

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: POMPANO BEACH ELEMENTARY SCHOOL

District Name: Broward

Principal: Michelle Garcia

SAC Chair: Michelle Allison

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/17/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Michelle Garcia	BA –Florida Atlantic University; Elementary. Ed. (1-6), MS – Nova Southeastern University; Master in Ed. Leadership,	5	10	<p>Principal 2011-12: Grade D Reading mastery: 39% Math mastery: 36% Writing mastery: 69%, Science mastery 30%. Reading AMO met with Black, White, ELL and SWD subgroups. Reading AMO not met with Hispanic and Econ. Disadvantaged subgroups Math AMO not met in subgroups.</p> <p>Principal 2010-11: Grade C Reading mastery: 53% Math mastery: 58% Writing mastery: 86%, Science mastery 40%. AYP not met</p> <p>Principal 2009-10: Grade A Reading mastery: 68% Math mastery: 68% Writing mastery: 82%, Science mastery 46%. AYP not met</p>

		School Principal Certificate (all levels), ESOL Endorsement			<p>Principal 2008-09: Grade: A, Reading mastery: 64%, Math mastery: 75%, Writing mastery: 90%, Science mastery 41%. Black and SWD did not make AYP in Reading. ELL did not make AYP in Math.</p> <p>Assistant Principal of Sawgrass Elementary in 2007-08: Grade: A, Reading mastery: 80%, Math mastery: 76%, Writing mastery: 89%, Science mastery 53%. Black and ED subgroups did not make AYP in Reading. Black, ED, and SWD subgroups did not make AYP in Math.</p>
Assis Principal	Vincent Dawes	<p>BA-Florida Agricultural & Mechanical University; Agribusiness MBA- Nova Southeastern; Masters in Business Administration, Ed Cert- Florida Atlantic University Elementary Ed. (1-6)-, EdS.- Nova Southeastern University; Educational Leadership (All Levels)</p>	3	6	<p>Intern Principal 2011-12: Grade D Reading mastery: 39% Math mastery: 36% Writing mastery: 69%, Science mastery 30%. Reading AMO met with Black,White,ELL and SWD subgroups. Reading AMO not met with Hispanic and Econ. Disadvantaged subgroups Math AMO not met in subgroups.</p> <p>2010-11: Grade C Reading mastery: 53% Math mastery: 58% Writing mastery: 86%, Science mastery 40%. AYP not met</p> <p>2009-10: Grade A Reading mastery: 68% Math mastery: 68% Writing mastery: 82% Science mastery 46%. AYP not met</p> <p>Assistant Principal of Forest Hills Elementary in 2008-09: Grade: A, Reading mastery: 77%, Math mastery: 76%, Writing mastery: 93%, Science mastery 43%. SWD did not make in Math. . 76% of the students made learning gains in reading and 76% of the students made learning gains in Math</p> <p>Assistant Principal of Forest Hills Elementary in 2007-08: Grade: A, Reading mastery: 73%, Math mastery: 76%, Writing mastery: 87%, Science mastery 40%. Blacks and SWD subgroups did not make in Math. SWD subgroup did not make in Reading. 73% of the students made learning gains in reading and 78% of the students made learning gains in Math</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					<p>2011-12: Grade D Reading mastery: 39% Math mastery: 36% Writing mastery: 69%, Science mastery 30%. Reading AMO met Black,White,ELL and SWD subgroups.</p>

Reading	Dawn McMahon	BA – Florida State University, Elementary Education (1-6), Middle Grades English (5-9) and Reading & ESOL Endorsed	25	21	<p>Reading AMO not met with Hispanic and Econ. Disadvantaged subgroups Math AMO not met in subgroups.</p> <p>2010-11: Grade C Reading mastery: 53% Math mastery: 58% Writing mastery: 86%, Science mastery 40% AYP not met</p> <p>2009-10: Grade A Reading mastery: 68% Math mastery: 68% Writing mastery: 82% Science mastery 46% AYP not met</p> <p>2008-09: Grade A, Reading mastery, 64%. AYP Proficiency not met in Black and SWD subgroups in Reading.</p> <p>2007-08: Grade B, Reading mastery, 63%. AYP Proficiency not met in Black, ED, ELL, and SWD subgroups in Reading.</p>
Mathematics	Michelle Allison	National Board Certified – Middle Childhood MS - Ed. Leadership BA – Florida Atlantic University, Political Science (6 – 12) Elem. Ed (K-6) ESOL Endorsed	15	4	<p>2011-12: Grade D Reading mastery: 39% Math mastery: 36% Writing mastery: 69%, Science mastery 30%. Reading AMO met Black, White, ELL and SWD subgroups. Reading AMO not met with Hispanic and Econ. Disadvantaged subgroups Math AMO not met in subgroups.</p> <p>2010-11: Grade C Reading mastery: 53% Math mastery: 58% Writing mastery: 86% Science mastery 40% AYP not met</p> <p>2009-10: Grade A Reading mastery: 68% Math mastery: 68% Writing mastery: 82% Science mastery 46% AYP not met</p> <p>Classroom Teacher 2008-09: Grade A Math Mastery 75% Math Learning Gains 67% AYP Proficiency met in all sub groups except ELL</p> <p>Classroom Teacher 2007-08: Grade B Math Mastery 69% Math Learning Gains 72%</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular monthly meetings of new teachers with Principal	Susan Burns Michelle Garcia	Ongoing	
2	Partnering and monthly meetings with teachers who are identified as needing additional instructional assistance with veteran staff	Dawn McMahon Michelle Garcia	Ongoing	
3	Quarterly monitoring of teachers who are completing coursework for ESOL endorsement	Debbie Melisi	Ongoing	
4	Monthly professional Learning Community (PLC)	Vincent Dawes	May 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2%(1)	Teacher is not elementary education certified and has one school year to become a highly effective instructor (2012-13).

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
40	7.5%(3)	17.5%(7)	27.5%(11)	47.5%(19)	20.0%(8)	97.5%(39)	5.0%(2)	5.0%(2)	80.0%(32)

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
Michelle Allison Dawn McMahon	Mr. Calnon Mr. Taylor Ms. Thompson Ms. Mack Ms. Murney Ms. Bencie Mr. McInerney Ms. Martina Ms. Niles	Grade level changes	One-on-one mentoring: *Lesson Planning *Classroom management strategies *Individual student interventions *Technical assistance *Data analysis
Shamelle Foster	John Calnon	Instructional Coach	Science lesson planning
Susan Burns	Melinda Martina	Instructional Coach	Lesson planning and effective classroom strategies.
Sydney Tiemersma	Kathryn Thompson	Instructional Coach	Lesson planning and effective classroom strategies.
Barbara Martin	Anjanette Mack	Instructional Coach	Lesson planning and effective classroom strategies.
Kimberly Bencie	Jerri Niles	Instructional Coach	Lesson planning and effective classroom strategies.
Andrea Muniz	Blake Cianflone	Instructional Coach	Lesson planning and effective classroom strategies.

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.

The Title I program is to support our school's efforts that all children meet challenging standards and have a fair, equal, and significant opportunity to obtain a high quality education. Title I funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at Pompano Beach Elementary by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability of teaching and learning, and by meeting the educational needs of low achieving children in our school. Funds are used for teacher salaries, parent involvement and professional development activities for teachers that are district and school based. Professional development activities such as CHAMPS training, Common Core Reading, Mathematics, Writing and Science workshops are coordinated. Resources are distributed where needs are greatest.

Title I, Part C- Migrant

The Title I, Part C funded students are offered after school tutorial services. This will allow our students to receive an additional dose of reading daily for either remediation or enrichment.

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

- District Homeless Division and school social worker provide resources to homeless students.
- Guidance Counselor monitors for social and emotional well-being.

Supplemental Academic Instruction (SAI)

Funds are used to provide additional instructional support during the school day.

Violence Prevention Programs

At Pompano Beach Elementary School, we have put the Anti-Bullying Policy in full effect. Our prevention specialist is Ricky Walker. We have presented the information to teachers, students, parents and community members. Our guidance counselor does conflict mediation with students in an attempt to get the students back on track with learning. For the 2012-13 school year we will continue to empower staff with strategies and tools that will assist us in becoming a bully-free school.

Our investigative specialist is our assistant principal, who investigates the reports, and interviews the students, teachers, and witnesses in order to determine the sequence of events and to get to the truth in a timely manner.

Nutrition Programs

Our third grade students participate in the Commit to be Fit Program. All students learn about nutrition through the classroom teacher and PE coach. In addition, Pompano Beach Elementary received a Food and Nutrition grant that provides fresh fruit and vegetable snacks to all students three times per week.

Housing Programs

NA

Head Start

In the Ely/Pompano Zone, schools have worked with area preschools to share early childhood curriculum and standards. The Head Start program, on campus, also allows students to develop the readiness skills necessary for school.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Pompano Beach Elementary School's RTI team is comprised of:

Principal - Michelle Garcia

Intern Principal - Vincent Dawes

MTSS Facilitator/ESE specialist - Camille Hillsamer

Guidance counselor - Debbie Melisi

Family counselor - Debbie Salvatore

Curriculum specialist - Dawn McMahon

School psychologist - Danielle Kyser

School social worker - Kimberly Puriton

Math Coach - Michelle Allison

Classroom teachers and parents

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 team meets each Monday, based upon the needs, to discuss students for whom there are concerns either in academic or behavioral areas or both. Students are referred by teachers, support staff, or as the result of a parent request. When a child is referred, teachers meet with the RTI team. Teachers conduct observations, parent conferences, and collect data. The team (case managers) retain folder contains summary sheets for initial data collection that is collected and analyzed by the MTSS Team. This includes a review of the cumulative folder, screenings for speech/language, hearing and vision, an observation and documentation of Tier 1 and/or Tier 2 interventions that have been implemented addressing a target behavior. An initial parent conference is held to identify and discuss the area of concern. Tier 2 data will be collected by the classroom teacher, a case manager is assigned by the MTSS Team facilitator to work with the teacher in designing Tier 2 interventions for the child. Documentation is ongoing. The case manager and the classroom teacher meet regularly to discuss intervention outcomes. The RTI model is a three tiered approach to providing instruction and interventions matched to the student needs. If needed, Tier 3 interventions are implemented which are intensive individualized instructional or behavioral interventions. After, reviewing the Tier interventions, the MTSS Team will make a recommendation for further student assessment. If Tier 3 strategies are unsuccessful, the MTSS Team will refer the child to the School Psychologist for further assessment. If it is determined that no testing is needed, the child will be monitored by designated members of the RTI Team to ensure continued success.

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?

A member of the MTSS/RtI, attends the monthly School Advisory Council (SAC) meetings and provides input into the development of the School Improvement Plan (SIP).

The role of the school-based MTSS/RtI Leadership Team in the development and implementation of the school improvement plan is to provide guidance in helping developing a plan utilizing "data-based decision making". These components of RTI include:

*Multiple tiers of evidence-based instruction service delivery.

*A problem-solving method designed to inform the development of interventions

*An integrated data/collection/assessment system to inform decisions at each tier of service delivery.

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: Broward Assessment Test (BAT 1 & 2 for Reading, Math, Science, and Writing), Florida Comprehensive Test (FCAT), Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Individual Reading Inventory (IRI), Developmental Reading Assessments (DRA), and Pre-Requisite Math Assessments.

Progress Monitoring: FAIR, Mini Assessments (Reading, Math, Writing) FCAT Simulation/Practice Tests.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), DRA, IRI, Big Idea Assessments in Math, Writing Prompts, and Science Assessments.

Behavior: Monitoring of the Positive Behavioral Intervention Plan (PBIP)

End of the Year: Florida Assessments for Instruction in Reading (FAIR), FCAT, DAR, DRA, IRI, Primary End of the Year Reading & Mathematics Tests.

Frequency of Data Chats: Monthly with grade levels and quarterly with administration.

Tier 2 and 3 students: Individual intervention records and progress monitoring graphs.

Behavior-Tier 1: Classroom Discipline Plan and School-wide Behavior Plan

Behavior-Tier 2: Classroom Discipline Plan and School-wide Behavior Plan and Individual Student Behavior Plan

Behavior-Tier 3: Functional Behavioral Assessment (i.e., Behavioral Intervention Checklist,

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Leadership team has designed a progress monitoring plan and will train staff.

Describe the plan to support MTSS.

Administrators will systematically collect and analyze multiple types of critical data points to guide a range of decisions to improve instruction and increase student achievement.

Administrators will establish school wide expectations for instructional staff to include common board configuration, common lesson planning, and small group instruction.

Administrators will provide strategic support and targeted professional development for instructional staff.

School based Leadership Team will monitor the implementation of the School Improvement Plan with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Michelle Garcia
Intern Principal - Vincent Dawes
Reading Coach - Ms. McMahon
Team Leaders
Kindergarten - Ms. Azim
First Grade - Ms. Capell
Second Grade - Ms. Bencie
Third Grade - Ms. Tiemersma
Fourth Grade - Ms. Barton
Fifth Grade - Mr. Walker

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

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team builds capacity within our staff through Leadership training, collaboration and by creating a High Performing Culture where students' needs are the top priority. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The LLT will focus on the following this year:

I. Professional Development

- a) Will facilitate training for all teachers on administration of Reading Assessments listed on the Struggling Readers Chart. Training will also encompass the interpretation of test result and identify individual student needs.
- b) Will facilitate a monthly Professional Learning Community that addresses the "Struggling Reader."

II. Parent Involvement

- a) Will facilitate parent involvement activities that focus on connecting the home and school learning.
- b) Strategies will be modeled for the purpose of home implementation.

III. Monitoring Student Assessments and Benchmark Data

IV. Common Core State Standards

- provide professional development
- implement effectively support
- coaching support
- monitoring

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/4/2012)

*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.

Individual Education Plan meetings are held at the end of the previous school year, for each ESE preschool child, to determine what their needs will be upon entering the Kindergarten year. Parent Orientation meetings will be held at the Ice Cream Social prior to the start of the school year for all students and their families to familiarize them with the school and expectations for the coming year.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. FAIR will be administered to incoming kindergarten students as a component of the FLKRS assessment. The FAIR will be administered three times throughout the year and the data will be linked to instructional strategies that will maximize student achievement through on going progress monitoring in listening and reading comprehension, fluency, and oral language skills. In addition, the Kindergarten team will test incoming students prior to the beginning of school to get an idea of their developmental stage.

*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:	The percentage of students mastering a level 3 will increase through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(52)of students in grades 3-5 scored at level 3.	In grades 3-5, 30%(78) of students will score at level 3 on the FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Designated time for teachers to meet and collaborate during the regular school day not protected.	Change the daily schedule and routine of the school by adding a daily forty-five minutes common planning time grades K-5. Administrators and teachers treat the common planning block as protective time/uninterrupted.	Principal, Intern Principal, District and State Support Teams.	Lesson plans, informal and formal classroom observations.	IObservation
2	Students have difficulty answering higher order questions.	Grade levels will share best practices using higher level comprehension skills among teams and teachers will incorporate the use of these strategies into their daily lessons.	Principal Intern Principal Reading Coach	Lesson plans reviewed quarterly and monthly CWT's will be conducted.	Classroom walkthrough logs, informal and formal observations. FAIR
3	Transient students who have gaps in their reading skills	Use DRA's to determine reading gaps and provide appropriate interventions from the Struggling Readers Chart	Principal Intern Principal Reading Coach	Monitor placement of students into appropriate guided reading groups based on levels. Administration will meet with each grade level teacher on a monthly basis to conduct Data Chats. Teachers will conduct Reading Talks to plan instructions and share best practices bi-monthly.	Classroom walkthrough, Treasures FCAT weekly assessments and Unit test. FAIR

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students mastering a level 4 and 5 will increase through an enriched literacy based curriculum and project based learning.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(48)of students in grades 3-5 scored at or above a level 4.	In grades 3-5, 28%(72) of students will score at or above level 4 on the FCAT 2.0 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time spent on content area reading of informational text.	Provide training on content areas strategies and graphic organizers.	Michelle Garcia, Principal Vincent Dawes, Asst. Principal Dawn McMahan, Reading Coach	Data chats with administration and monitoring of individual student by student data.	Reading inventories, writing reflections, and benchmark data points (BAT 1 & 2, etc.).
2	Student need to use a variety of strategies to increase higher level thinking skills.	Sharing best practices showcasing higher level questioning techniques to target differentiated instruction and enrichment.	Michelle Garcia, Principal Vincent Dawes, Asst. Principal Dawn McMahan, Reading Coach	Reading lesson plans will be reviewed. Data chats with administration and monitoring of individual student by student data.	Reading inventories, writing reflections, and benchmark data points (BAT 1 & 2, etc.).

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students demonstrating a learning gain in reading will increase through participation in a ninety-minute block of reading utilizing strategies from the Comprehensive Core Reading Plan.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (115) of students in grades 3-5 achieved a learning gain in Reading.	In grades 3-5, 80%(130) of students will make learning gains on the FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students getting off task and/or losing focus during their 90 minute Reading Blocks.	All 3rd, 4th, and 5th grade students will participate in a 90 minute uninterrupted Reading block with a highly qualified teacher utilizing the 5 basic components of reading through daily whole group and small group differentiated instructions.	Principal Intern Principal Reading Coach	Informal and formal observations; Data chats.	Printout of FAIR assessments.
2	Appropriate utilization of student assessment data to drive instruction and determine specific instruction.	Provide training on specialized programs and strategies to increase student achievement. Teachers will collaborate and plan sharing best practices and showcasing effective strategies.	Principal Intern Principal Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom walkthroughs.	Administration will monitor performance through CWT, informal and formal data points.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% demonstrating a learning gain in reading will increase through participation in a ninety-minute block of reading and an additional double-dose of reading instruction utilizing strategies from the Comprehensive Intervention Reading Programs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(29)of students in the lowest 25% in grades 3-5 achieved a learning gain in Reading.	In grades 3-5,82%(33) of students in the lowest 25% will make learning gains on the FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and instructions to understand concepts	Struggling students are provided double dose instructions using Intermediate Rewards as a supplemental program to enhance phonics skills at the intermediate level.	Principal Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine progress.
2	Students need additional practice and instructions to understand concepts.	Reading Coach will model the use of supplementary resources such as FCAT Explorer and Destination Reading Success.	Principal Assistant Principal and SES contact	Data Chats with teachers to discuss effectiveness of interventions being used for targeted students.	Classroom walkthrough, Treasures FCAT weekly assessments and Unit test.Post-Test results
3	Limited resources and personnel to effectively address the specific differentiated needs of struggling readers.	Creative scheduling to provide additional reading instruction that extends beyond the initial ninety minute reading block for which a double and triple dose of targeted instruction is delivered.	Principal Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom Walkthroughs	Classroom walkthrough, Treasures FCAT weekly assessments and Unit test.

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 percentage of students will reduce their achievement gap through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	39	44				
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students in each student subgroup acquiring adequate yearly progress in reading will increase through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(109) Black, 36%(14) White, Hispanic 70%(29), American Indian N/A students in grades 3-5 not making satisfactory progress in reading.	57%(93) Black, 26%(12) White, Hispanic 60%(25), American Indian N/A students in grades 3-5 not making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and instruction to understand concepts.	Pull-out or push-in small group support will be provided to students	Principal Reading Coach	Monthly Data Chats with teachers to discuss effectiveness of pull-out or push-in support.	FAIR OPM data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine effectiveness of strategy.
2	Limited resources and personnel to effectively address the specific differentiated needs of struggling readers regardless of the AYP subgroup classification.	Creative scheduling to provide additional reading instruction that extends beyond the initial ninety minute reading block for which a double and triple dose of targeted instruction is delivered.	Principal Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom walkthroughs	FAIR OPM data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine progress.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students mastering making adequate yearly progress in reading will increase through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(29) of ELL students did not make satisfactory progress in reading.	87%(26) of ELL students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need additional practice and instruction to understand concepts.	Teachers implementing interactive multimedia & multimodal strategies and testing accommodations.	Principal Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM). An additional 30 minutes is	FAIR OPM data, mini assessments, BAT1, BAT2, alternate assessments and DAR data when

1				blocked into the scheduling to provide time for a double dose in reading through the content area. Using district materials whenever applicable.	appropriate will be used to determine progress.
2	Additional instructional training is needed to effectively implement ELL Supplemental Materials in the classroom.	Ongoing staff trainings and modeling of supplemental materials.	Principal Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom-Walk Through	FAIR OPM data, mini assessments, BAT1, BAT2, alternate assessments and DAR data when appropriate will be used to determine progress.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of SWD students making adequate yearly progress in reading will increase through the participation of a ninety-minute uninterrupted reading block in addition to their identified IEP goals utilizing differentiated instruction and reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (29) Students with Disabilities students did not make satisfactory progress in reading.	66% (25) Students with Disabilities will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilization of the RtI process in a timely and effective manner and to introduce research based interventions aligned with student IEP goals.	Review, practice, and monitor the implementation of these programs to fidelity based on student data. Utilize reading diagnostic data (DAR) to identify deficiencies to be addressed through appropriate intervention materials.	RTI Team, Vertical Team Michelle Garcia, Principal Dawn McMahon, Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) and daily work assignments.	FAIR OPM data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine progress. Review and monitor IEP's during weekly ESE meetings with teachers.
2	Students with Disabilities need specific accommodations and modifications to understand concepts.	Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Michelle Garcia, Principal Dawn McMahon, Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine progress.
	Students need additional practice to understand concepts	Targeted low level ESE students who are functioning below grade level will be placed in	Michelle Garcia, Principal Dawn McMahon, Reading Coach	Student progress is assessed using FAIR Ongoing Progress Monitoring	FAIR OPM data, mini assessments, BAT1 and

3	VE/ESE classes for Reading instruction.	(OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	BAT2 data when appropriate will be used to determine progress.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students making adequate yearly progress in reading will increase through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction and reading strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(154) of Economically Disadvantaged students did not make satisfactory progress in reading.	54%(129) of Economically Disadvantaged students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and instruction to understand concepts.	Level 1 and Level 2's will receive a double dose of Reading through an pull-out or push-in small groups.	Michelle Garcia, Principal Dawn McMahon, Reading Coach	Monthly Data Chats with teachers to discuss effectiveness of push-in or push-in small group instructions.	FAIR data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine progress.
2	Appropriate utilization of student assessment data to drive instruction and determine specific interventions.	Provide training on specialized programs and interventions that focus on the six areas of reading.	Michelle Garcia, Principal Dawn McMahon, Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom walk throughs.	FAIR data, mini assessments, BAT1 and BAT2 data when appropriate will be used to determine progress.

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
Aligning Our Curriculum	K-5 & ESE Reading	Principal Reading Coach	K-5 & ESE Reading	Summer	Lesson Plans, Reading Chats, Informal Classroom Walkthroughs and assessments	Reading Coach
Data Review, ELL Testing and Instructional Planning (subs)	K-5 Reading	Principal Reading Coach	K-5 and ESE Dept Reading teachers	Quarterly	Classroom Observations and Lesson plans	Reading Coach
Reading						

Talks-Evidence Based Differentiated Instructions	K-5 & ESE Reading	Principal Reading Coach	K-5 & ESE Reading	Weekly	Classroom Observations and Lesson plans	Reading Coach
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Review/Chats 8/12-5/13 Meet once a quarter with all teachers	Subs for teacher to attend data/curriculum trainings with administration	Title One Staff Development	\$1,680.00
Various Academic District/School Trainings 8/12-5/13	Subs for teacher to attend Common Core reading trainings	Title One Staff Development	\$1,000.00
Reading Trainings - 6hrs	Teacher Salaries	Title One Staff Development	\$7,440.00
Reading Trainings - 2 trainers	Trainer/Coaches Salaries	Title One Staff Development	\$900.00
Curriculum Review - 6/2013	Teacher Salaries	Title One Staff Development	\$2,746.00
Curriculum Review - 6/2013	Trainer Coaches Salaries	Title One Staff Development	\$1,200.00
			Subtotal: \$14,966.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,966.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The percentage of students will increase through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction for English Language Learners (ELLs) working towards the attainment of English proficiency.
2012 Current Percent of Students Proficient in listening/speaking:	
37%(42) of students in grades 3-5 met Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency 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	Students anxiety/stress wanting to know the language.	Provide additional time and explain the process to students	Classroom teachers Test Coordinator	Data chats with administration and monitoring of individual student by student data. Classroom walkthroughs	Administration will monitor performance through CWT, informal and formal data points.
2	Students need increased opportunities/exposure of English.	Read Aloud activities, Field trips Istation/Technology	Michelle Garcia, Principal Vincent Dawes, Intern Principal Dawn McMahon, Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom walkthroughs	Administration will monitor performance through CWT, informal and formal data points.

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students will increase through the participation of a ninety-minute uninterrupted reading block utilizing differentiated instruction for English language learners (ELLs) working towards the attainment of English proficiency.

2012 Current Percent of Students Proficient in reading:

19%(22) of students in grades 3-5 met Reading grade cluster scale scores by English Language Proficiency 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	Students limited background knowledge.	Provide students with sight word folders	Principal Intern Principal Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom walkthroughs	Administration will monitor performance through CWT, informal and formal data points.
2	Students struggle with Phonics skills.	Provide students with daily phonics developmental skills in classrooms.	Principal Intern Principal Reading Coach	Data chats with administration and monitoring of individual student by student data. Classroom walkthroughs	Administration will monitor performance through CWT, informal and formal data points.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students will increase through the participation of a writer's block utilizing differentiated instruction for English language learners (ELLs) working towards the attainment of English proficiency.

2012 Current Percent of Students Proficient in writing:

9%(10) of students in grades 3-5 met Writing grade cluster scale scores by English Language Proficiency 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	Students struggle with language acquisition.	<ul style="list-style-type: none"> - Students will be given varying brainstorming activities to connect prior experience. - Vocabulary building activities to understand phrases with figurative meanings. - Use of storyboards 	Classroom teacher	Daily writer's block	<ul style="list-style-type: none"> - Students planning sheets. - Rubrics - Monthly writing samples - Teacher observations

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students mastering a level 3 will increase through the participation of a sixty-minute uninterrupted math block utilizing differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(50) of students in grades 3-5 scored at a level 3.	29%(75) of students in grades 3-5 will score at a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Designated time for teachers to meet and collaborate during the regular school day not protected.	Change the daily schedule and routine of the school by adding a daily forty-five minutes common planning time grades K-5. Administrators and teachers treat the common planning block as protective time/uninterrupted.	Principal, Intern Principal, District and State Support Teams.	Lesson plans, informal and formal classroom observations.	Observation
2	Effectively implementing the Next Generation Sunshine State Standards in grades 3-5.	Professional development on the NGSSS/CCSS standards and use IFC's to guide and pace lessons.	Principal Math Coach	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 and 2.
3	Teacher emphasis on the use of centers in Math	Grades K-5 will implement centers during mathematics block (interactive math word walls, journals and math activities and games).	Principal Math Coach	Lesson plan, informal and formal observation	Mini assessments
4	Students need to use manipulatives during math lessons to help improve math concepts.	Professional development on the effective use of manipulatives.	Principal Math Coach	informal observation	Mini assessments and chapter tests.
5	Students have difficulty using higher order thinking and problem solving skills to resolve real world problems	Provide training and grade level support in learning the new Go Math series and the appropriate auxiliary materials.	Classroom teacher	Lesson plan, informal and formal observation	Mini assessments, and chapter tests.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	n/a
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
n/a			n/a		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students mastering a level 4 and 5 will increase through the implementation of the math curriculum-Pupil Enrichment Program (PEP).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(44) of students in grades 3-5 scored at or above a level 4.	27%(54) of students in grades 3-5 will score at or above a level 4.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintain academic rigor utilizing PEP lesson plans.	Teachers will use district enrichment resources/lessons to extend learning.	Principal Math Coach	Lesson plan, informal classroom observation.	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 and 2.
2	Students maintain academic rigor for subgroup through participation of academic competitions.	Students will use investigative techniques in the classroom to solve real-world math problems by using higher order questioning and problem solving.	Principal Math Coach	Lesson plan, informal classroom observation.	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 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 mathematics. Mathematics Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	/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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students demonstrating a learning gain in mathematics will increase through participation in a sixty minute block of math utilizing strategies from the Go Math series and the NGSSS standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(101) of students in grades 3-5 made a learning gain.	71%(110) of students in grades 3-5 will make a learning gain.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers inconsistently use Calendar Math supplemental programs	Math Coach will provide training and support the use Calendar Math.	Principal Math Coach	Classroom walkthrough	Reports generated from walkthroughs
2	Limited resources to provide "push-in/push-out" remedial groups.	Creative scheduling to provide additional support.	Principal Math Coach	Review students grouping charts frequently and ensure groups are redesigned to target the needs of students based on assessments.	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 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:

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

1	n/a	n/a	n/a	n/a	n/a
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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics will increase through participation of double dose and Soar to Success computer based instructions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(20) of students in the lowest 25% in grades 3-5 made a learning gain.	56%(25) of students in the lowest 25% in grades 3-5 will make a learning gain.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and instruction to understand concepts.	Students will utilize Concrete, Representational and Abstract (CRA) frames to deepen their understanding of concepts during double dose instructions.	Principal Math Coach	Vertical team will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Math journals
2	Students lack of knowledge of basic math facts.	All students will receive daily 5 minute drills of related math facts and utilize Soar to Success computer based instructions.	Principal Math Coach	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : The percentage of students will reduce their achievement gap through the participation of a sixty-minute uninterrupted math block utilizing differentiated instruction.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47				

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students in each student subgroup acquiring adequate yearly progress in mathematics will increase through the participation of a sixty minute uninterrupted math block utilizing differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:

41%(16) White, 69%(113)Black, 70%(29) Hispanic, American Indian - N/A and Asian - N/A	31%(12) White, 59%(97)Black, 60%(25) Hispanic, American Indian - N/A and Asian - N/A.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and instruction to understand concepts.	Students receive small group double-dose instructions using manipulatives and real life problem solving strategies.	Principal Math Coach	Teachers will evaluate mini assessments and daily work assignments.	Progress of all students on mini assessments, chapter test and Broward Assessments BAT1 & BAT2.
2	Meeting the diverse individual student needs.	Increase opportunities during center rotation to use online Go Math resources of Destination Math and Mega Math.	Principal Math Coach	Teachers will evaluate mini assessments and daily work assignments.	Progress of all students on mini assessments, chapter test and Broward Assessments BAT1 & BAT2.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students not making satisfactory progress in mathematics will decrease through the participation of a sixty minute uninterrupted math block utilizing differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(27) of ELL students in grades 3-5 did not make satisfactory progress in mathematics.	80%(24) of ELL students in grades 3-5 will not make satisfactory progress in mathematics.

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 unable to accurately interpret questions.	Students are provided small group sessions reinforcing skills taught during whole group lessons by representing facts and approaching problems in multi ways.	Principal Math Coach	Review students' grouping charts frequently and ensure groups are redesigned to target the needs of students based on assessments.	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 and BAT2.
2	Additional instructional training is needed to effectively implement ELL Supplemental Materials in the classroom.	Ongoing staff training and modeling of ELL supplemental materials.	Principal Math Coach	Administration and Teachers will review data points to determine academic progress and needs.	Mini Assessments
3	Students need additional practice to understand concepts.	Students are provided the opportunity to attend after-school tutoring sessions.	Principal Math Coach	Data chats	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 and BAT2.

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	The percentage of SWD students not making satisfactory
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satisfactory progress in mathematics. Mathematics Goal #5D:	progress in mathematics will decrease through the participation of a sixty minute uninterrupted math block in addition to their identified IEP goals utilizing differentiated instruction and math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (32) students with disabilities did not make satisfactory progress in mathematics.	74% (28) students with disabilities will not make satisfactory progress in mathematics.

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 personnel to effectively address the specific differentiated needs of SWD learners.	Creative scheduling to provide additional math instruction that extends beyond the initial sixty minute math block for which a double and triple dose of targeted instruction is delivered as identified on the students IEP .	Principal Math Coach	Coach will assist teachers in the creation of centers	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 and 2.
2	Students unable to keep with the pacing of Go Math series.	Plan differentiating the instruction using evidence based instruction/interventions for each group (BEEP lessons, Harcourt Intervention series). Pulling flexible small groups based on benchmarks not mastered	Teachers Math Coach	Review students grouping charts frequently and ensure groups are redesigned to target the needs of students based on assessments.	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 and 2.
3	Students have limited background knowledge	ESE students will receive instruction, remediation and enrichment with VE teacher. We will also incorporate a push in model for the students who qualify.	Principal Math Coach	Bi-weekly Classroom Walkthroughs. Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Progress of all students on mini assessments, chapter tests and Broward Assessment BAT1 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged students note making progress in mathematics will decrease through the participation of a sixty minute uninterrupted mathematics block utilizing differentiated instruction and math strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(158) of economically disadvantaged students in grades 3-5 did not make satisfactory progress in mathematics.	56% (134) of economically disadvantaged students in grades 3-5 will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students learn at different rates and through different	A variety of media and technology resources for directed	Principal Math Coach	Student progress will be assessed using the Continuous Improvement	Progress of all students on mini assessments,

1	modalities.	and independent learning activities will be utilized by teachers and students.		Model	chapter tests and Broward Assessment BAT1 & BAT2.
2	Students need additional practice and instruction to understand concepts	Provide 7:15am morning computer based camp to provide additional practice. Provide After-school tutoring in math concepts.	Principal Intern Principal	Teacher evaluation of mini assessments	Mini Assessments
3	Limited time to plan grade level math activities.	Teachers will use forty-five minute common planning time to coordinate and plan instructions.	Principal Math Coach	Informal/formal observations, lesson plans	Chapter test BAT1 & BAT 2

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Talks - Effective Evidence Based Math Strategies	K-5	Math Coach	K-5 & ESE Teachers	Bi-monthly	Classroom Walkthrough	Math Coach
IFC/Core Standards	3-5	Math Coach	3-5 Math Teachers	Summer	Lesson Plans, Informal Classroom Walkthrough and assessments	Math Coach
IFC/Core Standards	K-2, ESE	Math Coach	K -2, ESE Teachers	Summer	Lesson Plans, Informal Classroom Walkthrough and assessments	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Review/Chats 8/12 - 5/13 Meet once a quarter with all teachers	Subs for teacher to attend data/curriculum trainings with administration	Title One Staff Development	\$1,680.00
Various Academic District/School Trainings 8/12-5/13	Subs for teacher to attend Common Core Math trainings	Title One Staff Development	\$500.00
			Subtotal: \$2,180.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$2,180.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The percentage of students demonstrating a level 3 or above will increase through the participation of daily science instructions aligned with hands-on learning activities.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
22% (20) of students in grade 5 scored a level 3.		32%(29) of students in grade 5 will score a level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Designated time for teachers to meet and collaborate during the regular school day not protected.	Change the daily schedule and routine of the school by adding a daily forty-five minutes common planning time grades K-5. Administrators and teachers treat the common planning block as protective time/uninterrupted.	Principal, Intern Principal, District and State Support Teams.	Lesson plans, informal and formal classroom observations.	IObservation
2	Students have limited exposure to content area.	Provide students consistent instructions in previous grade levels. Utilize books on topics, Promethean flip charts and digital Fusion lessons.	Principal Science Special Area Teacher, and Fifth grade teacher	Teacher will require students to maintain journals/logs that will be reviewed consistently by teacher and Principal Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Improvement on the science mini assessment Improvement on the science mini assessment Common assessments tied to Florida Science Standards administered weekly
	Science rotation makes it difficult for teachers to use Delta kits daily.	Provide weekly Science instruction using Delta Hands-on kits inclusion with the Harcourt Science series and county science materials including:	Principal Science Special Area Teacher, and Fifth grade teacher	Broward County customized hands-on materials will be implemented with fidelity and monitored by Administration.	Mini-BATs, common assessments, BEEP, and Science FCAT results assessments will

3		<ul style="list-style-type: none"> •Curriculum maps K-5 •FCAT Dailies for Grade 5 •Broward county customized hands-on science activities •Implementation of BEEP (Broward County) Lessons. 			be reviewed to determine effectiveness and progress.
4	Students need additional practice using varying learning modalities to grasp science concepts.	Teachers will incorporate ESE and ELL strategies throughout the content area making modifications through modified assessments, extra time, peer buddy, support facilitators, and hard copy of notes.	Principal Science Special Area Teacher, and Fifth grade teacher	Instruction will include re-teaching of deficient skills using differentiated instruction and alternative assessments.	Improvement on the science mini assessment Common assessments tied to Florida Science Standards administered at the end of each benchmark.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	n/a				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
n/a	n/a				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students mastering a level 4 or above will increase through participation in hands-on enrichment activities.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
8%(7) of students in grade 5 scored a level 4 or above on the FCAT 2.0 Science Assessment.	18% (16) of students in grade 5 will score a level 4 or above on the FCAT 2.0 Science 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
	Teachers will maintaining academic	Students will compete in a school-wide	Principal, Fifth Grade Teacher	Increased achievement between assessments	Teacher observation and

1	vigor through the use of science games, projects and real world experiences.	Science Fair	and Science Special Area teacher.		rubric
2	Students need additional strategies and instruction to understand concepts.	Students will complete science project based activities using the scientific method. Teachers will use common planning to plan effective science strategies and delivery of concepts.	Classroom Teacher	Increased achievement between assessments	Applied concepts, lesson quizzes and benchmark review assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Rigor & Relevance	K-5	Science Special Area 2nd Teacher	K-5 Teachers	8/15/12	Classroom Walkthroughs	Intern Principal

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Various Academic District/School Trainings 8/12-5/13	Subs for teacher to attend Common Core science trainings	Title One Staff 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: \$500.00			

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The percentage of students scoring at achievement level 4.0 and higher in writing will increase through participation in a structured writing curriculum.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
69%(53) of students in grade 4 scored a level 4.0 or higher.		80%(62)of students in grade 4 will score a level 4.0 or higher.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and students need to see academic growth in writing over the course of the school year	Students will use the Writer's Workshop writing process and/or Beep lessons daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal, Intern Principal	Writing samples and rubrics	Progress between the Pretest Prompt and Midyear Prompt.
2	Students need more writing practice across the curriculum	Teachers will integrate writing into other curriculum.	Principal, Intern Principal	Writing samples	Progress between the Pretest Prompt and Midyear Prompt.
3	Students need exposure to different genres for literature development.	Teacher will expose students to different genres of literature to generate idea development.	Classroom teacher	Writing samples	Monthly writing sample and teacher observation.
4	Students need to have ownership in the assessment and editing.	Students will utilize rubrics to self assess their writing and for	Classroom Teacher	Writing samples	Writing rubrics

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	n/a				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
n/a	n/a				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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
Writer's Workshop	3-4 Grade	Intern Principal	3-4 Grade Writing Teachers	August 1, 2012	Informal classroom observation	Intern Principal

Writing Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The average daily attendance rate of students in Headstart through grade 5 will increase through a monitoring and awareness program.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
On average, 95%(98208) of the students attended school for the 2012-2013 school year.	The expected attendance rate for the 2012-2013 school year will be 96% (99,147).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2012-2013 school year, 60 students had excessive absences.	We expect to decrease the amount of absent students by 10% during the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2012-2013 school year, 146 students had excessive tardies.	We expect to decrease the amount of tardy students by 10% during the 2012-2013 school year.

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	Increased mobility rate due to economic hardship.	Attendance certificates will be given to students who receive perfect attendance for each quarter.	Michelle Garcia, Principal Debbie Melisi, Guidance	Data will be collected and compared from the previous year.	Attendance Reports and BTIP data.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	A proactive approach to classroom management will decrease the number of in school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
51 (9%)	41 (7%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
31 (5%)	21 (4%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18 (3%)	8 (2%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14 (2%)	4 (1%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent use of CHAMP training strategies in classroom.	CHAMPS I & II will be provided to the teachers to allow them to gain strategies that are proactive to decrease suspensions.	Principal Intern Principal	Suspension rates from year to year will be compared from the reports provided from Data Warehouse.	Suspension reports

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Pompano Beach Elementary School will increase the rate of parent involvement by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%(328) of student families participated in school related activities.	85%(349) of families will participate in school related activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to attend school activities.	Provide varied times parent activities.	PTA President Title 1 Coordinator	Parent feedback and parent sign-in sheet.	Parent feedback, conferences and parent sign-in sheets.
2	Maintaining high parent attendance at SAC Meetings.	Conduct SAC meeting at 6pm to increase parent attendance. SAC Chair sends out SAC notices and reminder calls.	SAC Chairperson	Parent feedback and parent sign-in sheet, meeting minutes.	Parent feedback and parent sign-in sheet.
3	Low parent interest	School will notify parents through phone calls of school events. School will notify parents through website of school events and school newsletter. School will send home fliers for school events.	Principal Intern Principal Title 1 Coordinator	Parent feedback and parent sign-in sheet.	Parent feedback and parent sign-in sheet.

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
Celebration of Learning	3-5	Michelle Allison	School-wide, Reading, Math, Writing and Science	January 2013	Parent feedback and parent sign in sheet.	Administration
Home/School Connection	K-5	Team Leaders	School-wide	Weekly	Feedback from parent conferences	Administration, Team Leaders

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration 2 parents	Title One Parent Involvement	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The percentage of students mastering a level 3 will increase through the participation of integrated activities in the areas of technology/engineering, science and math.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have difficulty identifying relevant and appropriate STEM based projects.	Teachers will use common planning period to plan and organize STEM project based-learning activities.	Intern Principal	Classroom Walkthroughs	Project assessments
2	Teachers will utilize DA strategies presented during the summer.	Teachers will use common planning period to plan quarterly STEM projects.	Intern Principal	Classroom Walkthroughs	Project assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Review/Chats 8/12-5/13 Meet once a quarter with all teachers	Subs for teacher to attend data/curriculum trainings with administration	Title One Staff Development	\$1,680.00
Reading	Various Academic District/School Trainings 8/12-5/13	Subs for teacher to attend Common Core reading trainings	Title One Staff Development	\$1,000.00
Reading	Reading Trainings - 6hrs	Teacher Salaries	Title One Staff Development	\$7,440.00
Reading	Reading Trainings - 2 trainers	Trainer/Coaches Salaries	Title One Staff Development	\$900.00
Reading	Curriculum Review - 6/2013	Teacher Salaries	Title One Staff Development	\$2,746.00
Reading	Curriculum Review - 6/2013	Trainer Coaches Salaries	Title One Staff Development	\$1,200.00
Mathematics	Data Review/Chats 8/12 - 5/13 Meet once a quarter with all teachers	Subs for teacher to attend data/curriculum trainings with administration	Title One Staff Development	\$1,680.00
Mathematics	Various Academic District/School Trainings 8/12-5/13	Subs for teacher to attend Common Core Math trainings	Title One Staff Development	\$500.00
Science	Various Academic District/School Trainings 8/12-5/13	Subs for teacher to attend Common Core science trainings	Title One Staff Development	\$500.00
Parent Involvement	Annual Parent Seminar	Registration 2 parents	Title One Parent Involvement	\$0.00
				Subtotal: \$17,646.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$17,646.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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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
Student Handbook/Planners	\$1,200.00
Supplies and Materials	\$2,000.00

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

Monitor the implementation of SIP Plan
Reach out to community to obtain more partners
Organize FCAT 2.0 Family and Publix Night Events
Sponsor drives to increase parent involvement
Assist the school to create and analyze school climate surveys for parents and students
Implement approved unified dress code

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District POMPANO BEACH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	58%	86%	40%	237	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	62%	40%			102	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	40% (NO)			98	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					437	
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 POMPANO BEACH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	70%	89%	46%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	73%			138	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?	52% (YES)	83% (YES)			135	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					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested