FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COLBERT ELEMENTARY SCHOOL

District Name: Broward

Principal: Patricia D. Yackel

SAC Chair: Cindy Cavieres

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia D. Yackel	Certification - Educational Leadership, Florida Atlantic University Masters in Education – Early Childhood, Florida Atlantic University Bachelor of Science – Elementary Education, SUNY at Oneonta	2	13	2011/12 Grade C, AYP not met - 82%, Reading – no subgroups met AYP, Reading Mastery 45%, Math Mastery 45%, Science Mastery 43%, Writing Mastery 71%, Reading Learning Gains 73%, Math Learning Gains 62%,Lowest 25% - Reading, 77% Lowest 25% - Math, 60% 2010/11 Grade B AYP not met 82% Reading – no subgroups met AYP Math – Black and Hispanic subgroups met AYP Reading Mastery - 71% Math Mastery - 74% Science Mastery – 45% Writing Mastery – 72% Reading Learning Gains – 61% Math Learning Gains – 74% Lowest 25% - Reading 50% Lowest 25% - Math 75% 2009/10 Grade A AYP not met 87% Reading – subgroups all met AYP Math – no subgroups met AYP Reading Mastery - 78% Math Mastery - 69% Science Mastery – 46% Writing Mastery – 90% Reading Learning Gains – 66% Math Learning Gains

					– 61% Lowest 25% - Reading 55% Lowest 25% - Math 65%
Assis Principal	Thomas Darby	BA Elementary Education, Florida Memorial; MA Educational Leadership, Nova University	4	4	2011/12 Grade C, AYP not met - 82%, Reading – no subgroups met AYP, Reading Mastery 45%, Math Mastery 45%, Science Mastery 43%, Writing Mastery 71%, Reading Learning Gains 73%, Math Learning Gains 62%,Lowest 25% - Reading, 77% Lowest 25% - Math, 60% 2010/11 Grade C Reading Mastery 56% Math Mastery 61% Writing Mastery 89% Science Mastery 34% AYP: Hispanic AYP subgroup did not make AYP in Reading or Math; The Economically Disadvantaged and the Black subgroups did not make AYP in Reading or Math. Lowest 25% in Reading made 45% learning gains in Reading and 65% learning gains in Math. 2009/10 Grade C Reading Mastery 53% Math Mastery 62% Writing Mastery 84% Science Mastery 22% AYP: Hispanic AYP subgroup did make AYP in Reading; however they did not make AYP in Math. The Economically Disadvantaged and the Black subgroups did not make AYP in Reading or Math. Lowest 25% in reading made 62% learning gains in Reading and 65% learning gains in Math.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Yvonne Yearwood	BA Primary Education, Brooklyn College MA TESOL, Nova University Specialist: Educational Leadership, Nova University Reading Endorsement: K-12 ESOL Endorsed NBCT: Middle School Generalist	2	5	2011/12 Grade C, AYP not met - 82%, Reading – no subgroups met AYP, Reading Mastery 45%, Math Mastery 45%, Science Mastery 43%, Writing Mastery 71%, Reading Learning Gains 73%, Math Learning Gains 62%,Lowest 25% - Reading, 77% Lowest 25% - Math, 60%

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	NESS – Regularly scheduled monthly meetings of new teachers	Shirline Alexander	June 2013	
2	School Induction Program – Continuing to meet with teachers who have completed the NESS program for ongoing support.	Shirline Alexander	Ongoing Support	

Non-Highly Effective Instructors

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

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

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
44	2.3%(1)	13.6%(6)	43.2%(19)	40.9%(18)	43.2%(19)	97.7%(43)	6.8%(3)	6.8%(3)	95.5%(42)

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
Patricia D. Yackel	Shirline Alexander	Ed. Leadership Certification and Broward SALT & LEAD Programs completed – needs experiences	Shadowing Monthly Meetings CAB Conference – Colbert Leadership Team (CLT) School Improvement Planning Partners In Education
Thomas Darby	Cindy Cavieres, Yvonne Yearwood	These are aspiring administrators who have already completed their degree and are in need of experiences.	Monthly Meetings - LEAD Program CAB Conference – Colbert Leadership Team (CLT)
Heather Forbing	Ashley Turner	New Educator	Team planning and assistance with lesson plans, curriculum etc. Weekly meetings and professional development.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A –
Technology Night, FCAT Parent Nights, and other parent involvement training activities are funded by Title I. Parent trainings and activities are scheduled to assist parents with strategies they can implement at home to promote student achievement.
Title I provides funding for staff professional development.
Title I provides funding for additional teachers.

Academics camps are provided for students who are in need of academic assistance so that they can master the skills necessary for success.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Based on individual professional development needs, staff will attend district trainings.

Title III

ELL support to improve the education of the English Language Learners is provided through the Broward County School District. Materials from the Multicultural Dept are used to supplement the ELL students' classroom instruction.

Title X- Homeless

District Social worker provides resources such as clothing, school supplies and social services for students identified as homeless to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Camps and Off Track Tutoring are provided by the use of SAI and ELO Title I funds for targeted students.

Violence Prevention Programs

The school Guidance Counselor teaches all students from the Anti-Bullying Program. First and second grade students participate in the I'm Thumbody program as well. School safety assemblies like "The NED Show" are also presented throughout the school year.

Nutrition Programs

The Commit to Be Fit Program is implemented by the P.E. Coach.
Nutrition Classes are provided by the school nurse.

Housing Programs

N/A

Head Start

Colbert currently has 2 Head Start classes for 4 year old children. This program provides a curriculum that prepares students for success in Kindergarten.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

The district nurse provides the following programs to students: *Open Airways (asthmatic students) *Diabetes Awareness
The nurse also provides training to staff such as Use of the Epi-Pen and Epilepsy Awareness.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mrs. Yackel, Principal: Ensures the implementation of RtI; the implementation of intervention support; communicates with parents regarding RtI plans and activities.

Mr. Darby, Assistant Principal: Ensures the implementation of RtI; the implementation of intervention support; communicates with parents regarding RtI plans and activities.

Ms. Engel, ESE Specialist: Participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; facilitates data-based decision making activities; communicates with parents regarding RtI plans and activities.

Ms. Brewster, Guidance Counselor: Participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; facilitates data-based decision making activities.

Ms. Evans, School Psychologist: Participates in the collection, interpretation and analysis of data; facilitates development of intervention plans; facilitates data-based decision making activities; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation.

Ms. Yearwood, Reading Coach: Provides guidance on the K-12 reading plan; provides professional development and assistance to teachers; supports implementation of intervention plans; identifies appropriate, evidence-based intervention strategies; assists with the whole school screening programs to determine at-risk students; assists in the design and implementation for progress monitoring, data collection, and data analysis.

Ms. Johnson, School Social Worker: In addition to providing interventions the school social worker will continue to link community agencies to the families to support the child's academic, emotional, behavioral, and social success.

Ms. Chassen, Speech/Language Pathologist: Assists in the selection of screening measures; helps identify systemic patterns of student needs with respect to language skills; educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design.

General Education Teachers: Teachers will participate in student data collection, provide information about core instruction; collaborates with staff/team members.

Grade Chairs & Support Staff: Serve as Case Managers.

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

The MTSS team meets every other Wednesday, and additionally as needed to discuss student behavioral and academic concerns, as well as to monitor the effectiveness of Tier 2 and Tier 3 interventions. Tier 1 data is routinely reviewed and evaluated. Data from these team meetings will be used to drive classroom instruction, and to make modifications to curriculum and behavior management as needed.

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 meets with adminsitration and assists with data analysis and helps develop the School Improvement Plan (SIP). The role of the Team in SIP is to monitor and routinely inspect the areas of Reading, Math, Science, Writing, and behavior. This data is also used to screen students who may be in need of Tier 2 interventions. Interventions for Reading and/or Math are taken directly from the Struggling Reader and Struggling Math charts.

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.

Baseline Data Sources: Progress Monitoring and Reporting Network (PMRN), Benchmark Assessment Test (BAT 1 and 2 for Reading, Math, and Science), Florida Comprehensive Assessment Test (FCAT), FAIR, IRI, DAR Key Math, WADE Tier 1 - - Progress Monitoring Plan: PMRN, Mini-Assessments, FCAT Simulation, FAIR, Oral Fluency Checks -Midyear: IRI, Oral Fluency Checks, FAIR, DAR, ERDA, Primary Mid-Year Reading Assessment -End of Year: FAIR, FCAT, SAT, CELLA, IPT, end of book tests - Frequency of Data Days: Twice a month for data analysis, grades 3-5, and monthly for grades K-2.

Tier 2 and 3 – Data sources are curriculum area records and progress monitoring graphs in Excel for individual students. This information can also be used to aid in identifying students who might be at risk of not meeting target goals.

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions will occur throughout the year as needed by the ESE specialist. A session will be held during pre-planning to inform the staff of the changes to the process by administration/the ESE specialist. The MTSS team will also evaluate additional staff Professional Development needs during monthly Leadership Team Meetings.

Describe the plan to support MTSS.

Staff will receive yearly training and updates on the MTSS process including use of graphs, monitoring and implementation of interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Patricia D. Yackel
Assistant Principal- Thomas Darby
Reading Coach-Yvonne Yearwood
Magnet Coordinator- Debra K. Thomas
Guidance Counselor- Carol Brewster
ESE Specialist- Pamela Engel
Team Leaders- Heather Forbing, Shirline Alexander, Chentel Neat, Melissa Tobar, Lisette Concepcion, Amanda Whitney, Ann Kailing

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

The LLT meets monthly to review literacy data based on school wide/district assessments and provides on-going support to teachers as needed.

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

*Integration of reading and writing across all content areas.
*Writing based on Broward's Six Traits of writing including Title 1 Writing Training.
*Integration of reading and writing across all content areas. *Writing based on Broward's Six Traits of writing including Title 1 Writing Training. The initiatives of the LLT will be to monitor the Reading Frames by grade levels based on subject content, test specification, district recommendations, and the testing calendar. The Reading Frames will be implemented on a daily basis with regularly scheduled assessments. This will be monitored through Snapshots and data chats. Students receiving additional support will be grouped by FCAT level as well as by the need for specific skill remediation. Through a series of push-in and pullout delivery models, intensive interventions will be utilized with alternative research-based materials from the District Struggling Reading and Math charts. Formative assessments will be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention. In the primary grades, the RIGBY assessment, the Treasures placement test and FAIR (K) will help determine reading group placement. In addition, primary grades will follow

the common core curriculum. Furthermore, we will work to unwrap the Common Core Standards through our Professional Learning Community.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

We assist preschool children in transition from early childhood programs by offering a Head Start and VPK program for 4 year olds. The programs allow students to start school prior to the Kindergarten year and gives them an educational advantage.

Parents of pre-school children in the community will be invited to a Meet and Greet at Colbert Elementary. Flyers will be disseminated to the community. Preschoolers in the community will be invited to visit Colbert Elementary Magnet School campus on a field trip to familiarize them with the school setting. A kindergarten round-up will be held for parents to visit the campus, receive information, ask questions, and register students for the new school year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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:	30% (78) of 261 students will score at Level 3 on the 2012-2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (52) of 238 students scored at Level 3 on the 2011-2012 FCAT Reading Assessment.	30% (78) of 261 students will score on a Level 3 at the 2012-2013 FCAT Reading Assessment.

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 and rigor in implementing effective reading comprehension strategies that involve high complexity passages/text & higher order questioning before, during, and after reading instruction.	School-wide integration of evidence-based reading comprehension strategies before, during, and after all reading experiences(set purpose, activate prior knowledge, preview text, predict, summarize, and write to support understanding). Explicitly implement and deliver strategies as outlined in NGSSS and CCSS. Reinforce literacy skills through the content areas, such as Social Studies and Science. Model targeted strategies to students, then provide guided and independent practice.	Administration Reading Coach Leadership Team	Florida Continuous Improvement Model (FCIM) implemented to guide instruction, analyze data, and focus instruction on the State Standards to determine effectiveness of strategy. Monthly (K-2) and biweekly (3-5) data chats between teachers and administration. Snapshots	Treasures assessments Benchmark Assessment Test (Bat) 1 and 2 Teacher-made formative assessments Project based rubrics
2	Students' lack of motivation and/or interest in reading.	Use flexible grouping strategies based on student needs. Provide daily opportunity for oral reading, using a variety of genre with a focus on informational text. Provide weekly book discussions and allow students to select their own book based on interests. Use picture books for additional support for	Administration Reading Coach Leadership Team	Individual data chats with students by administration and/or Reading Coach. Monthly (K-2) and biweekly (3-5) data chats between teachers and administration. Snapshots	Accelerated Reader reports Data reports and reading logs Mini-BATs, BAT 1 and 2 Treasures assessments

		theme, big idea, and/or other content area concepts. Provide opportunities for students to read to younger students. Participate in Accelerated Reader and Book It reading programs.			
3	Lack of fidelity and rigor to effectively plan / implement / monitor instruction, assess, and maintain alignment to the standards.	Provide staff development on alignment of NGSSS and CCSS to improve delivery of curriculum. Provide opportunities for teachers to collaborate during a common planning time. Provide opportunities for peer observation and/or co-teaching.	Administration Reading Coach Leadership Team	Snapshots to ensure teachers are following daily focus guidelines Based on Snapshots feedback, teachers will align instruction to the benchmarks. Data chats will include grade levels, individual teachers, administration, and support staff. IObservation data will be used to drive data chat meetings.	Mini-BATs, BAT 1 and 2 Treasures assessments The data from IObservation will be used to help guide teachers' instruction.

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	30% (78) of 261 students will score a Level 4 or 5 on the 2012- 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (55) of 238 students scored a Level 4 or 5 on the 2011- 2012 FCAT Reading Assessment.	30% (78) of 261 students will score a Level 4 or 5 on the 2012- 2013 FCAT Reading Assessment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of enrichment activities.	Teachers will incorporate differentiated reading centers in order to address the variety of learning styles and most challenging skills/mastered skills. Provide enrichment activities aligned to NGSS, CCSS in all content areas.	Administration Reading Coach Leadership Team	Test score analysis Snapshots with a focus on reading centers. Monthly (K-2) and biweekly (3-5) data chats between teachers and administration	Data chats with administration Rubrics that were created through collaboration between the student and teacher Lesson Plans Observation of reading centers
2	Limited use of higher-order questioning techniques and thinking skills.	Provide problem/project based learning units that require use of student friendly rubric and require higher order thinking skills. Incorporate modeling in all questioning techniques that are aligned to NGSSS and CCSS.	Administration Reading Coach Leadership Team	Data chats and team meetings will determine effectiveness of strategies. Snapshots	Data chats with administration Mini-BAT BAT 1 and 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:	80% (138) of our 173 students will make learning gains in reading on the 2012-2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (115) of our 155 students made learning gains in reading	80% (138) of our 173 students will make learning gains in

	on the 2011-2012 FCAT Reading Assessment.	reading on the 2012-2013 FCAT Reading Assessment.			

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 implementation of the correct reading intervention based on students' needs.	Teachers will review and reteach skills/concepts immediately based on most challenging areas as a result of weekly assessments. Reading Coach will facilitate training regarding the proper use of Broward's Struggling Readers Chart. Teachers will use intervention strategies from the Treasures Reading series across all content areas.	Administration Reading Coach Leadership Team	Test score analysis Snapshots Monthly(K-2) and biweekly(3-5) data chats	Mini-BATs BAT 1 and 2 End of Year assessments
2	Students lack exposure to informational text and research process skills.	Provide opportunities for students to learn text structure and activate prior knowledge. Incorporate authentic oral reading of informational text. Informational and research process activities implemented in grades K-5.	Administration Reading Coach Leadership Team	Snapshots Rubrics from informational text and research process projects. Use FCIM to guide instruction and analyze data.	BAT 1 and 2 Mini-BATs Rubrics from projects Treasures assessments
3	Limited knowledge on how to effectively use the Decision Tree on the Struggling Reader Chart.	Reading Coach will train teachers on how to effectively read and use the intervention design from the Struggling Reader Chart to improve student achievement. Teachers will use the Decision Tree to ensure students are getting the appropriate intervention strategies based on results of assessments.	Administration Reading Coach	FCIM will be implemented in order to analyze data, guide instruction, customize individual instruction for student achievement, and use assessments to improve teaching and learning.	Data reports BAT 1 and 2 Teacher made assessments Treasures and content area assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	85%(37) of our lowest 25% will demonstrate learning gains in Reading on the 2012-2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(34) of our lowest 25% demonstrated learning gains in Reading on the 2011-2012 FCAT Reading Assessment.	85%(37) of our lowest 25% will demonstrate learning gains in Reading on the 2012-2013 FCAT Reading Assessment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students previously exposed to core Reading curriculum are not making adequate progress.	Provide support to teachers in completing the RTI process to document data, mentor, etc. Selected students will attend afterschool academic camps and off track tutoring sessions.	ESE Specialist School Psychologist Administration Reading Coach Leadership Team	Monthly (K-2) and biweekly (3-5) data chats between teachers and administration. Tracking Sheets Teacher observation, RTI graphs and Data Snapshots	FCAT 2.0 Mini-Benchmark assessments BAT 1 and 2 Treasures assessments Snapshots
2	Differentiated instruction is not implemented with fidelity.	Monthly, teachers in K- 2 will use the Diagnostic Assessment for Reading (DAR) and Common Core Standards (CCS) to determine the most challenging skills areas. Based on the results of the assessments, teachers will create engaging learning centers to remediate the most challenging skills areas. Provide staff development for teachers on how to effectively implement differentiated instruction.	Reading Coach Administration	Monthly (K- 2) and biweekly (3- 5) data chats between teachers and administration Snapshots Test score analysis.	Data binder chats and documentation to determine students' specific literary needs Treasures assessments Mini-Benchmark assessments
3	Meeting the needs of students with various reading deficiencies.	Provide staff development for effective implementation of differentiated learning. Increase us of small intervention groups to address reading deficiencies.	Administration Team Leaders Reading Specialist	Snapshots Monthly (K-2) and biweekly (3-5) data chats	Rigby DAR Mini BAT BAT 1 and 2 Treasures assessments

| | | Orally set purpose and model concepts daily.

Implement the use of Accelerated Reader to address comprehension and vocabulary. | | | |

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 # The June 2013 AMO target for Reading is 48%. By 2017 Reading achievement will have increased to 69%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	48%	53%	58%	63%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of students identified as Black not making satisfactory progress will decrease by 6% to 55% and the percent of students identified as Hispanic not making satisfactory progress will decrease by 5% to 39% on the 2012-2013 FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(107) of students identified as Black and 44%(20) of students identified as Hispanic did not make satisfactory progress on the 2011-2012 FCAT Assessment.	The percent of students identified as Black not making satisfactory progress will decrease by 6% to 55% and the percent of students identified as Hispanic not making satisfactory progress will decrease by 5% to 39%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 0% Black: 61% Hispanic: 44% Asian: NA American Indian: NA Ineffective use of the intervention components of Core Reading Program.	Intervention resources to be utilized as needed: (Quick Reads, Phonics for Reading, Wilson/Fundations, Super QAR, Earobics). Triumphs Intervention piece to be utilized with intervention students. Through use of supplemental intervention programs, we can monitor the progress of our students.	Administration Reading Coach Leadership Team	Florida Continuous Improvement Model implemented to guide instruction and assess students' need based on data. Alternative assessment data, Monthly Data chats, Snapshots, teacher data binder, and test score analysis.	Benchmark assessments Triumphs assessments Intervention program assessments
2	Students previously exposed to core Reading curriculum are not making adequate progress.	Place struggling readers in intervention programs. Selected students will attend afterschool academic camps and off track tutoring sessions.	Administration Reading Coach Leadership Team	Florida Continuous Improvement Model implemented to guide instruction and assess students' need based on data. Analyze data such as Pre/Mid/Post assessments in Data Chats with administrators and teachers.	Treasures assessments Mini-BATs BAT 1 and 2 Pre/Mid/Post assessments

3	Lack of fluency in reading.	Teachers will model oral reading using read-alouds and repeated reading interventions/strategies. Intervention resources at students' independent reading level to be utilized as needed: (Quick Reads, Phonics for Reading, Wilson/Fundations, Super QAR, Earobics).	Administration Reading Coach Leadership Team	Florida Continuous Improvement Model implemented to guide instruction and assess students' need based on data. Oral Reading Fluency reports Observation of students' oral reading skills, such as automaticity, use of phrasing and expression while reading. Data Chats and Snapshots	Oral Reading Fluency reports and observations Treasures assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The number of ELL students not making satisfactory progress in Reading will decrease by 5% to 82%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(14) of the 16 ELL students did not make satisfactory progress in Reading.	The number of ELL students not making satisfactory progress in Reading will decrease by 5% to 82%(13).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency with skills necessary for school success.	Teachers will implement ESOL strategies to scaffold language acquisition. Selected students will attend after school academic camps and off track tutoring sessions.	ESOL Contact Administration Reading Coach Leadership Team	Student progress on assessments Snapshots	FCAT 2.0 IPT and CELLA BAT 1 and 2 Treasures assessments
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The number of SWD students not making satisfactory progress in Reading will decrease by 15% to 75%(16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(20) of the 22 SWD students did not make satisfactory progress in Reading.	The number of SWD students not making satisfactory progress in Reading will decrease by 15% to 75%(16).

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students need adequate time to master reading skills.	Students will receive push-in and pull-out instruction that includes scaffolded interventions with time for reteaching. Selected students will attend after school academic camps and off track tutoring sessions.	ESE Specialist Administration Reading Coach Leadership Team	Student progress on assessments Snapshots	FCAT 2.0 Mini-BATs BAT 1 and 2 Treasures assessments
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of students identified as Economically Disadvantaged not making satisfactory progress in Reading will decrease by 8% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (129) of the 222 Economically Disadvantaged students did not make satisfactory progress in Reading.	The percent of students identified as Economically Disadvantaged not making satisfactory progress in Reading will decrease by 8% to 50%.

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 motivation to read.	Implement independent differentiated reading strategies. Promote use of Accelerated Reader. Use flexible grouping strategies based on learning styles to better tailor the instruction to individual students. Model reading to students daily. Increase parental support/involvement by providing Family Nights, Parent trainings, and Community Partnership activities.	Administration Reading Coach	Accelerated Reading (AR) Reports Snapshots	Data reports Reading logs AR reports Treasures assessments
2	Students lack vocabulary to effectively comprehend text.	Read aloud daily to students and model using context clues to unlock meaning of unknown words. Model use of vocabulary strategies in Treasures Reading series along with the classroom vocabulary word wall.	Administration Reading Coach	Monthly (K- 2) and biweekly (3- 5) data chats Data chats with students. Snapshots Formative assessment from Treasures Reading	Treasures assessments Mini-BATs BAT 1 and 2

		Implement Elements of Reading: Vocabulary		series	

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
Transition to Common Core State Standards	PreK-5	Heather Forbing	Leadership Team	2xs monthly – Leadership Team Mtgs.	Snapshots iObservation	Administration
Informational Text/Research Process Skills	K-5	Reading Coach	Classroom Teachers K-5	Monthly	Snapshots iObservation	Reading Coach Administration
Struggling Reader Chart – Decision Tree	K-5	Reading Coach	Classroom Teachers K-5	October Early Release	Snapshots iObservation	Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student vocabulary	Elements of Reading: Vocabulary	Give with Target Grant	$1,000.00
Increase non-fiction reading across grade levels	Classroom Libraries: Informational Texts	Give with Target Grant	$5,000.00
Provide after school Academic Camp to lowest quartile students	Supplemental reading materials	School Accountability	$2,620.00
			Subtotal: $8,620.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student comprehension skills and motivate students to read independently	Accelerated Reader	General Budget	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student independence at literacy centers.	Daily Five-District Training	Title 1 Professional Development	$750.00
Improve small group instruction in order to meet student needs.	Differentiating Instruction - District Training	Title 1 Professional Development	$750.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Improve teacher effectiveness.	Daily Five and Daily Cafe Resource Books	Give with Target Grant	$400.00
			Subtotal: $400.00
			Grand Total: $13,020.00

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:	35%(10) of 28 students in grades 3-5 will score as proficient on the Listening/Speaking portion of the 2013 CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
26%(5) of 19 students in grades 3-5 scored as proficient on the Listening/Speaking portion of the 2012 CELLA.	

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 exposure to English language.	Utilizing Language Master to increase correct pronunciation of high frequency words. Pair students with peer that speaks their native language. Place students in intervention programs/resources. Read aloud daily to students. Use simple, direct language.	Administration Reading Coach ESOL Contact	Role Play Think/Pair Share Observation	IPT CELLA FCAT 2.0
2	Lack of learning strategies to expand communication in social settings.	Use visual scaffolding, such as photographs, or drawings to allow students to hear English words and connect them to the visual images. Use total physical response to develop understanding through moving their bodies so they are not forced to speak until they are ready. Provide meaningful language practice.	Administration Reading Coach	Role Play Think/Pair Share Observation	IPT CELLA FCAT 2.0

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:	35%(10) of 28 students in grades 3-5 will score as proficient on the Reading portion of the 2013 CELLA.
2012 Current Percent of Students Proficient in reading:	

16%(3) of 19 students in grades 3-5 scored as proficient on the Reading portion of the 2012 CELLA.

	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	Inability to use reading strategies to construct and apply academic knowledge.	Use advance organizers before lessons to help students make connections between their current knowledge and the new information to be presented. Use shared reading with students when text is too difficult for students to read independently. Adjust questioning strategies to the language levels of students. Use Question, Answer Relationship(QAR) strategies.	Administration Reading Coach	Anecdotal records	IPT CELLA FCAT 2.0 Treasures assessments
2	Inability to understand vocabulary and concepts in all content areas.	Provide resources in students' native language to assist with translation and/or understanding of material. Use visuals to connect vocabulary and concepts. Build vocabulary through role-play that will encourage students to make connections with past experiences, the content under study, and the new/unfamiliar vocabulary.	Administration Reading Coach	Cloze procedure iObservation	IPT CELLA FCAT 2.0 Treasures assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	29%(8) of 28 students in grades 3-5 will score as proficient on the Writing portion of the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

21%(4) of 19 students in grades 3-5 scored as proficient on the Writing portion of the 2012 CELLA.

	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	Inability to obtain, process, construct, and provide topics/subject matter information in written form.	Use word walls that will serve as a reference for students as they write. Use the Writing Workshop to teach/model the writing process, including pre-writing, drafting, revising, editing, and publishing.	Administration Reading Coach	Daily writing samples Graphic representation Conferences Portfolios Rubrics	FCAT Writes CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate BEEP Learning Village and ESOL strategies in all content areas			$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
Administrative Staff Development on K-12 ESOL Plan	Talent Development		$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:	31%(81) of 261 students will score at achievement Level 3 on the 2012-2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(62) of 238 students scored at achievement Level 3 on the 2011-2012 FCAT Mathematics Assessment.	31%(81) of 261 students will score at achievement Level 3 on the 2012-2013 FCAT Mathematics Assessment.

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 prerequisite skills.	Increase use of math centers and hands-on math projects to remediate prerequisite skills. Use online Go Math resources and assign intervention activities to remediate prerequisite skills.	Administration Leadership Team	Snapshots with feedback provided to targeted group. Monthly (K-2) and biweekly (3-5) data chats between teachers and administration will be used to provide feedback and instructional strategies to teachers.	BAT 1 and 2 Mini-BATs Weekly Benchmark assessments Go Math assessments Big Idea assessments
2	Difficulty in understanding and application of math concepts.	Set purpose for learning new concepts and activate prior knowledge to build a bridge to new concepts. Implement hands-on math based projects in small group settings to increase cooperative learning. Daily review of basic skills using such resources as math manipulatives and calendar math. Engage students in First in Math/ IXL/Accelerated Math interactive online programs.	Administration Leadership Team	Individual data chats with students by administration. Bi-weekly data chats between classroom teacher and students to help motivate students. Snapshots to ensure students are actively participating and engaged.	Go Math assessments BAT 1and 2 Weekly Benchmark assessments IObservation

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:	25%(65) of 261 students will score at or above achievement Level 4 and 5 on the 2012-2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(46) of 238 students scored at or above achievement Level 4 and 5 on the 2011-2012 FCAT Mathematics Assessment.	25%(65) of 261 students will score at or above achievement Level 4 and 5 on the 2012-2013 FCAT Mathematics Assessment.

	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 not consistently participating in challenging activities.	Provide staff development regarding use of appropriate enrichment activities that are aligned and connected to the Big Ideas and Common Core Standards. Provide enrichment activities from Go Math series. Provide group projects that incorporate the use of student friendly rubrics and higher order thinking skills coupled with problem solving procedures. Identify and implement appropriate enrichment activities.	Administration Leadership Team	Student work samples Snapshots	Student work samples and projects Formative assessments IObservation
2	Lack of opportunities to complete work that challenges students' abilities.	Students will complete content specific tiered activities from the Grab & Go Centers. Utilize math-based technology programs that are designed for Higher Order Thinking Skills (HOTS) enrichment.	Administration Leadership Team	Snapshots Data chats	Student projects Formative assessments Daily Math Challenge

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	70%(121) percent of students will make learning gains on the 2012-2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(98) percent of students made learning gains on the 2011-2012 FCAT Mathematics Assessment.	70%(121) percent of students will make learning gains on the 2012-2013 FCAT Mathematics Assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Difficulty applying and demonstrating understanding of math problem solving strategies.</td><td>Provide explicit systematic instruction on solving word problems.

Provide training for teachers in Singapore Math.

Provide connections between the known and unfamiliar problems in order for students to apply the solution methods learned. Provide ample time for students to practice and review skills frequently.</td><td>Administration Leadership Team</td><td>Snapshots

Monthly (K-2) and biweekly (3-5) data chats

Data Analysis</td><td>Mini-BATs

BAT 1 and 2

Weekly Benchmark assessments

Go Math assessments</td></tr>
<tr><td></td><td>Lack of fidelity in implementing math-based technology programs.</td><td>Train teachers on the use of on-line intervention resources in the Go Math series to guide instruction based</td><td>Administration Leadership Team</td><td>Snapshots

Monthly (K-2) and biweekly (3-5) data chats</td><td>ILS student data reports

Go Math assessments</td></tr>
</table>

		on identified areas of weakness. Model and set purpose for each math and related technology task. Provide independent practice time for students to master use of technology and to understand the objectives and activities.		Program reports	
3	Difficulty mastering basic mathematics concepts.	Adjust instructions and activities to reflect students' learning styles. Students will participate in daily teacher directed small group instruction for reteaching/remediation. Implement "Monster Math," an interactive and engaging in-house televised activity, weekly. Selected students will attend afterschool academic camps and off track tutoring sessions.	Administration Leadership Team	Student data chats Results of formative assessments addressing benchmarks/concepts will be analyzed to determine growth.	Mini-BATs BAT 1 and 2 Records of Monster Math participation

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:	70%(30) of students in the lowest 25% will make learning gains on the 2012-2013 FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | 63%(49) of students in the lowest 25% made learning gains on the 2011-2012 FCAT Mathematics Assessment. | 70%(30) of students in the lowest 25% will make learning gains on the 2012-2013 FCAT Mathematics Assessment. |

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 the prerequisite skills to effectively compute mathematical problems and/or learn new concepts.	Model and demonstrate learning objectives for each task. Support staff and paraprofessionals will provide additional small group instruction designed at building mathematical proficiency. Students utilize both virtual and hands on manipulatives during daily whole and small group lessons.	Administration Leadership Team	Snapshots Monthly (K-2) and biweekly (3-5) data chats Analyze Go Math assessment results to determine growth and/or need to modify instruction	Mini-BATs BAT 1 and 2 Go Math assessments Weekly Benchmark assessments Daily Math Challenge
2	Limited opportunity for students to participate in all parts of the Go Math lessons.	Provide explicit and systematic instruction that includes teacher think-alouds, guided practice, corrective feedback, addressing of misconceptions, and frequent review of concepts/skills.	Administration Leadership Team	Monthly (K-2) and biweekly (3-5) data chats Individual data chats with students. Snapshots Lesson plans	Mini-BATs Weekly benchmark assessments BAT 1 and 2 Go Math assessments
3	Limited use of diverse instructional modalities; overreliance on lecture	Provide staff development in differentiated instruction and multiple intelligences. Implement small intervention groups to address various learning styles.	Administration Leadership Team	Snapshots Monthly (K-2) and biweekly (3-5) data chats	Go Math assessments BAT 1 and 2 Mini-BATs

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # The June 2013 AMO target for Math is 50%. By 2017 Math achievement will have increased to 70%. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	50%	55%	60%	65%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of students identified as Black not making satisfactory progress will decrease by 5% to 55%(97) and the percent of students identified as Hispanic not making satisfactory progress will decrease by 5% to 39%(18)on the 2012-2013 FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | 60%(106)of students identified as Black, and 44%(20) identified as Hispanic were identified as not making satisfactory progress on the 2011-2012 FCAT assessment in Mathematics | The percent of students identified as Black not making satisfactory progress will decrease by 5% to 55%(97) and the percent of students identified as Hispanic not making satisfactory progress will decrease by 5% to 39%(18) on the 2012-2013 FCAT Assessment. |

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 students' prerequisite skills	Integrate warm-up activities to review prerequisites and determine mastery. Demonstrate and illustrate concepts/skills to students by drawings, graphs, and models, then provide practice time for students to apply the process. Have students use math journals to record problem solving steps. Students will work in heterogeneous pairings and engage in peer-tutoring. Teachers will differentiate instruction based on student learning styles.	Administration Leadership Team	Compare Pre/Mid/Post assessments to determine growth. Monthly data chats with students Regularly analyze individual student formative assessments to monitor growth and progress.	Pre/Mid/Post assessments Mini-BATs BAT 1 and 2 Go Math assessments Weekly Benchmark assessments Daily Math Challenge
2	Insufficient time devoted to review and/or re-teaching of concepts to assure long-term mastery.	Provide explicit and systematic instruction that includes think alouds for problem solving, guided practice, corrective feedback, addressing misconceptions, and frequent review and maintenance of concepts/skills. Support staff and paraprofessionals will provide additional small group instruction designed at building mathematical proficiency in targeted skill areas.	Administration Leadership Team	Monthly (K-2) and biweekly (3-5) data chats Monthly data chats with students Use results of teacher made classroom formative assessments and assessments from the Go Math series to analyze growth.	Mini-BATs. BAT 1 and 2 Go Math assessments Weekly Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The number of ELL students not making satisfactory progress in Mathematics will be reduced by 17% to 63%(10) on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(13) of ELL did not make satisfactory in Mathematics on the 2011-2012 FCAT.	The number of ELL students not making satisfactory progress in Mathematics will be reduced by 17% to 63%(10) on the 2012-2013 FCAT.
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 lacking the basic conceptual understanding and skills to effectively compute math and/or learn new concepts.	Provide explicit and systematic instruction that includes think alouds for problem solving, guided practice, corrective feedback, addressing misconceptions, and frequent review and maintenance of concepts/skills. Support staff and paraprofessionals will provide additional small group instruction designed at building mathematical proficiency in targeted skill areas.	Administration Leadership Team	Snapshots Analyze Go Math assessment results to determine growth and/or to modify instruction Individual data chats with students Compare pre/post test results	Mini-BATs BAT 1 and 2 Go Math assessments Daily Math Challenge
2	Limited time for re-teaching and/or remediation.	Support staff and paraprofessionals will provide additional small group instruction designed at building mathematical proficiency in targeted skill areas.	Administration Leadership Team	Monthly (K-2) and biweekly (3-5) data chats Individual data chats with students Teacher made assessments	Mini-BATs Weekly Benchmark assessments BAT 1 and 2 Go Math series assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of SWD students not making satisfactory progress in Mathematics will be reduced by 23% to 63%(14) on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(17) of SWD did not make satisfactory progress in Mathematics on the 2011-2012 FCAT.	The number of SWD students not making satisfactory progress in Mathematics will be reduced by 23% to 64%(14) on the 2012-2013 FCAT.

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 lacking the basic conceptual understanding and skills to effectively compute math and/or learn new concepts.	Use hands on activities and manipulatives. Support staff and paraprofessionals will provide additional small group instruction designed at building mathematical proficiency in targeted skill areas. Differentiate instruction in which teachers identify a student's learning modality and then design	Administration Leadership Team	Snapshots Monthly (K-2) and biweekly (3-5) data chats Compare pre/post test results to check for growth.	Mini-BATs BAT 1 and 2 Go Math assessments Weekly Benchmark assessments Daily Math Challenge

		the instruction according to that need.			
2	Limited time for re-teaching and/or remediation.	Support staff and paraprofessionals will provide additional small group instruction designed at building mathematical proficiency in targeted skill areas.	Administration Leadership Team	Monthly (K-2) and biweekly (3-5) data chats Snapshots	Mini-BATs Weekly benchmark assessments BAT 1 and 2 Go Math assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of students identified as ED not making satisfactory progress in Mathematics will decrease by 6% to 50%(111) on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(125) of ED students did not make satisfactory progress in Mathematics on the 2011-2012 FCAT.	The percent of students identified as ED not making satisfactory progress in Mathematics will decrease by 6% to 50%(111) on the 2012-2013 FCAT.

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 proficiency in basic skill areas.	Utilize on-line programs, such as First in Math, that reinforce basic math concepts and skills. Utilize intervention strategies from Go Math series and elementary Struggling Math Chart.	Administration Leadership Team	Monthly (K-2) and biweekly (3-5) data chats Math Assessments will be used to compare midyear assessments with baseline assessments. This will help in designing individualized instruction. Snapshots	Mini-BATs BAT 1 and 2 Go Math assessments
2	Lack of reading comprehension skills to effectively understand the complex word problems.	Differentiate instruction. Utilize math vocabulary word walls. Maintain math journals with students in which they work on breaking down complex word problems.	Administration Leadership Team	Snapshots	Mini-BATs BAT 1 and 2 Go Math assessments

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

Integrating the Common Core	K-5	Leadership Team	K-5 Teams	Monthly Team Mtgs	Classroom Observation Lesson Plans	Administration
Effective Use of Technology Based Math Programs/Interven	K-5	Yvonne Yearwood Cindy Cavieres	K-5 Teams	On-going/Planning Days	Classroom Reports	Administration
Differentiating Instruction	K-5	Leadership Team	K-5 Teams	Bi-monthly	Classroom Observation	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
Enhance basic Math skills	First in Math	General Budget	$2,500.00
Enhance basic Math skills	Brain Pop	Give with Target Grant	$1,995.00
			Subtotal: $4,495.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Blended CCSS FCAT 2.0	District Staff Development Schedule	Title 1 Professional Development	$1,000.00
Singapore Math Strategies	District Staff Development Schedule	Title 1 Professional Development	$250.00
			Subtotal: $1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,745.00

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:	33%(28) students will score at Achievement Level 3 in Science on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(19) students scored at Achievement Level 3 in Science on the 2011-2012 FCAT.	33%(28) students will score at Achievement Level 3 in Science on the 2012-2013 FCAT.
Problem-Solving Process to Increase Student Achievement	
				Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student understanding of experimental design, variables, Science process skills, and the scientific method.	Students will use web-based simulations to explore variables, Science concepts, and experimental design. Students will participate in hands-on experiments with emphasis on identifying variables and experimental design. Students will participate in a school wide Science Fair and/or STEM Expo.	Administration Magnet Coordinator	Science Benchmark assessments will be given throughout the year. Classroom Snapshots will be conducted and teachers will receive feedback through IObservation. Teachers will bring student Science journals to monthly data chats as evidence of hands-on Science investigations taking place in the classroom.	Student Science journals Science Benchmark assessments Pre/Mid/Post assessments BAT 1 and 2
2	Students' inability to comprehend Science questions.	Integrate Science with Language Arts and Reading through the use of Science Weekly Readers, journals, trade books, articles, and texts. Use interactive word banks with student-generated illustrations and definitions. Students will create Vocabulary Briefcases that contain vocabulary cards with student-generated definitions and illustrations. These vocabulary cards will be used in games and activities (such as Vocabulary Battleship) at centers to increase students' Science vocabulary.	Administration	Snapshots will be conducted and teachers will receive feedback through IObservation during monthly data chats. Teachers will bring student Science journals and vocabulary briefcases to monthly data chats to be reviewed by administration.	Student Science Journals Science Benchmark assessments Pre/Mid/Post assessments Snapshots BAT 1 and 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:

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:	20%(17) students will score at or above Achievement Level 4 and 5 in Science on 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(10) students scored at or above Achievement Level 4 and 5 in Science on 2011-2012 FCAT.	20%(17) students will score at or above Achievement Level 4 and 5 in Science on 2012-2013 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited retention of benchmarks taught in previous grade levels. (Physical/Life Sciences)	Provide opportunities for review of previously taught benchmarks during after school Science camp, off-track Science tutoring sessions, and during small group Science instruction. FCAT Weekly Benchmark Science items will be reviewed in small group instruction. Engage students in project-based learning utilizing available technology.	Administration Magnet coordinator	Snapshots Pre and Post tests will be given to all students participating in Science tutoring.	FCAT Explorer and Florida Achieves Weekly Benchmark Science assessments BAT 1 and 2
2	Student's limited exposure to, and experience with, the scientific process.	Students will work on individual learning modules on FCAT Explorer. Provide multiple opportunities for students to engage in hands-on Science experiments, utilizing the Delta Kits and Science Fusion Inquiry Flipcharts. Allow students to participate in a Science Fair/STEM Expo.	Administration Magnet Coordinator	Student progress will be monitored through reports generated from FCAT Explorer. Students will take Florida Achieves Assessments to monitor progress of benchmarks being taught.	Florida Achieves assessments FCAT Explorer reports

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

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
Problem Based Learning in Science Matter 1	3-5	District Staff	Classroom Teachers	As per District Offerings	iObservation Student Projects	Administration
Aligning Elementary Science and the Core	K-5	District Staff	Classroom Teachers	As per District Offerings	iObservation	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Aligning Elementary Science and the Core	District Professional Development Schedule	Title 1 Professional Development	$250.00
Problem Based Learning in Science Matter 1	District Professional Development Schedule	Title 1 Professional Development	$250.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	81%(70) students will score at Achievement Level 3.0 and higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(61) students scored at Achievement Level 3.0 and higher in Writing.	81%(70) students will score at Achievement Level 3.0 and higher in Writing.

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 opportunities for students to write across the curriculum and be involved in the writing process.	Teachers will utilize the Writing lessons in Treasures Reading series/BEEP, the Reading Framework, and other content areas. Expose students to various texts and exemplary models in narrative, expository, informational forms. Incorporate the writing process throughout the school curriculum such as Social Studies, Science, and Art with the chance for students to share under the guidance and support of teachers.	Administration Leadership Team Reading Coach	Compare Pre/Post writing samples Student portfolios Results of weekly writing assessments from Treasures Reading series and the content areas will be used to determine students' achievement and to monitor progress.	Six Traits of Writing rubric Monthly writing samples
2	Students' limited vocabulary	Develop vocabulary skills through the use of modeling, read alouds, interactive word walls, and providing situations for students to apply skills in writing and speaking. Utilize the Elements of Reading- Vocabulary program.	Administration Leadership Team Reading Coach	Snapshots Student portfolios and journals	Six Traits of Writing rubric Monthly writing samples
	Students' limited exposure to enriching experiences from which they can draw on when writing.	Allow students to attend a number of field trips including virtual field trips, distance learning programs,	Leadership Team	Student portfolios and journals	Monthly writing samples

3		guest speakers, and off-campus activities. Students will maintain a journal in which they write and reflect on personal experiences.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing with Informational Text in the Primary Grades	K-3	Reading Coach Leadership Team	K-3 Teams	Monthly	Writing samples	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
Writing Instruction for Common Core K-2	District Professional Development Schedule	Inservice Funds	$300.00
Writing Instruction	District Professional Development Schedule	Inservice Funds	$300.00
			Subtotal: $600.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

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:	For the 2012-2013 school year, we will work to increase our attendance rate from 95 to 97%(560).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 95%.	The expected attendance rate is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences is 85.	The number of students with excessive absences will decrease by 10% to 77.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Current number of students with excessive tardies (10 or more) 175.	Current number of students with excessive tardies will decrease by 10% to 157.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students may not have an understanding of the impact excessive absences can have on student achievement.	Provide parents with information on the importance of critical students' attendance and punctuality. Target and monitor habitual tardy/absent students. After 3 consecutive absences teacher will make parent contact.	Classroom teacher Guidance Counselor School Social Worker BTIP Coordinator	Attendance records Teacher/parent contact logs	Attendance rates
	Student attendance	Student incentives for	Classroom	Attendance log weekly	IMT end of month

2		perfect attendance	teachers Administration	attendance checks	attendance report

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 the number of in-school and out-of-school suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

The total number of in school suspensions is: 24	The total number of in-school suspensions will decrease by 5 students resulting in 19.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Total number of students suspended in-school: 14	Total number of students suspended in-school will decrease by 2 resulting in 12.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Total number of out-of-school suspensions: 20	Total number of out-of-school suspensions will decrease by 5 resulting in 15.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Total number of students suspended out-of-school: 14	Total number of students suspended out-of-school will decrease by 4 resulting in 10.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of CHAMPS and PBIS programs with fidelity.	Teachers will implement CHAMPS with fidelity school-wide.	Administration Guidance Counselor ESE Specialist School Psychologist	Snapshots Monitoring of discipline referrals in DMS database.	Data collected from Snapshots, teacher surveys, observations
2	Lack of school wide discipline plan used consistently to address various behavior concerns.	Teacher will consistently follow school wide discipline plan.	Administration Support Staff	Monitoring the DMS referral database.	Snapshots data, monitor classroom discipline charts, monitor discipline referral database.
3	Lack of community and parental awareness of school behavior guidelines.	Develop a school- wide conflict resolution plan. Train parents on the importance of carrying over the school's behavior guidelines into the community.	Guidance Counselor Social Worker Administration	Decrease in the amount of student referrals and community complaints	Monitor referral database

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
CHAMPS	K-5	District Staff	Select teachers K-5	As per District offerings	Classroom Observation	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	30%(165) of families will participate in parent educational activities supporting their child's education as documented by attendance at parent trainings, meetings or conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 23%(137) of families participated in parent education activities supporting their child's education as documented by attendance at parent trainings, meetings and/or conferences.	30% (165)of families will participate in parent educational activities supporting their child's education as documented by attendance at parent trainings, meetings or conferences.
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	Motivation and incentive to attend events	Use Parent Link, flyers, school newsletter and website to inform parents of scheduled events. Combine academic and social events to increase parent involvement.	Administration	Percentage of parents attending academic events increases Parent sign-in sheets	Parent survey Observation Sign- In Sheets
	Lack of child care	Provide child care	Administration	Parent sign-in sheets	Parent survey

2	services	services for parents attending workshops.			
3	Parents concern over ability to help their students	Provide parent trainings to enable parents to better help their students with academic tasks	Administration Leadership Team	Title 1 Parent Survey	Completed surveys/ feedback forms, document attendance records
4	Communication between home and school	Use of student planners for improved daily home-school communication.	Administration	Title 1 Parent Survey	Completed surveys/ feedback forms, document attendance records

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
Improve parents' ability to help with students in academic areas.	Family Nights - Reading, Math and Science	Title 1	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Improved Home - School Communication	Student Agendas	Title 1	$1,700.00
Improve student achievement	Instructional materials for Family Nights	Title 1	$600.00
			Subtotal: $2,300.00
			Grand Total: $3,300.00

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:	Our goal is to provide unique opportunities to expose students to higher levels of Mathematics, Science, and Engineering at the elementary school level.

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 for students to participate in real-world, collaborative problem solving activities.	Engage students in building and programming NXT LEGO Robots. Students will compete in a regional LEGO Robotics Competition that requires students to build and program robots, research a problem and present a solution, and demonstrate sportsmanship and teamwork in solving a problem. Implement bi-monthly STEM Train Days in which all classes grades 3-5 will engage in lessons from the STEM Train program. This program involves hands-on lessons that incorporate Science, Technology, Engineering, and Mathematics. Engage K-2 students in hands-on Science/Engineering enrichment activities and building challenges.	Magnet Science/Math Team	Student projects	Student projects Participation records in STEM Expo Participation in LEGO robotics competitions

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Challenges	Science/Math	Magnet Coordinator	Grades 3-5	Nov. 7th, and monthly thereafter	Student Projects Classroom observations	Adminstration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improves students' ability to problem solve	STEM Train	Capital	$2,500.00
Improve collaboration, communication, and critical thinking skills	STEM Inquiry Investigations	Title 1 Professional Development	$250.00
Improve collaboration, communication, and critical thinking skills	STEM 2 Problem Based Learning	Title 1 Professional Development	$250.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improves students' ability to problem solve	STEM Train	Title 1 Professional Development	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student vocabulary	Elements of Reading: Vocabulary	Give with Target Grant	$1,000.00
Reading	Increase non-fiction reading across grade levels	Classroom Libraries: Informational Texts	Give with Target Grant	$5,000.00
Reading	Provide after school Academic Camp to lowest quartile students	Supplemental reading materials	School Accountability	$2,620.00
CELLA	Incorporate BEEP Learning Village and ESOL strategies in all content areas			$0.00
Parent Involvement	Improve parents' ability to help with students in academic areas.	Family Nights - Reading, Math and Science	Title 1	$1,000.00
STEM	Improves students' ability to problem solve	STEM Train	Capital	$2,500.00
STEM	Improve collaboration, communication, and critical thinking skills	STEM Inquiry Investigations	Title 1 Professional Development	$250.00
STEM	Improve collaboration, communication, and critical thinking skills	STEM 2 Problem Based Learning	Title 1 Professional Development	$250.00

Subtotal: $12,620.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student comprehension skills and motivate students to read independently	Accelerated Reader	General Budget	$2,500.00
Mathematics	Enhance basic Math skills	First in Math	General Budget	$2,500.00
Mathematics	Enhance basic Math skills	Brain Pop	Give with Target Grant	$1,995.00

Subtotal: $6,995.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student independence at literacy centers.	Daily Five-District Training	Title 1 Professional Development	$750.00
Reading	Improve small group instruction in order to meet student needs.	Differentiating Instruction - District Training	Title 1 Professional Development	$750.00
CELLA	Administrative Staff Development on K-12 ESOL Plan	Talent Development		$0.00
Mathematics	Math Blended CCSS FCAT 2.0	District Staff Development Schedule	Title 1 Professional Development	$1,000.00
Mathematics	Singapore Math Strategies	District Staff Development Schedule	Title 1 Professional Development	$250.00
Science	Aligning Elementary Science and the Core	District Professional Development Schedule	Title 1 Professional Development	$250.00
Science	Problem Based Learning in Science Matter 1	District Professional Development Schedule	Title 1 Professional Development	$250.00
Writing	Writing Instruction for Common Core K-2	District Professional Development Schedule	Inservice Funds	$300.00
Writing	Writing Instruction	District Professional Development Schedule	Inservice Funds	$300.00
STEM	Improves students' ability to problem solve	STEM Train	Title 1 Professional Development	$500.00

Subtotal: $4,350.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve teacher effectiveness.	Daily Five and Daily Cafe Resource Books	Give with Target Grant	$400.00
Parent Involvement	Improved Home - School Communication	Student Agendas	Title 1	$1,700.00
Parent Involvement	Improve student achievement	Instructional materials for Family Nights	Title 1	$600.00
				Subtotal: $2,700.00
				Grand Total: $26,665.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority   ☐ Focus   ☐ Prevent   ☐ NA

Are you a reward school: ☐ Yes ☐ No

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

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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
Provide for Extended Learning Opportunities (ELO) for selected students.	$2,620.00

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

The School Advisory Council will meet monthly to discuss the SAC district recommended topics. SAC will also discuss student achievement, boundaries, safety, by-laws, Committee updates,budgeted items and parental concerns. The School Advisory Council will review & dissaggregate student data. During the year,the SAC committees monitor the implementation of the School Improvement Plan.

In addition, SAC will begin to plan for the 2013/14 school year in January 2013.

SAC meeting dates are publicized and provided for all stakeholders, both on the school's marquee and through the use of Parent Link.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
COLBERT ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	61%	89%	34%	240	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	58%	64%			122	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?	45% (NO)	65% (YES)			110	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					472	
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
COLBERT ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	62%	84%	22%	221	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	52%	60%			112	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?	62% (YES)	65% (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					460	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested