

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: VILLAGE ELEMENTARY SCHOOL

District Name: Broward

Principal: Deborah A. Peoples

SAC Chair: Amrita Sookhansingh

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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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)
					Village Elem-2012; A Grade Reading Mastery - Math Mastery Writing Mastery - 81% Science Mastery - Reading Gains: Math Gains: Lowest 25% Reading Gains: Lowest 25% Math Gains: Village Elem-2011; B Grade Total: R61%N - M69%Y Black: R60%N - M68%Y ED: R62%N - M68%Y ELL: R46%N - M68%Y Writing Total: 94%Y Arthur Ashe Middle-2010; C Grade Total: 39%R - 39%M Black: 34%R - 34%M ED: 36%R - 36%M SWD: 24%R - 21%M

Principal	Deborah Peeples	Educational Leadership Cert Masters in Public Administration Bachelors in Business Administration Business Ed 6-12 Cert	2	10	<p>Oriole Elem. - 2009; B Grade Total: 63%R – 62%M Black: 62%R - 62%M ED: 61%R -62%M</p> <p>Oriole Elem. - 2008; B Grade Total: 50%R – 64% M Black: 49%,R- 62%,M ED: 48%R – 64% M ELL: NA%R – NA% M SWD: NA% R- NA% M</p> <p>Oriole Elem.- 2007; C Grade Total: 47%R – 53% M Black: 45%,R- 52%,M ED: 45%R – 52% M ELL: 36%R – 48% M SWD: NA% R- NA% M</p> <p>Park Lakes Elem.- 2006; B Grade Total: 50%R – 60% M Black: 53%R - 58%,M Hispanic: 42%R O 73% M ED: 53%R – 60% M ELL: 39%R – 52% M SWD: 35% R- 46% M</p> <p>Park Lakes Elem.- 2005; C Grade Total: 48%R – 46% M Black: 48%,R- 46%,M Hispanic: 49% R – 42% M ED: 48%R – 47% M ELL: 42%R – 39% M SWD: 31% R- 36% M</p> <p>Park Lakes Elem.- 2005; C Grade Total: 48%R – 46% M Black: 48%,R- 46%,M Hispanic: 49% R – 42% M ED: 48%R – 47% M ELL: 42%R – 39% M SWD: 31% R- 36% M</p> <p>Lauderhill Middle- 2003; D Grade Total: 25%R – 25% M Black: 24%,R- 24%,M ED: 24%R – 24% M ELL: 12%R – 21% M SWD: 17% R- 18% M</p> <p>Lauderhill Middle- 2002; C Grade Total: 27%R – 27% M Black: 27%,R- 26%,M ED: 26%R – 26% M ELL: 7%R – 44% M SWD: 11% R- 15% M</p>
Assis Principal	Trevor Roberts	Educational Leadership Cert Mathematics 5-9 Cert M.S.in Foundations of Education B.S. in Elementary Education ESOL K-12		4	<p>Boca Raton Elem 2012; A Grade Reading Mastery - 56% Math Mastery 53% Writing Mastery 79% Science Mastery 51% Reading Gains: 68% Math Gains: 79% Lowest 25% Reading Gains: 56% Lowest 25% Math Gains: 85%</p> <p>Boca Raton Elem - 2011; B Grade Total: 69%R - 60%M White: 84%R - 73%M Black: 57%R - 33%M Hispanic: 61%R - 69%M ED: 59%R - 55%M SWD: 50%R - 45%M</p> <p>A.W. Dreyfoos SOA- 2010; A Grade Total: 85%R - >=95%M White: 90%R - >=95%M Hispanic: 80%R - >=95%M ED: 69%R - 88%M</p> <p>Poinciana M/S/T Elem- 2009; A Grade Total: 73%R - 67%M White: >=95%R - 93%M Black: 48%R - 43%M ED: 54%R - 46%M SWD: 49%R - 49%M</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)
Reading	Carol Camirand	Masters Degree in Reading Certified in Reading K-12 Bachelors in Education	15	9	<p>2011-2012 Village A</p> <p>2010-2011 Village B Total; R61%N - M69%Y Black; R60%N - M68%Y ED; R62%N - M68%Y ELL; R46%N - M68%Y Writing Total 94%Y</p> <p>2009-2010 VILLAGE D Total R 58% N M 54% N Black R 55% N M 50% N ED R 57% N M 52% N ELL R 52% N M 57% N Writing Total 94% Y</p> <p>2008-2009 VILLAGE C Total R 60% N M 60% N Black R 59% N M 58% N ED R 57% N M 57% N ELL R 55% N M 55% N Writing Total Y</p> <p>2007-2008 VILLAGE C Total R 56% N M 61% N Black R 55% N M 59% N ED R 54% N M 59% N ELL R 39% N M 51% N Writing Total Y</p> <p>2006-2007 VILLAGE B Total R 59% Y M 67% Y Black R 59% Y M 66% Y ED R 58% Y M 66% Y ELL R 45% N M 49% N Writing Total Y</p> <p>2005-2006 VILLAGE B Total R 53% Y M 57% Y Black R 53% Y M 55% Y ED R 52% Y M 56% Y ELL R 45% Y M 48% N Writing Total 91% Y</p> <p>2004-2005 VILLAGE C Total R 47% Y M 48% Y Black R 45% Y M 45% Y ED R 46% Y M 47% Y ELL R 37% Y M 38% N Writing Total 89% Y</p> <p>2003-2004 VILLAGE C Total R 42% Y M 42% Y Black R 38% Y M 39% Y HispanicR 59% Y M 46% Y ED R 39% Y M 39% Y ELL R 32% Y M 31% N SWD R 18% N M 15% N Writing Total 88% N Black 90% Y ED 86% N</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	<ol style="list-style-type: none"> Weekly meetings with Focus/Curriculum Team Weekly Leadership Meetings Monthly Team Leader Meetings Weekly Grade Level Meetings Data Meetings held on a monthly basis, which will include review of instructional practices, review of classroom observation data, review of assessment data and review of lesson plans. 	<p>Deborah Peeples, Principal</p> <p>Trevor Roberts, Assistant</p>	Ongoing	

6. Weekly Faculty Meetings with accompanying Professional Development	Principal
7. Monthly Leadership Mentoring Meetings	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	5.0%(2)	10.0%(4)	67.5%(27)	17.5%(7)	57.5%(23)	0.0%(0)	0.0%(0)	22.5%(9)	0.0%(0)

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
Tamar Spence-Thomas	Devon Bellmore	Former 4th Grade Teacher ESE Certification Can offer specific strategies for under-performing students	Sponsorship of school-wide events One-on-one assistance SAC Activities/Participation Open House Classroom observations Lesson Planning
Jacqueline Small	Pavendra Seolowtan	Current and former third grade teacher Extensive experience with the grade level curriculum	Sponsorship of school-wide events One-on-one assistance SAC Activities/Participation Open House Classroom observations Lesson Planning
Carol Camirand	Tarra Elliott	Reading Coach Has extensive knowledge of curriculum with emphasis to STEM	Sponsorship of school-wide events One-on-one assistance SAC Activities/Participation Open House Classroom observations Lesson Planning

Lauren Brown	Vianca Breton	Former Reading Coach Fifth Grade Team Leader Has extensive knowledge about the curriculum and professional development	Sponsorship of school-wide events One-on-one assistance SAC Activities/Participation Open House Classroom observations Lesson Planning
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title One Funding is provided to schools which are identified as having an abundance of students who qualify for low economic status and additional community and social services.

Title One funding provides assistance in the following areas:

- Hiring of teachers
- Professional Development for faculty and staff members
- Parent Training in various content areas, ie. Reading, Math, Science, and Writing

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Village Elementary receives SAI funding. In an effort to relieve the general budget, a teacher's salary maybe coded to SAI. The teacher is selected based upon the ability to work well with students that demonstrate a deficiency in the content areas of reading, math, or Science.

Violence Prevention Programs

Violence Prevention Programs are in place at Village Elementary School to promote a safe and secure learning environment. Programs consist of Individual Counseling, Group Counseling, Career Counseling, Crisis Intervention, Student Progression, Stranger Danger, Character Education, as well as, our district mandated Anti-Bullying Program. The goal of Village Elementary School is to ensure all students are provided a safe and secure learning environment, a safe zone, an opportunity to learn how to respond in a positive and responsible way to issues and situations with peers, parents and adults.

Nutrition Programs

A nutritional program for breakfast and lunch is available to improve the nutrition and dietary behavior of children who attend Village Elementary. Breakfast and lunch is provided on a daily basis and is provided in accordance with the menu published by Broward County Food and Nutrition Services Department. The students have to choose 3 of the 4 offered components of the

reimbursable breakfast and choose 3 of the 5 offered components of the reimbursable lunch.

For the 2010-2011 school year, a Universal Breakfast Program was approved for all schools with 80% or more students who were eligible for free or reduced price meals during the 2009-2010 school year. Village Elementary was approved and on August 23, 2010, all students were approved to eat breakfast at no cost. As of 2012, Village Elementary continues to provide breakfast to every student through the Universal Breakfast Program

Housing Programs

N/A

Head Start

Village Elementary School participates in the Head Start Program. There are approximately 36 students in attendance.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team will consist of the following:

Deborah Peeples, Principal
Trevor Roberts, Assistant Principal
Carol Camirand, Reading Resource Coach
Jamara Henderson, ESE Specialist
Fabienne Desir, Guidance Counselor/ELL Rep
Michelle Skoien, School Psychologist
Sandra Nobles Social Worker
Jennifer Gutzwiller, Speech Pathologist
General Education Teacher as Identified

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

The RtI Leadership Team will implement evidenced-based practices, relevant assessments, systematic problem-solving, data based decision making, effective professional development, supportive leadership and involvement to meet the behavioral, social and academic needs of all students at Village Elementary. The team will meet twice a month, in which the Coordinator, Ms. Henderson, will facilitate the meetings. The process will be as follows:

- Classroom teacher presents a concern on Tier 1. Data are routinely inspected in the area of Reading, Math, Writing, Science and social behaviors. Data are used to make decisions about modifying curriculum and behavior strategies utilized.
- Multidisciplinary Team will meet to address problems of identified students.
- Next, a Case Manager (Team Leader / Grade Chair) is assigned to the Classroom teacher to recommend interventions, assist in data collection and in establishing time-lines. The Case Manager will also assist in graphing the data collected.
- The Case Manager will monitor and assist with implementations of interventions.
- After Tier 2 has been completed and implemented, the RtI Team will meet to see if interventions, such as discipline referrals, intervention data and progress monitoring graphs are successful or if the interventions need to continue to the next, which is Tier 3.
- The Multidisciplinary Team will meet to review progress and make instructional decisions based on data concerning Tier 2.
- The RtI Team will decide if additional interventions need to be put in place and if the interventions were implemented with fidelity.
- If not, the Team continues to monitor and implement interventions.
- Tier 3 has the Reading Coach, Guidance Counselor and ESE Specialist providing additional support.

- The Multidisciplinary Team will meet to review progress and make instructional decisions based on data concerning Tier 3.
- Once the Tier 3 interventions are exhausted, if needed, a recommendation for evaluation will be sent forward.

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

- RtI team members are active members of the School Advisory Council. Together, members, along with faculty, staff and community members plan, draft, implement and monitor the School Improvement Plan (SIP)
- Both teams monitor the School Focus Calendar and align resources to the school's academic goals
- The RtI team monitors and tracks the students under consideration to ensure that student needs are being met on a daily basis
- The RtI team is responsible for continuously developing and revising the school's modified Instructional Focus Calendar using data from Benchmark Assessments, BAT and teacher made tests
- The RtI team uses the Florida's Continuous Improvement Model to monitor instruction, progress, assessments, tutorial, enrichment and maintenance
- Some members of the RtI Leadership team also coach, model, and work one-on-one with AYP subgroups of students
- Tier 1 data are reviewed in the areas of Reading, Math, Writing, Science and social behaviors. The data will be utilized to direct decisions about modifications needed in the area of curriculum and behavior management strategies. The data collected may also be utilized for at risk students who may be in need of Tier 2 or 3 interventions.

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.

- The Team will operate within the Tier outlined:
- Tier 1: Core Instruction/Universal Interventions-Effective for 80-85% of all students on campus. If interventions are unsuccessful, and student needs more support.
- The team will review data from Benchmark Assessments, BAT, FCAT Reports, teacher made tests and chapter tests.
 - Instructional focus calendar will be reviewed, revised and will be monitored often.
 - The RtI Team will meet with the classroom teacher to review and discuss progress and instructional strategies
- Tier 2: Core and Supplemental Instruction/Interventions-Intended for 5-15% of students if interventions are unsuccessful and student needs more support.
- Teacher implements supplemental teaching, re-teaching, and interventions for mastery learning
 - The RtI Team and Administration will collect data and monitor instruction via classroom walkthroughs
- Tier 3: Intensive Individualized Interventions intended for 1-5% of struggling students.
- After the above intervention are exhausted, Tier 3 intervention will be implemented. This will be monitored very closely by the classroom teacher, the team and administration.
 - Data sources for Tier 2 and Tier 3 are the Intervention Records and progress monitoring graphs that are generated for individual students.
- The Data Management System will be as follows:
- Each student that is referred to RtI will receive a folder.
 - A database is kept on each student throughout the Tier process. This database will keep track of when the teacher completes a particular Tier.
 - After every meeting notes are taken and data is collected from each teacher and placed in the student's folder.
 - A copy of RtI notices that are given to the parents are filed in the folder.

Describe the plan to train staff on MTSS.

Faculty and staff members will be trained in RtI Process during the pre-planning week. The training will take place also on an on-going basis. The training will be conducted by the ESE Specialist and the Reading Coach, and will include all grade levels. Faculty and staff will have an understanding of (a) the roles and responsibilities of the team, (b) how to identify students, (c) assessments and resources that are available at the school and district level, and (d) ways the team will provide assistance to support instructional staff.

Describe the plan to support MTSS.

All faculty members will support MTSS on a daily basis. Professional development will be offered to ensure all faculty members are kept up-to-date on any changes, revisions or additional information that pertains to MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Deborah Peeples, Principal
Trevor Roberts, Assistant Principal
Carol Camirand, Reading Coach
Amrita Sookhansingh, Art Teacher
Febienne Desir, Guidance Counselor
Jennifer Gutzwiller, Speech Pathologist
Kim Thomas, Team Leader, 1st Grade
Nicole Pasternak, Team Leader, 2nd Grade
Ryder, Team Leader, 3rd Grade
Lauren Brown, Team Leader, 5th Grade

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

The Literacy Leadership Team will meet on a bi-monthly basis. The major function of the team will be to plan (as needed), implement and monitor school-wide reading initiatives such as research based reading strategies, Accelerated Reader, Odyssey, Destination Reading, District Reading Plan, Cooperative Learning and other initiatives the team deems necessary. The team will work collaborate to implement the goals of the LLT, which are listed below. Staff members will be informed about the goals and initiatives through faculty, leadership and grade level meetings.

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

The LLT will continue with the above roles and functions but will also add the following. The LLT will assist in overseeing the implementation and monitoring of the adoption of the Common Core Standards and the implementation and monitoring of the instructional focus calendars within their assigned grade level. The team will also formulate and conduct Professional Learning Communities focused on reading strategies, reading websites and book clubs/talk. The team will review data as it relates to reading assessments and reading ILS programs. The team will work with teachers to redesign instruction and monitor the implementation of the Core Reading Program.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

There are two Headstart classes located on campus. In an effort to assist in the transition of preschool children from early childhood programs to local elementary programs there will be several programs in place to assist.

Registration will take place early Spring. Open House in the Fall. Teachers and Teacher Assistants are responsible for conducting home visits, conferences, orientations and workshops based on results of parents' surveys. Parent Involvement is highly encouraged through Policy Council, to include volunteering and contributions.

Early childhood teachers collaborate and plan with Kindergarten teachers to ensure that students are prepared to enter kindergarten. District personnel meet and work with staff to give updates on vertical articulation between pre-kindergarten and kindergarten.

A Headstart Round-up will be held prior to the first day of school, in which parents are invited to attend and be informed about the specific program their child is enrolled in. The parents will be informed about the academic programs that will be implemented, assessments and other general information.

Parent information nights will be held quarterly to keep parents informed and updated. At these meetings, parents will be provided skills training and Kindergarten transition tips.

The following assessments are also utilized in the transition phase:

- Brigance Screening
- Writing samples (3 times per year)
- Letter Knowledge (3 times per year)
- Phonemic Awareness Screening
- Phonics Screening
- Concepts of Print
- Creative Curriculum (anecdotal observations)

*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:	By June 2013, 35% (105 out of 300) of students in grades 3-5 will score Level 3 or above on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (89 out of 300) of the students in grade 3-5 scored a Level 3 on the 2012 FCAT Reading.	35% (105 out of 300) of students in grades 3- 5 will score Level 3 or above on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New teachers in grades 3-5	Provided continuous professional development opportunities in the areas of Reading, Math, Science and Writing to teachers in 3-5 Assign effective mentors	Principal Assistant Principal Reading Coach Team Leaders NESS Coach	Classroom observations Evaluation of BAT 1 and BAT 2 results Benchmark Assessments	Classroom observation data Spring 2013 FCAT Results
2	Transient students who have gaps in reading foundation skills	Use DRAs to determine reading gaps and provide appropriate interventions from Struggle Reading	Principal Assistant Principal Reading Coach Team Leaders	Monitor placement of students in guided reading groups based DRA levels Monthly data chats with LLT, teachers, and students	DRA FAIR Baseline and mid-year BAT Results Spring 2013 FACT Results
3	Students use of strategies to increase higher level thinking skills in all academic areas	Grade levels will share best practices using higher level comprehension skills	Principal Assistant Principal Reading Coach	Review Lesson Plans Classroom observations	Classroom observation data Benchmark Assessments Baseline and mid-year BAT Results Spring 2013 FACT Results
4	Teacher knowledge of instructional strategies to increase cognitive complexity as it relates to teaching reading	Teachers will take part in staff development in strategies to increase cognitive complexity of questioning skills will be implemented to provide teachers with the knowledge to remediate and increase student proficiency levels. Differentiated small group instruction, read aloud/think aloud, guided practice, conferencing, independent reading, and	Principal Assistant Principal Reading Coach	Classroom observations Teacher Lesson Plans	Classroom Observation Tool Lesson Plans Formal Observations Benchmark Assessment Data Formal observations Intervention Assessments

		differentiated center learning will be utilized for students scoring level 1.			
5	Effective progress monitoring and implementation of interventions.	Teacher will administer and record bi-weekly intervention program progress monitoring data and collaborate with RTI team to provide effective interventions	Principal Assistant Principal Reading Coach	On-going Progress monitoring Data, Review of RTI team minutes Data Chats Leadership Meetings	Student Data Portfolio Formal and informal observations RTI Team Meetings Intervention assessments
6	Students' ability to maintain reading stamina using multiple grade appropriate lexiled passages.	Teachers will increase independent reading practice through projects, reading logs, and Accelerated Reader	Principal Assistant Principal Reading Coach	Ongoing Progress monitoring Data Review Student Data Chats	Monthly Assessment Data Review of Student Reading Logs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 50% (1 out of 2) of students scored at Levels 4, 5 or 6 in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 out of 2) of students scored at Levels 4, 5 or 6 in Reading	50% (1 out of 2) of students scored at Levels 4, 5 or 6 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	Implementation of differentiated strategies to target specific needs	Provide RtI and related professional development opportunities for targeted teachers Provide professional development opportunity related to fluency	ESE Coordinator Support Facilitator Reading Coach	Review and Evaluation of RTI data Targeted Professional Development	2013 Spring FAA Results

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:	By June 2013, 30% (90 out of 300) of students in grades 3-5 will score above proficiency, a Level 4 or 5 on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (75 out of 300) of students in grades 3-5 scored a Level 4 or 5 on the Reading FCAT Assessment.	30% (90 out of 300) of students in grades 3-5 will score above proficiency, a Level 4 or 5 on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Increasing the number of opportunities for students to interact with challenging curriculum and engage in critical thinking project learning	Implement innovative STEM Program for high achieving students	Principal Assistant Principal STAMP Coordinator STAMP Teachers	Classroom observations Data Chats Review of lesson plans	Number of enrolled students Classroom observation data Benchmark Assessments Baseline and mid-year data 2013 FCAT Results
2	The cognitive complexity of instruction and practices as they relate to standards	Higher order reading strategies will be implemented to maintain above proficiency and provide enrichment. Differentiated instruction, think/pair/share, higher order questions, Novel Studies, research and project based learning will be utilized for students scoring level 4 or level 5.	Principal Assistant Principal Reading Coach	Classroom observations Data Chats Student Portfolios	End of Chapter Assessments Benchmark Assessment Data Student Data Portfolio
3	Student ability to learn new knowledge at a higher level	Provide staff development to teachers on high-effect instructional strategies	Reading Coach Targeted Teachers	Classroom observations Student Portfolios On-going progress monitoring Data Chats	Benchmark Assessment Data Data Chats
4	The ability of the teacher to differentiate literacy centers with varying complexity tasks	Provide staff development and follow up modeling on how to vary higher-level student tasks	Principal Assistant Principal Reading Coach	Classroom observations Student Portfolios Data Chats On-going progress monitoring	Benchmark Assessment Data Teacher 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 reading. Reading Goal #2b:	By June 2013 at least 50% will score at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 out of 2) students scoring at or above Achievement Level 7 in reading.	At least 50% will score at or above Achievement Level 7 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	Effective application of differentiated instruction to target student weaknesses	Provide RtI and ongoing professional development opportunities to classroom teachers	Principal Assistant Principal ESE Coordinator Support Facilitator	Classroom observations	2013 FAA Results

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:	By 2013 69% (153 out of 219) of students in Grades 3-5 will make Learning Gains in Reading as evidenced on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (151 of 219) students in Grades 3-5 made Learning Gains on the 2012 Reading FCAT.	69% (153 out of 219) of students in Grades 3-5 will make Learning Gains in Reading as evidenced on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement with homework and supplemental activities	Provide resources and presentations at school to show parents how to support their child's education	Principal Assistant Principal Team Leaders	Sign-in sheets for parent events	Number of parent events Number of parent participants 2013 FCAT Results
2	Funds to provide supplemental instruction to under-performing students	Provide supplemental resources for students to take home (i.e. Winter Packet) Solicit funds from SAC to purchase resources for students in grades 4-5	Principal Assistant Principal SAC Chair	Classroom observations Data Chats Review and evaluation of baseline and mid-year data	2013 FCAT results
3	Increase knowledge and skills as they relate to the standards through differentiation of center activities	Centers will be designed specifically to tutor, remediate, re-teach skills and spiral complexity of skills reflective of the standards.	Principal Assistant Principal Reading Coach	Classroom observations Formal Observations Data Chats Student Portfolios	Benchmark Assessment
4	Students' ability to learn new knowledge at a higher cognitive levels	Teachers will receive training on the use of the Struggling Readers Chart to identify appropriate intervention materials to meet the needs of students.	Reading Coach	Student Portfolios On-going progress monitoring Data Chats	Benchmark Assessments Mini Assessments Data Review
5	The ability of the teacher to differentiate instruction with varying complexity tasks	Provide staff development and follow up modeling on how to vary higher-level student tasks.	Reading Coach	Classroom observations Student Portfolios On-going progress monitoring	Benchmark Assessment Intervention assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 50% of FAA students making learning gains in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 of 1)percentage of FAA students making learning gains in reading.	50% of FAA students making learning gains 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	New teachers in grades 3-5	Provided continuous professional development opportunities in the areas of Reading and Math to teachers in 3-5	Principal Assistant Principal Reading Coach Team Leaders	Classroom observation Review of lesson plans	Classroom observation data Spring 2013 FAA Results
2	Effective use of differentiated instruction in effected grades	Provided continuous professional development opportunities in the areas of Reading and Math to teachers in 3-5	Principal Assistant Principal Reading Coach Team Leaders	Classroom observation Review of lesson plans	Classroom observation data Spring 2013 FAA Results

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:	By June 2013 77% (46 out of 62) of students in the Lowest 25% will make Learning Gains in Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (45 out of 60) of the students in the Lowest 25% made Learning Gains in Reading on 2012 FCAT.	77% (46 out of 62) of students in the Lowest 25% will make Learning Gains in Reading on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of funds to provide supplemental instruction to under-performing students	Solicit funds from SAC to purchase resources for students in grades 3-5 Provide supplemental resources for students to take home (i.e. Winter Packet)	Principal Assistant Principal SAC Chair Team Leaders	Classroom observations Review and comparison of baseline and mid-year data	Classroom observation data Benchmark Assessments 2013 Spring FCAT Results
2	Effective instruction of targeted intervention programs and strategies	Assist teachers in the delivery of reading strategies and intervention programs to increase learning gains Provide staff development in the areas of Differentiated Small Group instruction, read aloud/think aloud, and guided practice	Principal Assistant Principal Reading Coach	Classroom observations Data Chats	Ongoing progress monitoring Benchmark Assessments Student portfolio
3	Lack of targeted materials	Assist teachers in researching and identifying materials from the Struggling Readers' Chart that are appropriate for targeted instruction/intervention	Principal Assistant Principal Reading Coach	Classroom observations Data Chats	Student portfolios ILS Reports

		to meet students' needs			
4	Lack of students phonics ability	Teachers will be trained in Phonics for Reading and/or Intermediate Rewards programs in an effort to increase student phonics knowledge	Principal Assistant Principal Reading Coach	Ongoing progress monitoring	Program Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	By June 2013, 64% (165 out of 258) of the students in the Black subgroup will score Level 3 or above on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(118 of 258) students scored Level 3 or above on the 2012 Reading FCAT.	64% (165 out of 258) of the students in the Black subgroup will score Level 3 or above on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have gaps in learning from previous grade level(s)	Use student tracking sheet during Teacher-student data chat	Principal Assistant Principal Reading Coach Team Leaders	Review notes from teacher-student chats Review samples of student tracking sheet	2013 FCAT Results Baseline and Mid-year BAT results
2	Teachers lack of knowledge to differentiate instruction	Review, assist and revise classroom schedules to minimize movement and increase time on task	Classroom Teachers Team Leaders Reading Coach	Classroom observations Review of teacher schedules	Formal and informal observations Classroom walkthrough Formal/Informal Assessments
3	Students' ability to maintain reading stamina using multiple grade appropriate lexiled passages.	Teachers will increase independent reading practice through research projects, reading logs and Accelerated Readers.	Classroom Teachers Reading Coach Team Leaders	Review of actual passages Student Data Review	Student Data Reports
4	Lack of background knowledge	Teachers will utilize virtual field trips and United Streaming to build background knowledge and provide students with the opportunity to create content area	Principal Assistant Principal Reading Coach	Evaluation of projects and activities	Evaluate application of project procedures and rubric(s)

	reference and research projects in an effort to make real-world connections		
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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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 75% (15 out of 20) of the students in the ELL subgroup will score Level 3 or above on the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (14 of 20) of the students in the ELL subgroup scored Level 3 or above on the 2012 Reading FCAT.	75% (15 out of 20) of the students in the ELL subgroup will score Level 3 or above on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of qualified staff to provide home language instruction to all ELL students	Seek and recruit highly qualified staff with appropriate language skills Attend recruitment/community events	Principal Assistant Principal Reading Coach Team Leaders	Survey staff Parent surveys and feedback at SAC/SAF meetings	CELLA Results 2013 FCAT Results
2	Effective instruction of targeted state adopted programs and strategies	Assist teachers in the delivery of ELL strategies and programs to increase learning gains Provide staff development for effective programs Use of I-Station	Reading Coach	Classroom observations Data Chats Review of student assessments	Benchmark assessments On-going progress monitoring Student Data Student Portfolios
3	Limited English Proficiency	Teacher will apply ESOL strategies to instruction such as modeling, use of illustrations/diagrams, anticipation guides, field trips	Administration Reading Coach	Monthly Teacher/Administration Data Chats Review of lesson plans	Student Data Portfolio Ongoing Alternative Assessments District Alternative Assessments Benchmark Assessments
4	Poor fluency skills	Teacher will provide daily opportunities for students to practice repeated reading during center time and during their core reading program	Reading Coach Team Leaders	Monthly monitoring of fluency progress	Student Fluency Records

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:	This subgroup did not count for the 2011-2012 school year calculation toward AYP.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
This subgroup did not count for the 2011-2012 school year calculation toward AYP.	This subgroup will not count for the 2012-2013 school year calculation toward AYP.

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	Finding the appropriate resources to target tiered interventions	Work with ESE coordinator and other out-of-building personnel to gather a variety of tiered resources	Principal Assistant Principal ESE Coordinator Reading Coach Team Leaders	RtI monthly meeting notes Feedback from ESE and general education teachers	2013 FAA and FCAT Results RtI end of year data Baseline and mid-year BAT data
2	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 66% (237 out of 359) of the students in the Economically Disadvantaged subgroup will score Level 3 or above on the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (199 of 323) students in the ED subgroup scored Level 3 or above on the 2012 Reading FCAT.	66% (237 out of 359) of the students in the Economically Disadvantaged subgroup will score a Level 3 or above on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student prior knowledge	Teachers will utilize virtual field trips and United Streaming to build background knowledge and provide students with the opportunity to create content area reference and research projects in an effort to make real-world connections.	Reading Coach Team Leaders	Teacher-student Data Chats	Ongoing progress monitoring Student Portfolio Benchmark Assessments
2	Lack of Parental involvement	Parent workshops will be conducted to educate and welcome parents to the school community	Principal Assistant Principal Reading Coach	Parental feedback	Parent Survey
3	Funding for Extended Day Tutoring	Parent workshops will be provided to educate parents on grade level expectations and students responsibilities	Principal Assistant Principal Reading Coach	Ongoing Progress monitoring Data Chats	Benchmark Assessments Parents survey

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
High Effect Strategies	3-5	Reading Coach	School-wide	Weekly PD / During Planning Periods	Leadership Meetings Focus Team Meetings PD Follow-up	Principal Assistant Principal Reading Coach
Common Core Standards Implementation	K-5	Reading Coach	School-wide	Weekly PD / During Planning Periods	Leadership Meetings Focus Team Meetings PD Follow-up	Principal Assistant Principal Reading Coach
Small Group Instruction	K-5	Reading Coach	School-wide	Weekly PD / During Planning Periods	Leadership Meetings Focus Team Meetings PD Follow-up	Principal Assistant Principal Reading Coach
Cooperative Learning	K-5	Reading Coach	School-wide	Weekly PD / During Planning Periods	Leadership Meetings Focus Team Meetings PD Follow-up	Principal Assistant Principal Reading Coach
Informational Functional Text	K-5	Reading Coach	School-wide	Weekly PD / During Planning Periods	Leadership Meetings Focus Team Meetings PD Follow-up	Principal Assistant Principal Reading Coach

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
High Effect Strategies Common Core State Standards Implementation Small Group Instruction Cooperative Learning Informational Functional Text	Title One	Title One (1,900 each)	\$9,500.00
			Subtotal: \$9,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,500.00

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:			By June 2013, 30% of K-5 students will score at proficiency on Listening/Speaking sections of the CELLA		
2012 Current Percent of Students Proficient in listening/speaking:					
18% of K-5 students (12 of 65) scored at proficiency on the Listening/Speaking sections of the 2012 CELLA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources needed to facilitate supplemental instruction and language support to students	Place ELL students in high performing classrooms	Principal Assistant Principal Reading Coach	Classroom observations Data Chats	2013 CELLA 2013 FCAT/CELLA ESOL Program Exit Data

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:			By June 30, 2013, 30% of K-5 students will score at proficiency on the Reading section of the CELLA		
2012 Current Percent of Students Proficient in reading:					
18% of K-5 students (12 of 65) scored at proficiency on the Reading section of the 2012 CELLA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

3. Students scoring proficient in writing. CELLA Goal #3:		By June 30, 2013, 30% of K-5 students will scored at proficiency on the Writing section of the CELLA		
2012 Current Percent of Students Proficient in writing:				
22% of K-5 students (14 of 65) scored at proficiency on the Writing section of the 2012 CELLA				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I-Station	ILS Program	District	\$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
IPT Resources	Assessment Booklets	Unidentified	\$800.00
			Subtotal: \$800.00
			Grand Total: \$800.00

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:	By June 2013, 40% (130 out of 324) of the students in grade 3-5 will score at Level 3 on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (97 of 300) students scored Level 3 on the 2012 FCAT Math.	40% (130 out of 324) of the students in grade 3-5 will score at Level 3 on the FCAT 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	New teachers in grades 3-5	Provided continuous professional development opportunities in the areas of Reading, Math, Science and Writing to teachers in 3-5 Assign effective mentors	Principal Assistant Principal Reading Coach Team Leaders NESS Coach	Classroom observations Evaluation of BAT 1 and BAT 2 results Benchmark Assessments	Classroom observation data Spring 2013 FCAT Results
2	Students use of strategies to increase higher level thinking skills in all academic areas	Grade levels will share best practices using higher level comprehension skills	Principal Assistant Principal Reading Coach	Review Lesson Plans Classroom observations	Classroom observation data Benchmark Assessments Baseline and mid-year BAT Results Spring 2013 FACT Results
3	Transient students who have gaps in rudimentary mathematical skills	Provide ongoing instruction and best practices related to Struggle Math Chart	Principal Assistant Principal Reading Coach Team Leaders	Review Lesson Plans Discuss and monitor strategies during Data Chats Classroom observations	Classroom observation data Benchmark Assessments Baseline and mid-year BAT Results Spring 2013 FACT Results
4	Students have shallow understanding of scientific concepts and are not familiar with scientific terms (vocabulary)	Provide ongoing instruction and best practices related to Science benchmarks Create Science Lab schedule for Grades 4-5	Principal Assistant Principal Reading Coach Team Leaders	Science Lab Schedule Review Lesson Plans Classroom observations during science lab times	Classroom observation data Benchmark Assessments Baseline and mid-year BAT Results Spring 2013 FACT Science Results
	Insufficient implementation of differentiated teaching strategies during	K-5 Teachers will be trained on research – based differentiated strategies that infuse	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations One-on-one conferencing with administrators to	Benchmark Assessments

5	instruction	manipulative, technology, flexible learning centers, and cooperative learning groups to meet the needs of all learners in the class		determine the effectiveness of the strategy.	
6	Implementation of Math Standards with fidelity and following the pacing guidelines while meeting the needs of the students	Continue to provide opportunities for teachers to attend professional developments to learn about the mathematics benchmarks that are assessed Opportunities for teachers to share during Professional Learning Community Continue to re-align the District and the school-wide instructional Focus calendar to meet students' areas of needs	Team Leaders	Classroom observations	Benchmark Assessments Baseline and mid-year BAT results
7	Limited infusion of rigorous activities during instruction and some teacher created assessments	Teachers will be required to using higher order questions and strategies such as Marzano Use individualized technology based programs, such as Soar to Success Math competition Peer Tutoring Cooperative learning groups	Team Leaders	Classroom observations	Go Math Assessments BAT I & BAT II ILS Reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By June 2013, 50% (1 out of 2) will score at Levels 4, 5, or 6 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 out of 2) scored at Levels 4, 5, and 6	50% (1 out of 2) will score at Levels 4, 5, or 6 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	Implementation of differentiated strategies to target specific needs	Provide RtI and related professional development opportunities for targeted teachers Provide professional development opportunity related to fluency	ESE Coordinator Support Facilitator Reading Coach	Review and Evaluation of RtI data Targeted Professional Development	2013 Spring FAA Results

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:	By June 2013, 35% (105 out of 300) of students in grades 3-5 will score Level 4 or 5 on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (83 of 300) students scored Levels 4&5 on the Math portion of the FCAT.	35% (105 out of 300) of students in grades 3-5 will score above proficiency, Level 4 or 5, on the 2013 FCAT 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	Increasing the number of opportunities for students to interact with challenging curriculum and engage in critical thinking project learning	Implement innovative STEM Program for high achieving students	Principal Assistant Principal STAMP Coordinator STAMP Teachers	Classroom observations Data Chats Review of lesson plans	Number of enrolled students Classroom observation data Benchmark Assessments Baseline and mid-year data 2013 FCAT Results
2	Teachers' lack of resources to provide students with a compacted curriculum to meet the rigor and needs of Level 4 and 5 students	Teachers will use the available capabilities to move among Go Math Grade levels to select lessons from the Glencoe Series to find the best fit for the students. The teacher will provide enrichment project activities through the technology component of the Go Math Series, appropriate graphic organizers such as Frayer's Model to teach and maintain key math concepts, cooperative groups, Math Club/Superstars/competition	Principal Assistant Principal STAMP Coordinator STAMP Teachers General Education Teachers	Lesson Plans to determine the content of the curriculum Classroom observations One-on-one conferencing with administrators	Teacher made Vocabulary Assessments with Go Math vocabulary Benchmark Assessments
3	Lack of targeted instructional materials and teacher inability to deliver higher level instructional strategies instructional strategies.	Provide targeted professional development to address high level instruction	Principal Assistant Principal STAMP Coordinator STAMP Teachers General Education Teachers	Classroom Walkthroughs Leadership Meetings	Benchmark Assessments Checkpoint Assessments
4	Students' lack of basic math-fact fluency	K – 5 will implement daily one-minute fluency drill on grade/standard appropriate basic number facts. Each month students will complete a fast fact of the month assessment such as a multiplication/addition grid, etc.	Principal Assistant Principal STAMP Coordinator STAMP Teachers General Education Teachers	Classroom observations Data Chats	Teacher-made "Quick Recall" basic fact sheet to determine students' prerequisite basics facts skills

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:	By 2013 the percent of students scoring at or above Level 7 on the Math FAA will remain constant with the 2012 results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 100% (2 out of 2) of students who were administered the Math FAA, scored at or above Level 7	In 2013 100% of students will score at or above Level 7 on the Math FAA.

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	Effective application of differentiated instruction to target student weaknesses	Provide RtI and ongoing professional development opportunities to classroom teachers	Principal Assistant Principal ESE Coordinator Support Facilitator Reading Coach Team Leaders	Classroom observations	2013 FAA Results

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:	By June 2013, 80% (175 out of 219) of students in grades 3-5 will make Learning Gains on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (172 out of 219) of students in grades 3-5 made Learning Gains on the Math portion of the 2012 FCAT.	80% (175 out of 219) of students in grades 3-5 will make Learning Gains on the 2012-2013 FCAT 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	Lack of parental involvement with homework and supplemental activities	Provide resources and presentations at school to show parents how to support their child's education	Principal Assistant Principal Team Leaders	Sign-in sheets for parent events	Number of parent events Number of parent participants 2013 FCAT Results
2	Funds to provide supplemental instruction to under-performing students	Provide supplemental resources for students to take home (i.e. Winter Packet) Solicit funds from SAC to purchase resources for students in grades 4-5	Principal Assistant Principal SAC Chair	Classroom observations Data Chats Review and evaluation of baseline and mid-year data	2013 FCAT results
	Tiering the math curriculum to meet students' needs	Teachers will use the recommendations in the District Improvement and Assistance Plan (DIAP). Tier 1 - Go Math daily. Tier 2 - Strategic Intervention and Soar to	Principal Assistant Principal	Classroom observations Teacher/student data chats	Benchmark Assessments Data Chats

3		Success, Tier 3 - Intensive Intervention Teachers will work closely with the school's RTI Team to continually monitor the progress of these students			
4	Teachers need training on implementing the IFC for the NGSSS and Common Core State Standards	An instructional focus calendar based on the NGSSS which identifies specific grade level skills with accompanying lessons for daily instruction will be utilized in grades K-5 Teachers' instructional board will reflect alignment with standards, text, and assessment	Principal Assistant Principal	Classroom observations Analyze data through data chat, and provide feedback Review of Student Data assessment to determine mastery of standards Provide feedback through data chats	Benchmark Assessments Summative Assessments Teacher tests
5	Ability to analyze student's performance data to drive instruction	Provide training on how to use student performance data to drive instruction Revise the focus calendar to meet students' need based on the data Continuous progress monitoring and alignment of the instruction and the assessment	Principal Assistant Principal	Classroom observations Analyze data through data chat, and provide feedback Review of Student Data assessment to determine mastery of standards Provide feedback through data chats	Benchmark Assessments Teacher 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2013 Math FAA, the percent making learning gains will remain constant to 2012 results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FAA 100% (1 out of 1) of students made learning gains on the Math FAA	By June 2013, 100% of students taking the Math FAA will making learning gains.

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	New teachers in grades 3-5	Provided continuous professional development opportunities in the areas of Reading and Math to teachers in 3-5	Principal Assistant Principal Reading Coach Team Leaders	Classroom observation Review of lesson plans	Classroom observation data Spring 2013 FAA Results
2	Effective use of differentiated instruction in effected grades	Provided continuous professional development opportunities in the areas of Reading and Math to teachers in 3-5	Principal Assistant Principal Reading Coach Team Leaders	Classroom observation Review of lesson plans	Classroom observation data Spring 2013 FAA Results

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:	By June 2013, 70% (48 out of 68) of the students in the Lowest 25% in grades 3-5 will score at or above Level 3 on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (43 of 63) students made Learning Gains in Math.	70% (48 out of 68) of the students in the Lowest 25% in grades 3-5 will score at or above Level 3 on the FCAT 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	Lack of funds to provide supplemental instruction to under-performing students	Solicit funds from SAC to purchase resources for students in grades 3-5 Provide supplemental resources for students to take home (i.e. Winter Packet)	Principal Assistant Principal SAC Chair Team Leaders	Classroom observations Review and comparison of baseline and mid-year data	Classroom observation data Benchmark Assessments 2013 Spring FCAT Results
2	Students not being able to retain information taught	Specific and targeted strategies as set out in the District Improvement Assistance Plan (DIAP) Increase the use of small group instructions, cooperative-learning groups, peer tutoring Specific targeted professional development on how to infuse all the modalities to help students retain learning	Principal Assistant Principal SAC Chair Team Leaders	Classroom observations Data Chats	Benchmark Assessments 2013 Spring FCAT Results
3	Early identification and interventions for the students in the Lowest 25%	Analyze students' incoming data and begin Go Math intervention Strategies with identified students at the beginning of the school year Expose students to the intervention components of the Go Math Series – lessons should go from concrete, pictorial, and abstract Teachers will get parental support by communicating the importance of the home-school connection with parents early in the school year	Principal Assistant Principal SAC Chair Team Leaders	Daily on-going progress monitoring of the students in the Lowest 25% Review of students' End-of-Chapter, Big Ideas, and Benchmark Assessments to monitor student progress.	Summative assessments Benchmark Assessments 2013 Spring FCAT Results
4	Students' lack of basic prerequisite math facts and skills	Use grade level prerequisite data sheet to fill in students' gap while maintaining grade level proficiency. This will be done through Go Math Video Pod casts,	Team Leaders Classroom teachers	Analyze prerequisite Data Chat Sheets Data chat to review the students' gap report to revise and review instructional focus	BAT Assessments (I and II) Benchmark Assessments

	manipulatives, and Real World Videos. These will be used extensively to reinforce, re-teach and maintain grade level basic skills and concepts	
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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 : <input type="text"/>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	By June 2012, 72% (220 out of 305) of the students in the Black subgroup will score Level 3 or above on the FCAT math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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68% (206 out of 305) of Black students scored Level 3 or higher on the Math portion of the FCAT.	72% (220 out of 305) of the students in the Black subgroup will score Level 3 or above on the FCAT math.
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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 have gaps in learning from previous grade level(s)	Use student tracking sheet during Teacher-student data chat	Principal Assistant Principal Reading Coach Team Leaders	Review notes from teacher-student chats Review samples of student tracking sheet	2013 FCAT Results Baseline and Mid-year BAT results
2	Delivering meaningful instruction to meet the needs of the various learning styles and abilities	Students will receive differentiated instruction Teachers will use the available capabilities to move among Go Math Grade level programs to select the best fit for the students Students will also use the varying computer components of the Go Math series such as iTools, Destination Math, and FCAT Explorer	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations Use of common planning time Lesson Plan review	Benchmark Assessments Review of Student Portfolio
	Analyzing the prerequisite report for gaps and missing prerequisite skills	Teachers will use grade level prerequisite data sheet to fill in students' gap while maintaining grade level proficiency. This will be done through Go Math Video Pod casts, manipulative, and Real	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations Student Work Review of Student Data	Mini Assessments End of Chapter Assessments

3		World Videos. These will be used extensively to reinforce, re-teach and maintain grade level basic skills and concepts Teachers will use Small Group Instruction, Students math journals, and the technology components of the Go Math series to fill these gaps			
4	Integrating the hands-on materials in the math block	Students will receive differentiated instruction including, but not limited to using base ten materials, geometric solids, and other math manipulative Daily use of Go Math Boards	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations	Mini Assessments End of Chapter Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 65% (48 out of 74) of the students in the ELL subgroup will score at or above Level 3 on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (45 of 74) students in the ELL subgroup scored Level 3 or above on the FCAT Math.	65% (48 out of 74) of the students in the ELL subgroup will score at or above Level 3 on the FCAT 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	Lack of qualified staff to provide home language instruction to all ELL students	Seek and recruit highly qualified staff with appropriate language skills Attend recruitment/community events	Principal Assistant Principal Reading Coach Team Leaders	Survey staff Parent surveys and feedback at SAC/SAF meetings	CELLA Results 2013 FCAT Results
2	Inability to differentiate instruction for ELL Students	All teachers will be trained to effectively instruct their students on how to use Integrated Learning Systems to increase math efficiency	Principal Assistant Principal Reading Coach Team Leaders	Common Planning Time Lesson Plan Review	Data Reports Classroom Walkthroughs
3	Teachers inability to implement the RTI process with fidelity	RTI team will assist in the early recommendations of students' interventions Use of CAVS (push-in)	Principal Assistant Principal Reading Coach Team Leaders	Weekly RTI meetings to monitor students' progress On-going Progress Monitoring	Tier Intervention Review Meetings
4	Students lack knowledge of math key terms that help them identify how to solve word problems	Small Group Instruction, double dosing, and student math journals Daily review of key	Principal Assistant Principal Reading Coach Team Leaders	Frequent progress monitoring to assess students understanding of the math terminologies, weekly data meetings to discuss	Go Math Assessments Data Student goal setting and

	vocabulary words	students' data, and to revise instructional focus	monitoring of their data
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	For the 2013 FCAT, this subgroup did not count toward the calculation of AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2012 FCAT, this subgroup did not count toward the calculation of AYP.	For the 2013 FCAT, this subgroup did not count toward the calculation of AYP.

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	Finding the appropriate resources to target tiered interventions	Work with ESE coordinator and other out-of-building personnel to gather a variety of tiered resources	Principal Assistant Principal ESE Coordinator Reading Coach Team Leaders	RtI monthly meeting notes Feedback from ESE and general education teachers	2013 FAA and FCAT Results RtI end of year data Baseline and mid-year BAT data

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 72% (234 out of 325) of ED students will score a level 3 or above on the FCAT for math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(222 of 325) of ED students scored a level 3 or above on the Math portion of the FCAT.	72% (234 out of 325) of ED students will score a level 3 or above on the Math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack of training to be able to utilize the Struggling Math Chart	Team Leaders will provide a professional development workshop to review the components of their grade level Struggling Math Chart Teachers will become familiar with the screening, textbook resources, supplemental resources, intervention resources, individual and group diagnostic assessments, and the monitoring process	Team Leaders	Data Chats with teachers to monitor under-performing students and use of resources Sharing of Best Practices based on resources from the Struggling Math Chart	Benchmark Assessments

2	Insufficient implementation of differentiated teaching strategies during instruction	K – 5th grade Teachers will participate in math PLC with a focus on Marzano's High Yield Strategies and Standard based activities using their grade level Test Specifications and Content Limits. Students will show their knowledge by writing explanation of their problem solving reasoning, and be able to judge whether their answers are reasonable.	Team Leaders	Professional Learning Communities Students will be monitored frequently through math assessments Teacher data chats and student goal setting	Benchmark Assessments Mini Assessments ILS Reports
3	Early Identification and interventions for the students in the Lowest 25%	Begin Go Math intervention strategies with identified students at the beginning of the school year Provide professional development on the Intervention components of the Go Math Series early in the school year Communicate the importance of the home school connection with parents early in the school year Begin progress monitoring and work closely with the RTI team	Team Leaders	On-going Progress Monitoring Classroom observations Data Chats	Benchmark Assessments End-of-Chapter Assessments BAT Assessments (I and II)

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 Blended CCSS	K-5	PD Facilitator Team Leaders PLC Leader District Staff	School-wide	District level Math Training Schedule(s)	Data Chats Classroom observations	Principal Assistant Principal
Effective Math Centers	3-5	PD Facilitator Team Leaders PLC Leader District Staff	School-wide	District level Math Training Schedule(s)	Data Chats Classroom observations	Principal Assistant Principal
Go Math Interventions	3-5	PD Facilitator Team Leaders PLC Leader District Staff	School-wide	District level Math Training Schedule(s)	Data Chats Classroom observations	Principal Assistant Principal

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
Effective Math Centers Go Math Interventions Math Blended CCSS	Provide professional development to teachers on an on-going basis. Share Best Practices with staff	Title I (2,000 each)	\$6,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

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.		By June 2013, 38% of student in grade 5 will score Level 3 on the FCAT for Science.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (35 of 126) students scored level 3 on the 2012 Science FCAT.		38% of student in grade 5 will score Level 3 on the FCAT for Science.			
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	New teachers in grades 3-5	Provided continuous professional development opportunities in the areas of Reading, Math, Science and Writing to teachers in 3-5 Assign effective mentors	Principal Assistant Principal Reading Coach Team Leaders NESS Coach	Classroom observations Evaluation of BAT 1 and BAT 2 results Benchmark Assessments	Classroom observation data Spring 2013 FCAT Results

2	Students use of strategies to increase higher level thinking skills in all academic areas	Grade levels will share best practices using higher level comprehension skills	Principal Assistant Principal Reading Coach	Review Lesson Plans Classroom observations	Classroom observation data Benchmark Assessments Baseline and mid-year BAT Results Spring 2013 FACT Results
3	Students have shallow understanding of scientific concepts and are not familiar with scientific terms (vocabulary)	Provide ongoing instruction and best practices related to Science benchmarks Create Science Lab schedule for Grades 4-5	Principal Assistant Principal Reading Coach Team Leaders	Science Lab Schedule Review Lesson Plans Classroom observations during science lab times	Classroom observation data Benchmark Assessments Baseline and mid-year BAT Results Spring 2013 FACT Science Results
4	The knowledge base/level of students in the area of Science	Implement schedules to ensure that all students at all levels are receiving explicit, systematic science instruction on a daily basis, and that teachers are scaffolding instruction to meet students' individual needs Provide numerous opportunities for students to engage in hands-on scientific inquiry FCAT Explorer Interactive Word Bank Science Journal Center Activities Integrate 5E Model of instruction	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations Teachers will receive feedback on classroom monitoring instrument Data Chats	Benchmark Assessments Unit Benchmark Assessments BAT I and II Science journals and lab reports
5	Teachers' lack of experience with/knowledge of newly adopted science instructional materials	Provide in-house staff development to all teachers	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations Teachers will receive feedback on classroom monitoring instrument Data Chats	Benchmark Assessments BAT I and II results Science journals and lab reports
6	Implementation of effective, hands-on Science centers	Provide staff development on implementing effective science centers Sharing of best practices Science Notebooks Lab reports	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations Review of lesson plans	Benchmark Assessments BAT I and II results Science journals and lab reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, at least 30% of students will score at Levels 4, 5 or 6 on the Science FAA.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
On the 2012 FAA Science Assessment 0% (0 out of 2) students scored at Levels 4, 5, or 6.	The percent of students scoring at Levels 4, 5 or 6 will increase by at least 30%.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of knowledge and usage of standard scientific vocabulary	Provide Professional Development to targeted teachers	Principal Assistant Principal Reading Coach Team Leaders	Classroom observations Word walls Data Chats	2013 FCAT Science Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 10% of grade 5 students will score Level 4 or higher on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(8 out of 126) student in grade 5 scored Levels 4 or 5 on the 2012 FCAT Science	10% of 5th grade students will score Level 4 or higher on the FCAT Science.

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	Increasing the number of opportunities for students to interact with challenging curriculum and engage in critical thinking project learning	Implement innovative STEM Program for high achieving students	Principal Assistant Principal STAMP Coordinator STAMP Teachers	Classroom observations Data Chats Review of lesson plans	Number of enrolled students Classroom observation data Benchmark Assessments Baseline and mid-year data 2013 FCAT Results
2	Incoming fourth grade students lack basic scientific knowledge	Establish and implement after school enrichment activities for students Implement quarterly student generated science project activities Teacher will review and implement high	Principal Assistant Principal Team Leaders	Faculty Meetings with associated Professional Development Data Chats Classroom observations	Benchmark assessments End-of-Chapter Assessments BAT I and II

		<p>yield strategies</p> <p>Teacher will implement specific reading strategies to maintain above proficiency and provide enrichment</p> <p>Science journals</p>			
3	Limited time to review all strands associated with testing	<p>Review instructional focus calendar to ensure alignment with timeframe for each benchmark</p> <p>Frequently revisit standards to ensure that all Benchmarks are addressed</p> <p>Differentiated centers</p> <p>Project Based Learning</p>	Principal Assistant Principal Team Leaders Classroom teachers	<p>Review instructional focus calendar</p> <p>Develop crunch time focus calendar</p> <p>Classroom observations</p> <p>Data Chats</p>	<p>Benchmark assessments</p> <p>End-of-Chapter Assessments</p> <p>BAT I and II</p> <p>Science journals</p>
4	Teachers' lack of experience with/knowledge of newly adopted science instructional materials	Provide in-house staff development to all teachers	Principal Assistant Principal Team Leaders Classroom teachers	<p>Classroom observations</p> <p>Data Chats</p>	<p>Benchmark assessments</p> <p>End-of-Chapter Assessments</p> <p>BAT I and II</p> <p>Science journals</p>

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:	NA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Elementary Science and the Core	4 and 5	District Level Trainings	Teachers in grades 4 and 5	District schedule	Classroom/Science lab observations	Principal Assistant Principal
STEM Inquiry Investigations	4 and 5	District Level Trainings	Teachers in grades 4 and 5	District schedule	Classroom/Science lab observations	Principal Assistant Principal
STEM 2 Problem Based Learning	4 and 5	District Level Trainings	Teachers in grades 4 and 5	District schedule	Classroom/Science lab observations	Principal Assistant 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
Elementary Science and the Core STEM Inquiry Investigations STEM 2 Problem Based Learning	District Level Professional Development	Title I (\$1,000 each)	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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:	By June 2013, 90% of 4th grade students will score a 3.0 or above on the Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (73 of 90)of fourth grade students scored a level 3.0 or above on the Writing FCAT.	90% of 4th grade students will score a 3.0 or above on the Writing FCAT.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exhibit a lack of an enhanced vocabulary to effectively produce grade appropriate writing samples	<p>Teachers will arrange for students to have constructive responses to their writing by providing feedback, using mini-lessons to teach vocabulary, and extensively modeling the revising and editing process</p> <p>Students will use graphic organizers – clustering, concept maps, K-W-L, interactive word wall activities, and word sorts to teach vocabulary</p> <p>Students will have writing journals, dictionaries and thesaurus along with the opportunity for them to write and collaborate with their peers</p>	Principal Assistant Principal Team Leaders Reading Coach	<p>Administrator will monitor students' writing prompt on the School wide writing database</p> <p>Data Chats</p>	Student Writing Assessments
2	Limited time frame to provide additional instructional strategies in the area of writing	<p>Teachers use peer groups and peer tutoring to help students improve their writing skills</p> <p>Provide opportunities for students to write across the curriculum by explaining a math problem, writing about what they read, and writing daily in math and science journals</p>	Principal Assistant Principal Team Leaders Reading Coach	<p>Administrator will monitor students' writing prompt on the School wide writing database</p> <p>Data Chats</p>	Student Writing Assessments
3	Students have difficulty utilizing the writing process effectively	Teachers will use a balanced writing program that incorporates, modeled, shared, guided, and independent writing through the use of Six Traits strategies	Principal Assistant Principal Team Leaders Reading Coach	<p>Administrator will monitor students' writing prompt on the School wide writing database</p> <p>Data Chats</p>	Student Writing Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100% of students will score at or above level 4 on FAA (Writing section)
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 out of 1) of students scored at or above level 4 on the Writing section of FAA	By June 2013, 100% of students will score at or above level 4 on FAA (Writing section)

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	Increasing students' use of standard Grammar and writing conventions	Provide teachers with targeted Professional Development	Principal Assistant Principal Team Leaders Reading Coach	Classroom observations	Student Writing 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
Standards in Practice	4	Assistant Principal	Grade 4	During Grade Level Meeting	Classroom observations Student writing samples	Principal Assistant Principal
The Writing Process	K-3	Curriculum Support	School Wide	During Grade Level Meetings Mini Professional Development	Classroom observation Student writing samples Review of School-Wide Monthly Writing Prompts Review of Writing Database	Principal Assistant Principal
Writing Instruction for Common Core	3-5	District Support	Grade 3-5	District Training Calendar On-going	Classroom observation Student writing samples Review of School-Wide Monthly Writing Prompts Review of Writing Database	Principal Assistant Principal
Six Traits	K-3	Curriculum Support Assistant Principal	School-Wide	On-going Mini Professional Development	Classroom observation Student writing samples Review of School-Wide Monthly Writing Prompts Review of Writing Database	Principal Assistant Principal

Writing Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Notebooks	Writing curriculum resources	General Budget	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$1,200.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	To maintain an average daily attendance rate that is equal or greater to 97% for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance is 96% for the 2012-2013 school year.	The average daily attendance rate will increase to 97% (582 out of 600) for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
61 students had excessive absences for the 2012 school year.	The number of excessive absences will be reduced by 2% for 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)
88 students had excessive tardies for the 2012 school	The number of excessive tardies will be reduced by 2% for 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	Excessive excused/unexcused absences	Teacher to ensure there is an open line of communication with parents of students that are chronically Implement intervention strategies involving, parent(s), Guidance Counselor	Principal Assistant Principal	Review of daily attendance Parent Communication Log	Attendance Record review Decrease in the number of excused and unexcused absences

		and/or the school's Social Worker			
2	Classroom teachers being aware of students with excessive absences and/or who are chronically tardy to school	Open communication with teachers and BTIP Contact Review of Pinnacle attendance reports on a daily basis Provide professional development in the area of Attendance Requirements	Principal Assistant Principal	Review of attendance records Parent Communication Log	Pinnacle reports Teacher records/logs BTIP Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Requirements	School-Wide	Principal Assistant Principal	School-Wide	Pre-Planning Week On-going	Monitoring of Attendance Reports via Pinnacle	Principal Assistant Principal
Tardy Policy	School-Wide	Principal Assistant Principal	School-Wide	Pre-Planning Week On-going	Monitoring of Truancy Reports	Principal Assistant Principal

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
Professional Development Activities	Workshop attendance for instructional staff	Title One-Staff Development	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
BTIP Reports	BTIP reports generated by BTIP Contact	General Budget	\$700.00
			Subtotal: \$700.00
			Grand Total: \$3,200.00

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:	By June 2013, the number of external suspension will remain constant or decrease by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions reported for the 2012 school year was 13.	The number of in-school suspension will remain constant or decrease by 1% for the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of in-school suspensions reported for the 2012 school year was 13.	The number of in-school suspension will remain constant or decrease by 1% for the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
For the 2012 school year, a total of 1 student was externally suspended. The total number of students with AES Suspensions for the 2012 school year was 0. There were a total of 0 AES Suspensions.	By June 2013, the number of out-of-school suspensions will be expected to decrease by 1%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
For the 2012 school year, a total of 1 students were externally suspended. The total number of students with AES Suspensions for the 2012 school year was __. There were a total of __ AES Suspensions.	By June 2013, the expected number of out-of-school suspensions will be 1 and the expected number of AES placements will be 5 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Behavior Management in Identified Classrooms	Professional development in the area of Behavior Management and Classroom Management Intervention Checklist Classroom Behavior Plan Review of reward system in place	Principal Assistant Principal Classroom Teacher Team Leader	Classroom Observations Review of Classroom Behavior Plans and Procedures Data Chats Discipline Plan	Monthly review of discipline data for each teacher CHAMPS Rubrics
2	Ineffective implementation of Discipline Plan	Discipline Plan implementation Feedback provided to teachers Discipline Assemblies Lesson Plans for Behavior	Principal Assistant Principal Classroom Teacher Team Leader	Classroom Observations Discipline Committee Review	Monthly review of discipline 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
Behavior Management	School-Wide	Principal Assistant Principal Team Leaders	School-Wide	Pre-Planning Week On-going Mini Professional Development	Daily Monitoring Team Leader Meetings	Principal Assistant Principal
Classroom Management	School-Wide	Principal Assistant Principal Team Leaders	School-Wide	Pre-Planning Week On-going Mini Professional Development	Daily Monitoring Team Leader Meetings	Principal Assistant Principal

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
Professional Development for Behavior Management	Videos for Behavior Management	General Budget	\$1,200.00
Professional Development for Classroom Management	Videos for Classroom Management	General Budget	\$1,200.00
CHAMPS	CHAMPS Workshop	General Budget	\$8,000.00
			Subtotal: \$10,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,400.00

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>		By June 2013, the percentage of parents participating in school-wide and Title-1 activities will increase by at least 8%			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
At the conclusion of 2012 school year, 57%(370) of Village Families had participated in at least one school related event		At the conclusion of 2013 school year, at least 65% (390) of Village Families will have participated in at least one school related event			
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	Low Attendance for Parent Parental Involvement Activities	Market activities on a weekly basis Parent Resource Room that is available year around	Title One Contact	Parent Sign-in Sheet Parent Contact	Parent Survey

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
Parent Night for Reading	School-Wide	Reading Coach Team Leaders	All Parents of Village Elementary	October 23, 2012	Parent Contact Parent Survey	Principal Assistant Principal Reading Coach
Parent Night for Math	School Wide	Reading Coach Team Leaders	All Parents of Village Elementary	Pending	Parent Contact Parent Survey	Principal Assistant Principal Reading Coach
Multicultural Parent Night	School-Wide	Multicultural Contact Title One Contact	All Parents of Village Elementary	February 21, 2012	Parent Survey	Multicultural Contact Title One Contact Assistant Principal

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
Parent Night for Reading	Leveled Books Grade Level Reading Materials	Title One-Parental Involvement	\$2,000.00
Parent Night for Math	Grade Level Math Materials	Title One-Parental Involvement	\$2,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Multicultural Parent Night	Video-Made by Students of Village Multicultural Presentation	General Budget	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$7,000.00

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:		Organize and facilitate classrooms of high achieving students to engage in curriculum centered on Science, Technology, Math and related fields.			
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	Marketing and Recruiting	Participate in community activities to market STAMP STAMP Presentations	Principal	Student enrollment	Master Schedule STAMP classes Number of students enrolled in STAMP
2	Cost to parents who wish to have child participate in STAMP	Solicit funds from business and community partners to off-set costs	SAC Chair and Business Partnership Coordinator		Master Schedule STAMP classes Number of students enrolled in STAMP

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
CELLA	I-Station	ILS Program	District	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	High Effect Strategies Common Core State Standards Implementation Small Group Instruction Cooperative Learning Informational Functional Text	Title One	Title One (1,900 each)	\$9,500.00
Mathematics	Effective Math Centers Go Math Interventions Math Blended CCSS	Provide professional development to teachers on an on-going basis. Share Best Practices with staff	Title I (2,000 each)	\$6,000.00
Science	Elementary Science and the Core STEM Inquiry Investigations STEM 2 Problem Based Learning	District Level Professional Development	Title I (\$1,000 each)	\$3,000.00
Attendance	Professional Development Activities	Workshop attendance for instructional staff	Title One-Staff Development	\$2,500.00
Suspension	Professional Development for Behavior Management	Videos for Behavior Management	General Budget	\$1,200.00
Suspension	Professional Development for Classroom Management	Videos for Classroom Management	General Budget	\$1,200.00
Suspension	CHAMPS	CHAMPS Workshop	General Budget	\$8,000.00
Parent Involvement	Parent Night for Reading	Leveled Books Grade Level Reading Materials	Title One-Parental Involvement	\$2,000.00
Parent Involvement	Parent Night for Math	Grade Level Math Materials	Title One-Parental Involvement	\$2,000.00
				Subtotal: \$35,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	IPT Resources	Assessment Booklets	Unidentified	\$800.00
Writing	Writing Notebooks	Writing curriculum resources	General Budget	\$1,200.00
Attendance	BTIP Reports	BTIP reports generated by BTIP Contact	General Budget	\$700.00
Parent Involvement	Multicultural Parent Night	Video-Made by Students of Village Multicultural Presentation	General Budget	\$3,000.00
				Subtotal: \$5,700.00
				Grand Total: \$41,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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.

No Attachment (Uploaded on 9/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	\$1,907.00
Educational Field Trips	\$1,000.00

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

Village Elementary School's School Advisory Council meets on the 2nd Wednesday of each month. The meetings are held on campus in the media center at 5:30 p.m. The faculty, staff, parents and community members work in conjunction with each other to improve student achievement.

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 VILLAGE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	73%	92%	38%	268	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	67%	68%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	68% (YES)			115	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					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District VILLAGE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	56%	82%	30%	227	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	56%	53%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	52% (YES)			97	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					433	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested