastery: 48% Science Mastery: 16% Writing Mastery: 77% Learning Gains Reading: 43% Learning Gains Math: 59% Lowest 25% Reading: 47% Lowest 25% Math: 73% AYP: 77% of the criteria was met 2008 – 2009 School Grade: C Reading Mastery: 45% Math Mastery: 48% Science Mastery: 30% Writing Mastery: 71% Learning Gains Reading: 62% Learning Gains Math: 66% Lowest 25% Reading: 52% Lowest 25% Math: 75% AYP: 85% of the criteria was met</p>
Math	Margaret Walden-Turner	Master/Ed. Leadershhip, NBCT, ESOL, 5-9 Math	9	4	<p>2011-2012 School Grade: D Reading Mastery: 29% Math Mastery 27% Science: 6% Writing: 61% Learning Gains in Reading: 64% Learning Gains in Math: 33% Lowest Quartile in Reading: 79% Lowest Quartile in Math: 31% 2010-2011 School Grade: C Reading Mastery: 48% Math Mastery 67% Science: 39% Writing: 80% Learning Gains in Reading: 46% Learning Gains in Math: 70% Lowest Quartile in Reading: 50% Lowest Quartile in Math: 77% AYP: 81% of the criteria was met</p> <p>2009 – 2010 School Grade: D Reading Mastery: 41% Math Mastery: 48% Science Mastery: 16% Writing Mastery: 77% Learning Gains Reading: 43% Learning Gains Math: 59% Lowest 25% Reading: 47% Lowest 25% Math: 73% AYP: 77% of the criteria was met</p> <p>2008 – 2009 School Grade: C Reading Mastery: 45% Math Mastery: 48% Science Mastery: 30% Writing Mastery: 71% Learning Gains Reading: 62% Learning Gains Math: 66% Lowest 25% Reading: 52% Lowest 25% Math: 75% AYP: 85% of the criteria was met</p>
					<p>2011-2012 School Grade: D Reading Mastery: 29% Math Mastery 27%</p>

Science	Salathiel Jones-Blake	Bachelor/Elem.Ed. Reading Endorsed, ESOL Endorsement Candidate	3	2	<p>Science: 6% Writing: 61% Learning Gains in Reading: 64% Learning Gains in Math: 33% Lowest Quartile in Reading: 79% Lowest Quartile in Math: 31%</p> <p>2010-2011 School Grade: C Reading Mastery: 48% Math Mastery 67% Science: 39% Writing: 80% Learning Gains in Reading: 46% Learning Gains in Math: 70% Lowest Quartile in Reading: 50% Lowest Quartile in Math: 77% AYP: 81% of the criteria was met</p> <p>2009 – 2010 School Grade: D Reading Proficiency- 47% Math Proficiency - 45%, Writing Proficiency- 78% Science Proficiency -29% AYP: 82% of the criteria was met</p> <p>2008-09 – North Fork Elementary School Grade: D – 434 pts Reading Proficiency 51% Math Proficiency -53%, Writing Proficiency- 86% Science Proficiency -29% AYP: 82% of the criteria was met</p>
Writing	Lavina Robinson	Bachelor/ Elem. Ed. Reading Endorsed, ESOL Endoresed, English 5-9, Masters of Arts in Educational Leadership	1	5	<p>Pine Ridge Education Center Grade: Declining (2010-2011) Reading Learning Gains: 50% Math Learning Gains: 64% Writing Proficiency: 94% Science Proficiency: 4% AYP was not met</p> <p>Grade: Not Rated (2009-2010) Reading Learning Gains: 42% Math Learning Gains: 48% Writing Proficiency: 77% Science Proficiency: 0% AYP was not met</p> <p>Grade: DECLINING Rating (2008-2009) Reading Learning Gains: 32% Math Learning Gains: 59% Writing Proficiency 62% Science Proficiency 0 % AYP was not met</p> <p>Grade: IMPROVING Rating (2007-2008) Reading Learning Gains: 55% Math Learning Gains: 74% Writing Proficiency 93% Science Proficiency 14% AYP was not met</p>

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	Ongoing Professional Development & Professional Learning Communities	Instructional Coaches	Ongoing-6/2013	
2	Administrative support through classroom walk-throughs with immediate feedback.	Administration/ Leadership team	Ongoing-6/2013	
3	3. Administrative Open-Door Policy	School Administrators	Ongoing-6/2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	3.2%(1)	16.1%(5)	38.7%(12)	41.9%(13)	32.3%(10)	100.0%(31)	25.8%(8)	12.9%(4)	96.8%(30)

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
Margaret Walden-Turner	Ms. Jennifer Brito	New to grade level	Review Policies and procedures for core teachers Provide Professional Development Provide Reading and Math grade level content limitations and New Generational Standards Conduct observations and monthly meetings
Karen Kelley	Ms. Natalie St. Maria	First year teacher	Review Policies and procedures for core teachers Provide Professional Development Provide Reading and Math grade level content limitations and New Generational Standards Conduct observations and monthly meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Staff Development, Classroom supplies, and teacher salaries. Parental Involvement including Title I Family Literacy Nights.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Before School, After school, and Saturday Camps; Tutorial Supplies and materials, salaries, and school supplies.

Violence Prevention Programs

Dr. Martin Luther King, Jr. Non Violence Program, CHAMPS, Anti-Bullying district protocol and Silence Hurts programs.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Headstart teacher and paraprofessional salaries, supplies for Pre-K students, and Field trips for Pre-K students

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the RtI Leadership Team are as follows: Marvis Ward, Administration, Krystal Hall-Shivers, Guidance Counselor, and Yolanda Garcell, ESE specialist. The Collaborative Problem Solving Team consisting of: Lavina Robinson, Intermediate Reading/Writing Coach, Catherine McFarland, Primary Reading Coach, Debbie Hitner Speech Pathologist, School Psychologist, Jeerdean Ferguson, Social Worker, Salathiel Jones-Blake, Science Coach, Yolanda Garcell, ESE Support and Classroom Teachers also participates in the decision making process in order to provide the best educational decisions for all students.

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

The Response to Intervention Leadership Team (RtI) or the MTSS Leadership Team utilize a diagnostic and prescriptive process. Tier interventions are routinely inspected in the areas of reading, mathematics, writing, science and behavior. Data collected through various Tier 2 and Tier 3 interventions are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This formula is also used to screen at-risk students. All such students are referred to the MTSS team for consideration of how best to proceed. Following review and analysis of data,

interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. The case manager will follow up with teacher on a weekly bases to ensure that interventions are taking place. Students are progress monitored weekly. The RtI/MTSS team usually of administration, psychologist, ESE specialist, behavior specialist, school psychologist, social worker, guidance counselor, reading coach, math coach, ESOL coordinator, and classroom teachers. Parents are also invited to attend. Members of the RtI/MTSS The RTI Leadership team meets 2 times monthly (more often if necessary) to discuss, data analysis, make program/instructional focus adjustments based on data analysis, determine progress of current programs and look to future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students. RTI Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Math Coach, Science Coach, Speech/Language Pathologist, Guidance Counselor, and Area Office Personnel (School Psychologist & Social Worker).

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

The MTSS Leadership Team assisted in the development of the School Improvement Plan and progress monitors the action steps. The MTSS Leadership Team works collaboratively with the SAC and SAF members to ensure that the school improvement plan is implemented with fidelity. Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Whenever, it appears something is not working appropriate adjustments are made. The SAC is provided an update monthly during the SAC meetings. Data is monitored regularly. Necessary adjustments and program modifications are on-going.

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.

Dr. Martin Luther King Jr. Elementary has created its own comprehensive FileMaker Pro database to monitor our tiered student data. Teachers and staff are all well versed in usage of the Data Warehouse and virtual counselor. We use FCAT/SAT 10/BAT data to make decisions regarding the formulation of classes, proper placement of students, determine professional development needs, use of school resources (materials, supplies, technology, supplemental texts, etc.). In addition to the FCAT, BAT data, FAIR and AYP, data is used to identify students in tier 2 in order to provide tutorials and/or additional support and instruction during the school day. We use mini-assessment, FCAT Simulation, chapter tests and reading assessments data to monitor students' progress in each class and in each subject: reading, math & science, to determine mastery of the skills that must be taught as part of the content areas' in accordance to the Sunshine State Standards and Core Curriculum Standards.

The following data management systems are used in the course of RtI/CPST implementation

Tier 1: Intervention Checklist

Tier 2: Document Tier 2 Intervention Plan

Tier 3: School generated RtI/CPST forms – paperwork tracking, note taking, RtI/CPST Student Folders

Tier 2 & 3: Data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and other sessions will occur throughout the year.

RTI Leadership Team analyze data to determine trainings for the school year.

- Classroom Walk-through Data Analyzed to determine areas in need of growth during grade chair meetings
- SIP Committees, Grade Level Meetings, NESS, Learning Community, Articulation Chats, Data Chats, RTI Leadership Team Meetings are reviewed monthly.
- SREB Trainings & Effective Schools District Trainings
- Instructional Focus Calendars & BEEP Lessons
- FCIM – Florida Continuous Improvement Model will be offered to the staff for professional development.
- Non-Negotiables from District are shared and training provided
- Test Specs training- Reading, Math & Science

The RTI team will also evaluate additional staff PD needs during the monthly RTI Leadership Team meetings.

Describe the plan to support MTSS.

Each teacher on a specific grade-level will be provided with a case manager to assist them through the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of Ms. Ward (Principal), Ms. España (Assistant Principal) Ms. McFarland (Reading Coach), Ms. Robinson (Writing Coach), Ms. Blake (Science Coach), Ms. Shivers (guidance counselor), Ms. Garcell (ESE Specialist), (Speech and Language Pathologist), Ms. Scott (5th Grade Teacher), Ms. Kelley (4th Grade Teacher), Ms. Brito (3rd Grade Teacher), Ms. Huff (2nd Grade Teacher), and Mr. Louissaint (Kindergarten Teacher).

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

The Literacy Leadership Team will meet once per week to collaborate ideas and review data analysis in order to successfully implement reading initiatives and interventions that will maximize student achievement and foster a love for reading in all our students. The principal and assistant principal promote a culture of reading throughout the school, monitor instructional fidelity, and provide feedback to teachers regarding their reading instruction. The reading coach provides reading assessment data and reports on grade level and school-wide trends to determine areas of strengths and weaknesses; the reading coach also provides or arranges for necessary professional development and models instructional delivery. The primary and intermediate reading representatives bring information to and obtain feedback from their respective levels regarding the implementation of reading programs at this school. The ESOL coordinator assists in ensuring that ELL students are being instructed with appropriate ESOL materials. The media specialist oversees the implementation of the Accelerated Reader program. The ESE Specialist assists in monitoring the reading progress of special education students. The Reading Coach assists the team in the coordination and use of programs such as FAIR, Compass Odyssey, Riverdeep, FCAT Explorer, BEEP, Accelerated Reader and the STAR Reading Assessment.

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

- Increase Video Conferencing to build background knowledge, vocabulary, and comprehension.
- Increase implementation of technology (usage of Promethean Board and Active Expression).
- Create additional time for silent reading for all students during the school day to promote reading fluency.
- Increase use of Accelerated Reader to enhance fluency and comprehension skills.
- Increase Read Aloud for vocabulary development.
- Annual Vocabulary Parade to promote a love of reading.
- Development of model/demonstration classroom to assist with professional development in reading.
- Usage of data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs.
- Monitor and support the implementation of the Comprehensive Core Reading Program, supplemental and intervention programs, and scientifically based reading instruction and strategies with fidelity.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students'

progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timeline to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. Also, incoming Kindergarten students and parents are invited to tour our Kindergarten classes and learn about the curriculum and school's expectations during our Annual Kindergarten Round Up meeting. Parents are asked to bring their kindergarten children in during the summer months to be screened in reading to ensure proper reading placement on the first day of school

*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.

N/A

*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?

N/A

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?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

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:	Teachers will plan and infuse higher order questioning and rigor into daily lessons.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (29)	31% (51)

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	2011 FCAT data showed that literary analysis and reading application need improvement.	Students will use graphic organizers and receive daily small group instruction focusing on higher level questioning. Teachers will develop centers to promote mastery of comprehension with special emphasis on literary analysis and reading application. Students will be grouped by specific skill needs.	Administration Reading Coach	Student Portfolios Student Journals Accelerated Reader Log CWT: Conducted two times per week focusing on student grouping, instructional practices, and instructional strategies.	Treasures Assessments BAT 1 and 2 FAIR Monthly AR Reports
2	Students lack experience with project based learning in all content areas.	Increase academic achievement by providing remediation in deficient content areas. Opportunities will be provided for interdisciplinary projects.	Classroom Teacher Coaches Administration	Students Journals Student created word wall samples	Classroom Walk Throughs Rubrics Portfolios
3	Students lack strategies to help them comprehend various genres	Students will be grouped by specific benchmark needs. Students will be given strategies to become proficient with grade level vocabulary.	Administration Coaches Classroom Teacher	Student Journals Completed projects	Treasures Assessments BAT 1 and BAT 2 FAIR FCAT pro

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	No students in this sub-group
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To increase the number of students meeting proficiency in Reading on The Florida Comprehensive Test (FCAT) at level 4 and 5 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (15)	12% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack experience and opportunity to participate in research based learning.	Students will collaborate with peers in project/research based learning: cross-curricula activities.	Reading Coach Administration Classroom Teacher	Presentation of projects to peers, teachers, and coaches CWT Completed projects	Classroom Walk Throughs A Rubric will be used evaluate projects Portfolios
2	Differentiation and or specific enrichment of specific student needs	Data will be used to plan activities to specific student needs.	Coaches Administration Classroom Teacher	Portfolios Journals Grouping format and instructional materials	Treasures assessment BAT 1 and BAT 2

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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:	To increase the number of students making learning gains in Reading on the Florida Comprehensive Test (FCAT) by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (62)	67% (72)

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	Deficient in mastery of comprehension skills.	Students will use graphic organizers and receive daily small group instruction focusing on higher level questioning. Students will be grouped by specific skill needs	Administration Coaches Classroom Teachers	Student portfolios Student Journals CWT (Grouping format, instructional practices and instructional strategies) Data Chats	Treasures Assessments BAT 1 and 2 FAIR Monthly AR reports
2	Differentiation and or remediation of specific student needs.	Data will be used to plan center activities specific to student needs	Coaches Administration Classroom Teacher	Student Portfolios Student Journals Progress monitoring of Tier 2 and 3 students CWT (grouping format, instructional strategies)	Treasures Assessments BAT 1 and 2 FAIR

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Not accountable for this subgroup.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To increase the number of lowest 25% students making learning gains in Reading on The Florida Comprehensive Test (FCAT) by 4 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (22)	80%. (lowest 25% data has not yet been posted on DWH)

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 are unable to apply grade level phonics skills to reading text.	Students will receive additional small group instruction.	Coaches MTSS Team Classroom Teachers Administration	Student Journals Student portfolio Ongoing progress monitoring	Treasures Assessments BAT 1 and 2 FAIR
2	A lack of comprehension strategy use with on level passages.	Students will get instruction on how to interact with text. Teachers will develop differentiated centers based on tested benchmarks. Students will be grouped and taught by specific skill deficits.	Coaches Administration Classroom Teachers	Student Journals Student portfolio Classroom walk-throughs	Treasures Assessments BAT 1 and 2 FAIR

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 #					
	Student mathematics performance achievement will show an increase by 2016-2017 in accordance to the Achievable Annual Measurable Objectives.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	68%	71%	74%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To increase the number of students meeting proficiency in Reading on The Florida Comprehensive Test (FCAT) at level 3 by 3,4,5 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 71% (106)	Black 64% (105)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of experience with project based learning in all content areas.	Increase academic achievement by providing remediation in deficient content areas. Opportunities will be provided for interdisciplinary projects.	Coaches Classroom Teacher Administration	Completed projects Student Journals	Rubric Portfolios
2	Students lack strategies to help them comprehend various genres.	Students will be grouped by specific benchmark needs. Students will be given strategies to become proficient with grade level vocabulary.	Coaches Classroom Teacher Administration	Completed projects Student Journals	Treasures Assessments BAT 1 and 2 FAIR FCAT pro
3	Differentiation and remediation of specific student needs.	Data will be used to plan small group instruction and center activities specific to student needs	Coaches Classroom Teachers Administration	Student Portfolios Student Journals Progress monitoring of Tier 2 and 3 students	Treasures Assessments BAT 1 and 2 FAIR

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:	not accountable for this subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
not accountable for this subgroup	not accountable for this subgroup

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	not accountable for this subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
not accountable for this subgroup	not accountable for this subgroup

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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To increase the number of students meeting proficiency in Reading on The Florida Comprehensive Test (FCAT) at level 3,4,5 by 3 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (56)	49% (64)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack experience with project based learning in all content areas.	Increase academic achievement by providing remediation in deficient content areas. Opportunities will be provided for interdisciplinary projects.	Administration Coaches Classroom Teacher	Student Journals Completed projects	Rubrics Portfolios
2	Differentiation and remediation of specific student needs.	Data will be used to plan small group instruction and center activities specific to student needs.	Coaches Administration Classroom Teacher	Student Journals Completed projects	BAT 1 and BAT 2 FAIR Treasures assessment FCAT pro

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						

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
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 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:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

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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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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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				

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:	To increase the number of students meeting proficiency in mathematics on the Florida Comprehensive Assessment Test (FCAT) at Level 3 by 20 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (34)	40% (66)

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	The lack of opportunity for students to participate in all parts of the Go Math Lesson.	Math Block will be outlined with times to teach the four components of a Go Math Lesson.	Math Coach District Support Administration	Math Coach will facilitate a Professional Learning Community (PLC) for development of an Effective Go Math Block Agenda. Math Coach and Leadership Team will conduct Classroom Walk-Throughs (CWT) on a weekly basis. based CWT section 2. This will determine PLCs and Frontloading activities.	*Center Folders for tracking student center production *Journals *Portfolios *Conduct data chats to share CWT trends and patterns.
2	Students' difficulty applying appropriate vocabulary during a math lesson.	Students will record vocabulary in journals using teacher modeled template: Read, Write, and Remember. Students will utilize their Math Word Bank to answer essential questions and HOT questions. Students will draw a picture/create an example of vocabulary words through Authentic Student Work.	Math Coach Administration District Support	Math Coach /Teachers will check student journals bi-weekly for specific teacher feedback and student work products. Check Math Word Banks or Bulletin Board displays for student generated vocabulary samples. Conduct CWT (CWT document section 3b)	*Journals *Portfolios *Authentic Student Work *Chapter Tests *Big Idea Tests *Conduct data chats teacher-administrator to share CWT trends and patterns
3	Inconsistent use of manipulatives in the classroom	Teachers will use the Go Math Book as a guide for effective use of math manipulatives during instruction. Math Coach will use Frontloading and PLCs to model effective manipulative use in the classroom instruction.	Math Coach District Support Administration	Math Coach and Leadership Team will conduct CWT on a weekly basis. (CWT document section 3 Focus on Learner).	*Journals *Authentic Student Work *CWT *Conduct data chats teacher-administrator to share CWT trends and patterns
	Students lack appropriate math vocabulary in order to effectively use	Students will be exposed and become proficient in	Classroom Teacher	Weekly Observations	Authentic Student Work Journals

4	problem solving and reasoning skills.	<p>a print rich environment which includes math vocabulary during daily instruction.</p> <p>Students will develop a deeper understanding of vocabulary words by using the Concrete, Pictorial/Representational, Abstract (CRA) model.</p> <p>Teachers will use the Mathematical Practice: "Attend to Precision" to increase students' understanding.</p>			
5	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	<p>Students will receive differentiated instruction including the CRA model to develop mathematical reasoning.</p> <p>Teachers will differentiate their instruction to meet the needs of their students through learning styles, readiness, and projects.</p> <p>Teachers will instruct lessons using mathematic practices as a guide to develop higher order thinking skills.</p>	Classroom Teacher Math Coach	Math Block Weekly Observations	Teacher Observation, Assessments, Lesson Plans
6	Minimal understanding of grade appropriate math skills and concepts.	<p>Teacher will build understanding through the Concrete-Representation Abstract-CRA model.</p> <p>Teachers will build students' understanding by having students to communicate effectively with math through oral and written responses.</p>	Classroom Teacher Math Coach	Math Block Weekly Observations	Teacher Observations, Assessments, Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of students meeting proficiency in mathematics on the Florida Comprehensive Test (FCAT) at Level 4 and 5 by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (8)	10% (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	The lack of rigor in the student assignments.	Teachers will utilize the "Gradual Release Model" to develop independent writers by asking students to use the mathematics Word Bank as a tool for developing written responses to higher order questions (extended response, essential questions...) Teachers will use the Mathematical Practice: Construct a viable argument" to encourage students to defend their ideas effectively.	Math Coach Administration Classroom Teacher	Math Coach and Leadership Team will conduct CWT on a weekly basis. (CWT section 3c determine level of student work). Based on results this will determine PLCs and Frontloading activities.	*Center Folders for tracking student center production *Journals *Portfolios *Chapter Tests Big Idea Tests
2	Lack opportunities to work collaboratively with peers of similar abilities.	Students will complete one Big Idea project each quarter, in small groups.	Math Coach District Support Administration	Students will present their projects to their peers and Math Coach during the Early Release day at the end of each quarter. (CWT section 3d determine level of class engagement. Based on results this will determine PLCs and Frontloading activities.	*Big Idea 1 Projects *Utilize rubrics *Analyze CWT
3	Lack of opportunities to complete work that challenge their abilities on a consistent basis	Students will complete activities suggested for Enrichment in Go Math Series Enrichment Book and/or Teacher Edition	Math Coach District Support Administration	Math Coach and Leadership Team will conduct CWT on a weekly basis. (CWT section 3c determine the level of student work). Based on results this will determine PLCs and Frontloading activities.	*Center Folders for tracking student center production *Portfolios *Chapter Tests *Big Idea Tests
4	The curriculum pacing guide moves to slowly.	Curriculum will be compacted and teachers will accelerate through mastered skills. Teachers will use the mathematics practices of "Look for and express regularity in repeated reasoning."	Math Coach Classroom Teacher	Weekly Review	*Go Math Assessments *Mock FCAT, *BAT 1, *BAT 2

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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:	To increase the number of students making Learning Gains in mathematics on the Florida Comprehensive Assessment Test (FCAT) by 24 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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32% (32)	50% (83)
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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	Minimal understanding of grade appropriate math skills and concepts.	Students will receive instruction using manipulatives including but not limited to using base ten blocks, fraction tiles, geometric materials, virtual manipulatives and other math manipulatives. Students will communicate mathematics effectively through oral and written form. Teachers will use the mathematical practices: "model mathematics and construct a viable argument."	Math Coach Classroom Teacher Administration	Record, collect, and analyze data according to the timeline on the District Instructional Focus Calendar. Teacher will administer the district provided alternative assessment at the end of small group instruction cycle for students not meeting mastery criteria established by Math Coach and administration.	*BAT 1 *Mock Assessments *BAT 2 *Chapter Tests *Big Idea Tests *Alternative Assessments *Conduct student data chats

2	Inconsistent use of manipulatives in the classroom	Students utilize both virtual and hands on manipulatives during small group and whole group lessons daily.	Math Coach Classroom Teacher	Record, collect, analyze data according to the timeline on the District Instructional Focus Calendar.	*Chapter Tests *Journals *Alternative Assessments *Conduct student data chats based on evaluation tools.
3	Difficulty mastering mathematics concepts.	Students will participate in a small "data-group" instruction determined by specific benchmark data.	Math Coach Classroom Teacher	Teacher will administer the district provided alternative assessment at the end of small group instruction cycle for students not meeting mastery criteria established by Math Coach and administration.	*Alternative Assessments, *student data chats *BAT1 *Mock Assessments *BAT 2
4	Delivering meaningful instruction to meet the needs of various learning styles and abilities	Teacher will use the Concrete-Representation-Abstract (CRA) model to meet the needs of the students. Students will receive additional instruction on the computer with Florida Online Intervention, Soar to Success and FCAT Explorer.	Classroom Teacher Math Coach Administration	Teacher will administer the district provided alternative assessment at the end of small group instruction cycle for students not meeting mastery criteria established by Math Coach and administration.	*Alternative Assessments, *student data chats *BAT1 *Mock Assessments *BAT 2

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

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:	In order to increase the number of students in Lowest 25% making learning gains in mathematics on the Florida Comprehensive Assessment Test (FCAT) by 25 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (7)	40% (lowest 25% data has not yet been posted on DWH)

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	Inconsistent use of manipulatives in the classroom	Students utilize both virtual and hands on manipulatives during small group and whole group lessons daily.	Math Coach District Support Administration	Record, collect, analyze data according to the timeline in the District Instructional Focus Calendar. Math Coach and Leadership Team will conduct CWT on a weekly basis. (CWT section 3a). Based on results this will determine PLCs and Frontloading activities.	*Chapter Tests *Journals *Alternative Assessments *Conduct student data chats based on student results from evaluation tools.
2	Difficulty applying and demonstrating understanding of math problem solving strategies.	Students will participate in teacher-directed small group instruction for reteach/remediation a daily basis. Students will use Singapore math and model drawing.	Math Coach District Support Administration	Record, collect and analyze data according to the timeline in the District Instructional Focus Calendar. Teacher will administer the district provided alternative assessment at the end of small group instruction cycle for students not meeting mastery criteria established by Math Coach and administration.	*Alternative Assessments *BAT1 *Mock Assessments *BAT 2 *Conduct Teacher data chats based on students results of assessments. *Conduct student data chats based on results from evaluation tools.
3	Difficulty retaining math concepts learned daily in math lessons for future application.	Target Level 1 and 2 students will participate in extended learning opportunities (ELO) before and after regular school hours.	Math Coach District Support Administration	Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	*Implement Program supplied assessments
4	Difficulty understanding of grade appropriate math skills and concepts.	Teacher will utilize the Concrete-Representation-Abstract model to develop the students understanding of mathematics. Teacher will provide intensive small group instruction based on students' weakest benchmarks. Math Coach will provide push-in support for students. Students will receive additional instruction on the computer with Florida Online Intervention, Soar to Success and FCAT Explorer.	Math Coach Classroom Teacher Administration	Math Coach and Leadership Team will conduct CWT on a weekly basis. (CWT section 3a). Based on results this will determine PLCs and Frontloading activities.	Observations, Assessments, Authentic Student Work

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%.

Student mathematics performance achievement will show an increase by 2016-2017 in accordance to the Achievable Annual Measurable Objectives.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	66%	69%	73%	76%	

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:	To increase the number of African American students meeting proficiency in mathematics on the Florida Comprehensive Test (FCAT) at Level 3 by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (85)	67% (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
1	Inconsistent use of manipulatives in the classroom.	Teachers will use the Go Math Book as a guide for effective use of math manipulatives during instruction. Math Coach will use Frontloading and PLCs to model effective manipulative use in the classroom instruction.	Math Coach District Support Administration	Math Coach and Leadership Team will conduct CWT on a weekly basis. CWT section 3a. Based on results this will determine PLCs and Frontloading activities.	*Journals *Authentic Student Work *CWT *Conduct data chats to teacher-administrator to share CWT trends and patterns.
2	The lack of opportunity for students to participate in all parts of the Go Math Lesson.	Math Block will be outlined with times to teach the four components of a Go Math Lesson.	Math Coach District Support Administration	Math Coach will facilitate a PLC for development of an Effective Go Math Block Agenda. Math Coach and Leadership Team will conduct CWT on a weekly basis. CWT section 2. Based on results this will determine PLCs and Frontloading activities.	*Center Folders for tracking student center production *Journals *Portfolios *Conduct data chats to share CWT trends and patterns
3	Difficulty applying appropriate vocabulary during a math lesson.	Students will record vocabulary in journals using teacher modeled template: Read, Write, and Remember. Students will utilize their Math Word Bank to answer essential questions and HOT questions. Students will draw a picture/create an example of vocabulary words through Authentic	Math Coach District Support Administration.	Math Coach will periodically check student journals for specific teacher feedback and student work products. Check Math Word Banks or Bulletin Board displays for student generated vocabulary samples. Conduct CWT using section 3a. Based on results this will determine PLCs and Frontloading	*Journals *Portfolios *Authentic Student Work *Chapter Tests *Big Idea Tests *Conduct data chats to share CWT trends and patterns

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.

not accountable for this subgroup

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

not accountable for this subgroup

not accountable for this subgroup

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

not accountable for this subgroup

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

not accountable for this subgroup

not accountable for this subgroup

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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.

To increase the number of Economically Disadvantaged students meeting proficiency in mathematics on the Florida Comprehensive Test (FCAT) at Level 3 by 4 percentage points.

Mathematics Goal E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

61% (82)

65% (87)

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	The lack of opportunity for students to participate in all parts of the Go Math Lesson.	Math Block will be outlined with times to teach the four components of a Go Math Lesson.	Math Coach District Support Administration	Math Coach will facilitate a Professional Learning Community (PLC) for development of an Effective Go Math Block Agenda. Math Coach and Leadership Team will conduct Classroom Walk-Throughs (CWT) on a weekly basis. based CWT section 2. This will determine PLCs and Frontloading activities.	*Center Folders for tracking student center production *Journals *Portfolios *Conduct data chats to share CWT trends and patterns.
2	Lack of opportunities to work collaboratively with peers of similar abilities.	Students will record vocabulary in journals using teacher modeled template: Read, Write, and Remember. Students will utilize their Math Word Bank to answer essential questions and HOT questions. Students will draw a picture/create an example of vocabulary words through Authentic Student Work.	Math Coach District Support Administration.	Math Coach/Teachers will check student journals bi-weekly for specific teacher feedback and student work products. Check Math Word Banks or Bulletin Board displays for student generated vocabulary samples. Conduct CWT (CWT document section 3b)	*Journals *Portfolios *Authentic Student Work *Chapter Tests *Big Idea Tests *Conduct data chats teacher-administrator to share CWT trends and patterns
3	Inconsistent use of manipulatives in the classroom.	Teachers will use the Go Math Book as a guide for effective use of math manipulatives during instruction. Math Coach will use Frontloading and PLCs to model effective manipulative use in the classroom instruction.	Math Coach District Support Administration	Math Coach and Leadership Team will conduct CWT on a weekly basis. (CWT document section 3 Focus on Learner)	*Center Folders for tracking student center production *Portfolios *Chapter Tests *Big Idea Tests

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
Go Math Training	K-5 Math	Math SIP/PLC committee	Math Teachers	September 2012	Classroom WalkThrough (CWT) Lesson Plans	Administration
Common Core Curriculum Training	K-5 Math	Team Leaders (K-5), Math Coach	PLC - K-5 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT) , lesson plans, support staff and administration.	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
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 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:		To increase the number of students achieving proficiency (FCAT Level 3) in Science by ten percentage points on the Florida Comprehensive Assessment Test in Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
7% (4)		17% (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	Science notebooks are not utilized to fidelity K-5.	All students K-5 will utilize science notebooks and Delta kits to reinforce science concept skills, science process skills, and develop cross over writing strategies. Notebooks will be utilized everyday for lap reports, glossary, essential questions, reflections, etc.	Administration Science Coach	Science Notebooks Weekly CWT (Instructional Materials) Feedback given weekly to teachers	Weekly CWT (Instructional Practices and Instructional Materials) Science notebook Rubric Mini-assessments (after benchmark is taught) Baseline and midyear assessment

					BAT I & BAT II
2	Inconsistent use of hands-on science kits.	Teachers will conduct weekly hands-on activities with students per Instructional Focus Calendars; Integrate student notebooks.	Administration Science Coach	Weekly CWT ((Instructional Practices and Instructional Materials) Student authentic work Feedback given weekly	Performance assessments and student authentic work Science notebooks with rubric Lab reports Weekly CWT ((Instructional Practices and Instructional Materials)
3	Students have limited prior knowledge of science concepts and skills.	Teachers will expose students to science concepts and skills grade K-5 per district Instructional Focus calendar. Through hands-on activities and interactive technology Students will receive differentiated instruction through 5 E model and science stations.	K-5 Teachers, Science Coach, Administration	Teachers, Administration, and science coach will review and analyze assessment data Weekly CWT ((Instructional Practices and Instructional Materials) and feedback	Mini-Assessment, Baseline and Midyear assessment Science Notebooks BAT I & BAT II

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:		To increase the number of students achieving proficiency (Level 4 and 5) at least 3 percentage points on the FCAT Science Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
12% (4)		15% (5)			

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunity to promote higher thinking through inquiry based projects	Students scoring level 3 or higher on FCAT Reading and math will be targeted for additional science instruction. Students will participate in student directed science stations (inquiry based projects) aligned to benchmarks twice a week.	Administration Science Coach	Teachers, Administration, and science coach will review and analyze assessment data Weekly CWT ((Instructional Practices and Instructional Materials) and feedback	Mini-Assessment, Baseline and Midyear assessment Science Notebooks BAT I and BAT II

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
PLCs/Lesson Study	K-5 Science	SIP committee chair	School-wide	Monthly	Lesson Plans Classroom Walk-Throughs (CWT)	Administration
Common Core Curriculum Training	K-5 Science	Team Leaders (K-5), Science Coach	PLC - K-5 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT), lesson plans, support staff and administration	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		To increase the percentage of students achieving proficiency (FCAT score a 4.0 – 6.0) on the FCAT Writing Assessment.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61% (28)		65% (36)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students exhibit a lack of an enhanced vocabulary to effectively produce grade appropriate expository and narrative writing samples.	Implement the use of word banks, vocabulary through the content areas, and daily embedded vocabulary instruction through the various reading programs. Students in grades K-5 will use the writing process daily. All writing will be dated and kept	Classroom Teacher Administration Writing Coach	Review of Student Writing journals Student Conferences Data chats CWT (grouping, instructional strategies, and instructional practices) Each grade level will use a rubric to evaluate monthly student progress.	Progress between Monthly writing prompts. Progress between beginning and midyear writing prompts. Student Conference sheet

1		<p>in a journal, notebook, or writing folder to monitor growth across time.</p> <p>At the end of the school year 3rd grade students will be assessed to determine their strengths and weaknesses.</p> <p>Creating a 30- 45 minutes block of time for the authentic writing process.</p> <p>Student conferences that give specific feedback increase understand of success.</p> <p>Teachers will conduct small group writing sessions on a daily basis to ensure that all students' needs are met.</p> <p>Each student will have a writing tool kit to assist them in the writing toolkit.</p>			
2	Lack of opportunities to experience of writing to various genres.	The writing process will be integrated in other content areas.	Administration All Content area coaches Classroom Teacher	Students' portfolio/journal and data chats CWT (instructional practices and instructional materials)	Journal writing in the content areas aligned to the writing process.
3	Lack of organization and structure in writing samples.	Teach students to use writing frames to both create and dissect various writing essays within the classroom and during the writing seminars. Teachers will model appropriate writing strategies using anchor papers created by teachers.	Classroom Teacher and support teachers	Students' portfolio/journal and data chats CWT (instructional practices and instructional materials)	Professional Learning community evaluation of grade level framework expectations, rubrics, teacher/peer conferencing writing samples, and rubrics.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	To increase the percentage of students achieving proficiency (FCAT score a 4.0 – 6.0) on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	6% (

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students exhibit a lack of an enhanced vocabulary to effectively produce grade appropriate expository and narrative writing samples.	Implement the use of word banks, vocabulary through the content areas, and daily embedded vocabulary instruction through the various reading programs.	Classroom Teacher and support teachers	Daily Interaction and Weekly	Teacher created assessments, observations, writing samples, and rubrics
2	Lack of organization and structure in writing samples.	Teach students to use writing frames to both create and dissect various writing essays within the classroom and during the writing seminars. Teachers will model appropriate writing strategies using anchor papers created by teachers.	Classroom Teacher and support teachers	Daily Interaction as needed	Professional Learning community evaluation of grade level framework expectations, rubrics, teacher/peer conferencing writing samples, and rubrics.

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, and Cross Track training	K-5	SIP Writing Chair	School-Wide	September 2012	Anchor Papers Monthly Writing Samples reviewed by support staff and administration.	Administration and Writing Coach
Common Core Curriculum Training	K-2 Writing	Team Leaders (K-2), Writing Coach	PLC - K-5 Teachers	Weekly	Monthly Classroom Walk Throughs (CWT), lesson plans, support staff and administration	Administration

Writing Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	To increase attendance by one percentage point.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (396)	95% (404)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
142	140
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
90	89

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	Absences due to lack of clothing and/or school supplies	Set up clothing and supply school bank	Deloris Moody, Community Liason	Attendance record review	Decrease in the number of students absent compared to 2010 – 2011 school year
2	Absences due to alleged negligence issues.	Refer students to RTI Team	Ms. Shivers, School Guidance Counselor	Attendance record review	Decrease in the number of students absent compared to 2010 - 2011 school year
3	Absences due to lack of immunizations/health issues that prevent daily attendance from school.	Collaborate with district's health professional and parents regarding students have immunizations, and/or necessary health care to ensure daily attendance.	Ms. Shivers, School Guidance Counselor	Attendance record review	Decrease in the number of students absent compared to 2010 - 2011 school year

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:	To decrease in school suspension by two percent points; and out-of-school suspension by two percent point.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6% (25)	5% (21)

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
14	10
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
11	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fidelity of implementation of CHAMPS.	Review CHAMPS with faculty and staff. Usage of CHAMPS Rubric	Administration and Guidance Counselor	Classroom and school-wide observation	Discipline Matrix Basic 5
2	Increase in number of referrals written on Kindergarten students	Implement schedule recess time for Kindergarten students. Kindergarten teachers trained in CHAMPS implementation and usage of CHAMPS rubric	Administration	Classroom and playground observation.	Discipline Matrix and CWT Basic 5
3	Lack of student motivation.	Implementation of student Friday Afternoon clubs.	Administration	Student Surveys	Discipline Matrix

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	At Dr. Martin Luther King, Jr. Elementary, we believe parents are our greatest partners. We enjoy offering parents multiple opportunities throughout the year to discover their child's world at school through book fairs, art shows, drama and musical shows, Family nights, PTA meetings, and SAC meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
53% (262)	60% (292)

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	PIP	PIP	PIP	PIP	PIP

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Incentive awards for Accelerated Reader Tutorials and other FCAT prep materials.	\$5,000.00

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

- Update SAC By-laws 2012-13
- Adhere to By-Laws 2012-13

- Monitor SIP action steps and continue staff development activities
- Receive School Improvement updates from the School Improvement Committees
- Review/revise SIP Action Plan
- Ratify the School Improvement Plan for 2012-2013
- Review Needs Assessment Survey results
- Review/revise Partnership Plans
- Conduct AYP and School Grade presentation for SAC and staff members

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District MARTIN LUTHER KING ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	67%	80%	39%	234	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	46%	70%			116	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?	50% (YES)	77% (YES)			127	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					477	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District MARTIN LUTHER KING ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	48%	77%	16%	182	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	43%	59%			102	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?	47% (NO)	73% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					404	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested