FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WATKINS ELEMENTARY SCHOOL

District Name: Broward

Principal: Lori A. Mendez

SAC Chair: Antoinette Britt-Bell

Superintendent: Robert W. Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lori A. Mendez	Masters Degree Educational Leadership Bachelors Degree Elementary Education	2	6	2011-12 Grade C AYP - No High Standards Reading - 79% High Standards Math - 80% High Standards Science -76% High Standards Writing - 89.9% Learning Gains Reading - 78.8% Learning Gains Math - 83.3% Lowest 25% Reading - 70.8% Lowest 25% Math - 85.4% 2010-11 Grade C AYP Not met – 79% met criteria High Standards Reading - 65% High Standards Math - 59% High Standards Science -54% High Standards Writing - 76% Learning Gains Reading - 63% Learning Gains Math - 45% Lowest 25% Reading - 69% Lowest 25% Math - 58%

					2009-10 Grade C AYP Not met – 77% met criteria High Standards Reading - 63% High Standards Math - 69% High Standards Science -32% High Standards Writing - 81% Learning Gains Reading - 54% Learning Gains Math - 60% Lowest 25% Reading - 53% Lowest 25% Math - 65%
Assis Principal	Shereen R. Reynolds	Bachelors Elem. Ed. Masters Ed. Leadership	.5	.5	2011-12 Grade A AYP - No High Standards Reading - 79% High Standards Math - 80% High Standards Science -76% High Standards Writing - 89.9% Learning Gains Reading - 78.8% Learning Gains Math - 83.3% Lowest 25% Reading - 70.8% Lowest 25% Math - 85.4% 2010/11 Grade A AYP - Yes High Standards Reading - 91% High Standards Math - 95% High Standards Science -76% High Standards Writing - 97% Learning Gains Reading - 75% Learning Gains Math - 75% Lowest 25% Reading - 73% Lowest 25% Math - 84%

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	Shonda Woodard	Bachelor's; Elementary Education; Reading Endorsed	7	2	2011-12 Grade C AYP - No High Standards Reading - 79% High Standards Math - 80% High Standards Science -76% High Standards Writing - 89.9% Learning Gains Reading - 78.8% Learning Gains Math - 83.3% Lowest 25% Reading - 70.8% Lowest 25% Math - 85.4% 2010/11 Grade C AYP Not met - 79% met criteria High Standards Reading - 65% High Standards Math - 59% High Standards Science -54% High Standards Writing - 76% Learning Gains Reading - 63% Learning Gains Math - 45% Lowest 25% Reading - 69% Lowest 25% Math - 58% 2009/10 Grade A AYP Not met - 87% met criteria High Standards Reading -71% High Standards Math - 78% High Standards Science - 50% High Standards Writing - 87% Learning Gains Reading - 63% Learning Gains Math - 66% Lowest 25% Reading - 72% Lowest 25% Math - 69% 2008/09 Grade A AYP met - Yes High Standards Reading -73%

					High Standards Math - 82% High Standards Science -43% High Standards Writing - 87% Learning Gains Reading - 71% Learning Gains Math - 77% Lowest 25% Reading - 70% Lowest 25% Math - 74%

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	Induction/Orientation Meeting	Administration	Ongoing	
2	Weekly Team Meetings	Team Leader Leadership Development Team	Ongoing	
3	Professional Development	Administration Leadership Development Team Team Leader	Ongoing	
4	Professional Learning Communities	Administration Leadership Development Team	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	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
55	1.8%(1)	23.6%(13)	67.3%(37)	5.5%(3)	49.1%(27)	81.8%(45)	9.1%(5)	0.0%(0)	69.1%(38)

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
		This is Ms. AlFord's first year teaching second grade. Ms.	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies

Latricia Collier	Erin Alford	AlFord's needs support in instructional delivery of all content areas. Ms. Collier has been a curriculum teacher for nine years and has experience teaching the Treasures series and the Go Math series to all students.	for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.
Nadia Dixon	Adrienne Grace	Ms. Grace has been a 5th grade teacher since her hire date of 2007. Last school year she taught 4th grade. For the 2012-2013 she will be teaching Science in 5th grade. Ms. Dixon has been a fifth grade science teacher for the past 3 years and will be able to support Ms. Grace with the implementation of the curriculum.	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies for individual, small group and whole class instruction. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Model techniques and discipline. Assist with District/School site staff development.
Shonda Woodard	Tanya Cherasard	Ms. Cherasard is a fifth grade reading teacher. Ms. Woodard will be providing support in the implementation of the reading standards.	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Assist with District/School site staff development.
		During the	

Vinson Jones	Debra Wiggins	2011-2012 school year, Ms. Wiggins was moved to a second grade teaching position. Ms. Wiggins needs support in instructional delivery of all content areas. Mr. Jones has been a fourth grade teacher for eight years and has experience teaching the Treasures series and the Go Math series to all students. He is the math contact for the school.	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.
Antoinette Britt-Bell	Ebony Williams-Lee	Ms. Williams-Lee is a first year teacher. She is teaching fourth grade. She will receive support in all academic areas and classroom management from Ms. Britt.	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.
Shonda Woodard	Renee Muhammed	This is Ms. Muhammed's first year in third grade and at Watkins Elementary. In order to provide her with the appropriate support she will be provided with an instructional coach.	Lesson Planning Support Classroom Visits with Feedback. Lead routines/class procedures Model instructional techniques and strategies for individual, small group and whole class instruction. Assist with recognition and assessment of individual student progress. Cooperatively teach lessons with the mentor teacher. Provide opportunities for Mentee to observe in other classrooms. Record report card grades and comments together. Observe classroom management strategies. Model techniques and discipline. Assist with District/School site staff development.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I funds are utilized to provide classroom teachers at specific grade levels. Staff Development funds are used to provide training for teachers to improve the delivery of instruction. This school year Title I monies are allocated to conduct training on Common Core, Science and Writing professional development. Additionally, Title I funds sponsor parent trainings throughout the year. The Megaskills program teaches encouraging ways to help the students become successful in academics and in social situations. Title I has helped us increase the communication with our parents by purchasing agendas that act as a daily communication tool between the home and school. Students are able to record their nightly homework assignments and there is additional space for teacher comments and parent responses. Also, with the Title I funds we are able to purchase materials (ex. Teacher Resource Books) that the parents can use at home to help facilitate their child's academic progress. Monies are used to provide food, supplies and materials.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Watkins will ensure the professional development needs of teachers, staff and administrators by including them in needs assessment and planning. Professional development will be regularly evaluated for effectiveness. Training provided will be in the core academic subject taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments to improve classroom practice and student learning.

Title III

In the past few years, the district multi-cultural department has purchased various kits, materials and books to be used for our ELL students.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

21st CCLC Tutoring Program for grades 3-5, CCC, Small-group Pullouts, Quick Reads

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that include assemblies and instruction on gang prevention.

Nutrition Programs

Commit to be Fit

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Lori Mendez- Principal, Shereen Reynolds- Assistant Principal, Abigail Palmer –Guidance Counselor, Keandra Fulton- ESE Specialist, Jessica Myers- Speech Pathologist, Anne Bensuaski- Psychologist, Shonda Woodard- Reading Coach, Gloria Fashaw – ESE Resource Teacher, Cynthia Johnson – School Social Worker

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 meets every week to discuss identified students in Tier 1, 2, or 3. The agenda is developed by the school guidance counselor. She is responsible for organizing the instructional staff necessary to attend the meeting. The meeting begins with the Counselor identifying the students for review based upon teacher submission. Tier 1 data is reviewed for efficacy. Data from the RtI intervention is recorded and tracked using behavioral and academic intervention forms. The team, under the leadership of the principal, develops and/or reviews goals and objectives appropriate for the student. Ongoing monitoring is established to include timelines and persons responsible. Based on the data collected, decisions are made regarding curriculum modifications and behavior management as stipulated. The RtI Leadership Team reviews relevant data to determine whether Tier 2 or Tier 3 strategies should be implemented (to include recommendations for evaluation). Tier 2 includes change in instruction in addition to whole group strategies. Tier 3 includes change in instruction to whole group strategies and Tier 2 intervention.

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

The RtI Leadership Team assists in the development of goals and objectives to ensure that students are receiving appropriate services and accommodations. The RtI Leadership Team monitors the implementation of the services as outlined on the School Improvement Plan. The team attends monthly SAC/SAF meetings. For Tier 1, teachers follow the district's scope and sequence, including BEEP lessons and the outlined school wide discipline plan. A FileMaker Pro database has been developed to continuously review Tier 1 data and make modifications as needed. The database also allows for monitoring of students 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 RtI will utilize the school wide Baseline Data which includes the following:
•Florida Assessments for Instruction in Reading (FAIR) (Reading)
•Oral Reading Fluency (Reading),
•Individual Reading Inventory Test (IRI) (Reading) ,
•District Benchmark Assessment Test (BAT)- (Reading, Mathematics & Science)
•Diagnostic Assessment for Reading (DAR)- (Reading)
•FCAT, End Of Year Test-(Reading Mathematics & Science).
• Go Math Mathematics Inventory Test
• Mini Benchmark Assessment Test(BAT)- (Reading, Mathematics, Science)
Progress Monitoring : PMRN, Mini Assessment, FCAT Simulation (FCAT Test-Maker)
Mid Year: FAIR, DIBELS, IRI, Benchmark Assessment Test(BAT) and Mini BAT Assessment Test
End of Year: FCAT, FAIR, Oral Reading Fluency, IRI, DAR, Mathematics End of Book Test
Frequency of data days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Staff will receive initial training at the beginning of the school year. Additional trainings will be scheduled every trimester to provide support to the students identified. Following scheduled formative assessments, the RTI team will meet with individual grade levels to assist with analysis of data in order to ensure appropriateness of services and/or strategies.

Describe the plan to support MTSS.

Daily walkthroughs, progress monitoring, data chats, conferencing, RtI Leadership Team meetings and conference with teachers, IEP/ESE meeting

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lori Mendez, Principal; Shereen Reynolds, Assistant Principal; Shonda Woodard, Reading Specialist; Latricia Collier, Writing Coach; Keandra Fulton, ESE Specialist; Abigail Palmer, ELL representative

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

The LLT meets monthly to reflect and monitor the literacy at Watkins Elementary Magnet School. The team will discuss curricula, data analysis, and areas of concerns throughout the school year. The team will focus on identifying areas of concern, studying and planning a course of action to rectify the concern, implementing the action and lastly, reviewing the action for effectiveness. The team will utilize this data to make decisions regarding current and future implementation of programs, schedules and strategies identified for students. The LLT will act as a liaison between the community and the school. Additionally, the LLT will serve as a resource for the development of the School Improvement Plan.

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

Engaging in peer coaching
Videotaping class sessions
Conducting mini-workshops throughout the year
Forming study groups
Visiting schools who have had success with similar concerns
Utilizing coaching sessions
Researching strategies to address the concern
Providing materials, resources, assistance to address concerns
Attending workshops/conferences on topic
Data Chats
Participating in Professional Development Learning Communities
Collecting and analyzing additional data on subjects
Modeling lessons in classrooms
Analyzing and reviewing data
Sharing and reporting data

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Watkins Elementary reaches out to neighborhood day cares by conducting an orientation meeting during the month of March. Additionally, we assist with the dissemination of flyers to parents of pre-school students. Kindergarten Round-up is held prior to the new school year to orientate parents about the requirements for Kindergarten and the expectations of formal schooling. Watkins will go out to the local pre-schools sharing our information about the Kindergarten program. Parents are provided with tips for a successful transition into Kindergarten.

*Grades 6-12 Only

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

[   ]

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

[   ]

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

[   ]

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

[   ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June of 2013, 30% (114 students)of the students will score at Achievement Level 3 on the Reading FCAT 2.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (89 students)of the students scored at a level 3 on the FCAT Reading Assessment.	30% (114 students) of students will score at a level 3 on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of curriculum	-Provide staff development in reading curriculum -Walkthroughs -Mentoring program	-Reading Resource -Administration -NESS Liaison	-Observations -Data collection -Continuous feedback	-I-Observation -FCAT Minibenchmark -Panther Prep
2	Parental Involvement	-Parent night -SAC -Parent seminars -Parent-link -Volunteer Drive	-Title I Coordinator -Administration	-Review of parent sign in logs -Monitoring volunteer database	-Parent survey -Sign in logs
3	Student Motivation	-Book it! Program -Literacy Parent Night -Caught Reading Program -Accelerated Reader	-Reading Teacher -Assistant Principal -Media Specialist	-Review student log and reports -Reading Professional Learning Committee	-Accelerated Reader Software -STAR software
4	Transient Students	New students will be assessed to identify their strengths and weaknesses. The results will then be utilized to plan interventions to meet the student needs.	Reading Coach	Monthly review of baseline data, along with current student performance.	2011 FCAT Mini Benchmarks Teacher Observations
5	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation Data Chats	Reading Specialist Administration	Utilization of data in instructional differentiation. Data Binders	Classroom Walkthroughs Lesson Plans Data Chat Meetings
6	Antiquated Technology	Research grant opportunities. Reallocation of resources.	Micro Tech Administration	Review of monthly usage reports. Micro Tech will reassess needs.	Surveys Monthly Usage Reports CDC repair log

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 of 2013, 100%(1) of the students will score at levels 4, 5, and 6 on the FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	100%(1)	100%(1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher experience with students that have significant cognitive abilities	Professional development in Access Points	ESE Specialist, Administration	Implementation in classrooms	Observations
2	Access points are not aligned with current teacher resources	Purchase of materials aligned to Access points	ESE Specialist, Administration	Data collection	Assessments, Student portfolio

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:	25% (96 students)of the students scored at a level 4 or above on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17.8% (68 students)of the students scored at a level 4 or above on the FCAT Reading Assessment.	25% (96 students)of the students will score a level 4 or above on the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Usage of grade level materials	Differentiated Centers. Small group Instruction. Enrichment Activities.	-Administrator -Team Leader -Reading Coach	Data collection to monitor student progress	Center Work Mini-Assessments
2	Lack of evidence based resources	Implementation of district supported curriculum	-Administrator -Team Leader -Reading Coach	- Observation with pre/post feedback.	-Classroom Walkthroughs
3	Instruction in higher order thinking skills	Extension activities will be utilized	-Administration -Classroom Teacher	Observation with pre/post feedback.	-Classroom Walkthrough Checklist -Panther Prep

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June of 2013, 73%(189 students) of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63.7%(158 students)	73% (189 students) of students will achieve learning gains on the 2013 FCAT 2.0 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	3A.1. Students lack the stamina needed to read for long periods of time as expected on FCAT.	3A.1. Establish a collection of high-complexity texts in a variety of genres and provide students with independent reading choices and time for sustained silent reading. Expose students to higher-level read aloud through Buzz About it Books.	3A.1. Teachers Team Leaders Reading Coach	3A.1. Progress monitoring using research-based assessments that include weekly, monthly comprehension checks. Data chats, team meetings, vertical planning sessions.	3A.1. Weekly Treasures Reading Tests
2	Student Motivation	Accelerated Reader, Book-it	Media Specialist Administration	Weekly review of student participation utilizing AR Reports.	AR Database
3	-Limited home-school connection	Teachers will utilize classroom incentives to motivate students to complete their home learning assignments.	Reading Coach Administration	Student Agenda	Student Agenda
4	Limited Knowledge of appropriate intervention.	Reading Resource Team will provide students with additional pull-out interventions such as: Soar to Success, QAR, Wilson Fundations, Quick Reads	Reading Coach Reading Teacher Administration	Master Schedule Classroom Walkthroughs	Classroom Walkthroughs

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

N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June of 2013, 75% (48 students) of students in the lowest making learning gains on the FAA in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (44 students) of students in the Lowest 25% grouping made learning gains in reading.	75% (48 students)of students in the Lowest 25% grouping will make learning gains in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Student Motivation</td><td>Accelerated Reader Book-it</td><td>Reading Teacher Administration</td><td>Weekly review of student participation utilizing AR Reports.</td><td>AR Database</td></tr>
<tr><td>2</td><td>Lack of Data Disaggregation by Teacher</td><td>Provide staff with training on data disaggregation. Data Chats</td><td>Reading Specialist Administration</td><td>Utilization of data in instructional differentiation.</td><td>Mini Benchmarks Panther Prep Lesson Plans</td></tr>
<tr><td>3</td><td>Outdated Technology</td><td>Research grant opportunities. Reallocation of resources.</td><td>Micro Tech Administration</td><td>Review of monthly usage reports. Reassessment of needs by Micro Tech.</td><td>Surveys</td></tr>
<tr><td>4</td><td>Implementation of Curriculum</td><td>Provide staff development in the reading curriculum. Classroom walkthroughs Mentoring</td><td>Reading Specialist Administration</td><td>Observation with pre/post feedback</td><td>Classroom Walkthroughs Checklist</td></tr>
</table>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The June 2013 AMO target for reading is 52%. By 2017, we will have increased the percent to 71%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	52	57	61	66	

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:

	The expected goals for 2013 will be: 50% (2 students) of White students will not make

	5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	satisfactory progress in reading. 50% (120 students) of Black students will not make satisfactory progress in reading. 35% (71 students) of Hispanic students will not make satisfactory progress in reading. 0% (2 students) of Asian students will not make satisfactory progress in reading. 64% (2 students) of Indian students will not make satisfactory progress in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3 students) of White students did not make satisfactory progress in reading. 61% (189 students) of Black students did not make satisfactory progress in reading. 47% (30 students) of Hispanic students did not make satisfactory progress in reading. 0% (2 students) of Asian students did not make satisfactory progress in reading. 67% (2 students) of Indian students did not make satisfactory progress in reading.	50% (2 students) of White students will not make satisfactory progress in reading. 50% (150 students) of Black students will not make satisfactory progress in reading. 35% (20 students) of Hispanic students will not make satisfactory progress in reading. 0% (2 students) of Asian students will not make satisfactory progress in reading. 64% (2 students) of Indian students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	Implementation of Treasures Oral Vocabulary program (K-3) Exposure to vocabulary through various literary genres	Administration Reading Specialist	Review of lesson plans with Reading Specialist	Mini-Assessments Weekly Treasures Test
2	Student Motivation	Accelerated Reader Book-it	Reading Teacher	Weekly review of student participation utilizing AR Reports.	AR Database
3	Parental Involvement	Parent Workshops Parent-teacher conferences Parent-link Volunteer Drive SAC Title I Parent Seminars	Volunteer Coordinator Administration Title I Coordinator	Review of parent-sign logs Monitoring of number of volunteer database Parent Surveys	Parent Surveys Sign Logs
4	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation Data Chats	Reading Specialist Administration	Utilization of data in instructional differentiation.	Classroom Walkthroughs Lesson Plans
5	Limited vocabulary	Providing students with translated dictionaries. Implement school wide WOW words and word walls. Increase use of Language Master.	Reading Specialist administration	Teacher observation Weekly Reading Assessments	Assessments Classroom Walkthrough
6	Inappropriate Selection of Reading Material	Students will attend workshop conducted by Reading Teacher.	Reading Teacher	Reading Teacher and the administrator will review STAR data	AR Reports STAR Testing

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 of 2013, 25% of the ELL students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (6 students) of the ELL students made satisfactory progress in reading.	25% (10 students) of the ELL students will make satisfactory progress in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	Implementation of Treasures Oral Vocabulary (K-3) Exposure to vocabulary through various literary genres	Administration Reading Specialist	Review of lesson plans with Reading Specialist.	Mini-Assessments Weekly Tests
2	Student Motivation	Accelerated Reader Book-it Principal Passes Caught Reading	Administration Classroom Teachers	Weekly review of student participation utilizing AR Reports.	AR Database Principal Database
3	Parental Involvement	Parent Workshops Parent-teacher conferences Parent-link Volunteer Drive SAC Title I Parent Seminars	Volunteer Coordinator Administration Title I Coordinator	Review of parent-sign logs Monitoring of number of volunteer database Parent Surveys	Parent Surveys Sign Logs
4	Transient Students	New students will be assessed to identify their strengths and weaknesses. The results will then be utilized to plan interventions to meet the student needs.	Reading Coach	Monthly review of baseline data, along with current student performance.	Mini Benchmarks Teacher Observations

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:	By June of 2013, 30% (19 students) of SWD will make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (15 students) have made satisfactory progress in reading	30% (19 students) will make satisfactory progress in reading

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Accelerated Reader Book-it Principal Passes Caught Reading	Administration Reading Coach	Weekly review of student participation utilizing AR Reports.	AR Database
2	Parental Involvement	Parent Workshops Parent-teacher conferences Parent-link Volunteer Drive SAC Title I Parent Seminars	Volunteer Coordinator Administration Title I Coordinator	Review of parent-sign logs Monitoring of number of volunteer database Parent Surveys	Parent Surveys Sign Logs
3	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation Data Chats	Reading Specialist Administration	Utilization of data in instructional differentiation.	Classroom Walkthroughs Lesson Plans
4	Transient Students	New students will be assessed to identify their strengths and weaknesses. The results	Reading Coach	Monthly review of baseline data, along with current student performance.	Mini Benchmarks Teacher Observations

		will then be utilized to plan interventions to meet the student needs.			

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:	59% (197 students) of the economically disadvantaged students achieved Adequate Yearly Progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (197 students) of the economically disadvantaged students achieved Adequate Yearly Progress in reading.	64% (126 students) of the economically disadvantaged students will achieve Adequate Yearly Progress in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Accelerated Reader Book-it	Media Specialist Administration	Weekly review of student participation utilizing AR Reports.	AR Database
2	Parental Involvement	Parent Workshops Parent-teacher conferences Parent-link Volunteer Drive SAC Title I Parent Seminars	Volunteer Coordinator Administration Title I Coordinator	Review of parent-sign logs Monitoring of number of volunteer database Parent Surveys	Parent Surveys Sign Logs
3	Implementation of Curriculum	Provide staff development in the reading curriculum. Classroom walkthroughs Mentoring	Reading Specialist Administration	Observation with pre/post feedback.	Classroom Walkthrough Checklist
4	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation Data Chats	Reading Specialist Administration	Utilization of data in instructional differentiation.	Classroom Walkthroughs Lesson Plans
5	Transient Students	New students will be assessed to identify their strengths and weaknesses. The results will then be utilized to plan interventions to meet the student needs.	Reading Coach Administration	Monthly review of baseline data, along with current student performance.	Mini Benchmarks Teacher Observations

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
I-Station	K-5	Reading Coach	K-5 Teachers	November 2012 On-Going	I-Station Reports	Reading Coach Administration

Literature Circles	3-5	Reading Coach	3-5 Teachers	December 2012	Classroom Walkthroughs/Observations	Reading Specialist Administration
Running Records	1-2	Reading Coach	First and Second Grade Classroom Teachers	August 2012	Review test protocol	Reading Specialist
Implementation of Common Core	K-5	Administration Reading Coach	K-5 Teachers	August 2012 and On-going	Lesson Plan Review Classroom Observation	Reading Specialist Administration
Active Learning Strategies	K-5	Assistant Principal	K-5 Teachers	October 2012	Classroom Observation	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida FCAT Test Prep and Practice	Materials for teachers to use in small groups as needed with students.	General	$1,458.00
			Subtotal: $1,458.00
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
Common Core Training	Teachers will participate in district training on implementation of Common Core.	Title I	$500.00
Reading Curriculum Camp	Selected student will be invited to curriculum reading camp	Accountability	$1,000.00
			Subtotal: $1,500.00
			Grand Total: $2,958.00

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:	10% (7 students) of the students will score proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
0% (0 students) of the students are proficient in listening/speaking.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive, academic language proficiency	Peer buddy Use of ESOL strategies	Administration	Vocabuary Journal Observations	Assessments
2	Lack of computer based instruction	I-Station -CCC	Reading Coach, Administration	Evaluation of reports	Computer progress

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:	30% (22 students) of the students will be proficient in reading.
2012 Current Percent of Students Proficient in reading:	
23% (17 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	Limited knowledge of ESOL strategies	professional development in ESOL strategies	Reading Coach	Observations	Assessments
2	Limited use of ESOL strategies in classroom	ESOL PLC's	Reading Coach	Observations	Assessments
3	Vocabulary	Implementation of Treasures Oral Vocabulary Exposure to vocabulary through various literature	Classroom Teachers, reading Coach	Lesson plans including ELL strategies	Mini Assessments Weekly tests

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	32% (23 students) will score at the proficiency level in writing.
2012 Current Percent of Students Proficient in writing:	
27% (20 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	Limited knowledge of ESOL strategies	Professional Development in ESOL strategies	Reading Coach	Observations	Assessments

2	Limited use of ESOL strategies in classroom	ESOL PLC's	Reading Coach	Observations	Assessments
3	Vocabulary	Implementation of Treasures Oral Vocabulary Exposure to vocabulary through various literature	Classroom Teacher, Reading Coach	Lesson plans including ELL strategies	Weekly Mini Assessments

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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% (150 students) of students will score at a level 3 on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.8% (102 students) of students scored at a level 3 on FCAT Math Assessment.	40% (150 students) of students will score at a level 3 on the FCAT Math 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	Knowledge of "GO" Math	Teachers will receive training in FCAT Specifications 2.0, Go Math, Math Centers and Math Resources	Administration	Administration will do walkthroughs to monitor	Classroom walkthroughs
2	Knowledge of prerequisite skills	Students can participate in after school intervention program. Each teacher will add a Reteach Center to review prerequisite skills.	Administration	pre and post tests given and results analyzed	pre and post test
3	Inadequate understanding of material	Teachers will use manipulatives to expose students to concrete examples. Teachers will use appropriate resources in small group to remediate students.	Administration	Administration will do walkthroughs to observe hands-on activities	Classroom walkthroughs
4	Implementation of Curriculum	Professional Learning Communities in Mathematics will be established.	Administration	Administration will conduct walkthroughs with district to ensure compliance.	Classroom Walkthroughs
5	Student Motivation	Mathematic Conferences will be conducted with students to inform students' of their progress and reward achievement.	Literacy Development Team Administration	Administration will review the checklist of conferences conducted.	Checklist Student 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By june 2013, 100% (1 student) is scoring at a Level 4, 5 and 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 student) is scoring at a Level 4, 5 and 6	100% (1 student) is scoring at a Level 4, 5 and 6

	Problem-Solving Process to Increase Student Achievement				
1	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher experience with students who have significant cognitive abilities	Professional Development on Access Points	ESE Specialist	Implmentation in the Classroom	Observations
2	Access points are not aligned with current teacher resources	Purchase materials that align with Access Points	ESE Specialist	Data Collection	Assessments Student Portfolio

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, 21% (80 students)of the students will score at a level 4 or 5 on the FCAT Math Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.8% (64 students) of students scored at a level 4 or 5 on the FCAT Math Assessment.	21% (80 students) of students will score at a level 4 or 5 on the FCAT Math 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	Exposure to higher order thinking enrichment	Extension activities will be utilized	Administration Classroom Teacher	Observation with pre/post feedback.	Classroom Walkthrough Checklist Panther Prep
2	Implementation of Curriculum	Provide staff development in the GO Math curriculum. Mentoring	Administration	Observation with pre/post feedback	Classroom Walkthrough Checklist

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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 of 2013, 70% of 180 students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64.8% (162 students) of students made learning gains on the 2012 FCAT Math Assessment.	70% (180 students)of students made learning gains on the 2013 FCAT Math Assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Home learning</td><td>Teachers will utilize classroom incentives to motivate students to complete their home learning assignments.</td><td>Team Leaders Administration</td><td>Teachers will track and record the percentage of homework being completed to fidelity</td><td>Graded/completed homework</td></tr>
<tr><td>2</td><td>Lack of appropriate intervention.</td><td>Provide the teachers with training on differentiated instruction on various groups</td><td>Administration</td><td>Administration will do walkthroughs to monitor utilization of instructional strategies</td><td>I-Observation</td></tr>
<tr><td>3</td><td>Parental Involvement</td><td>Host a Math Night to foster the home/school connection.</td><td>Administration</td><td>Classroom walkthroughs</td><td>Monitoring of lesson plans</td></tr>
</table>

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	By June 2013, % of the lowest 25% will make learning gains

Mathematics Goal #4:	in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
59.6%(43 students) of the lowest 25% of students made learning gains in mathematics.	% (students) of the lowest 25% of students will make learning gains in mathematics.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Home learning</td><td>Teachers will utilize classroom incentives to motivate students to complete their home learning assignments.</td><td>Team Leaders Administration</td><td>Teachers will track and record the percentage of homework being completed to fidelity</td><td>Graded/completed homework</td></tr>
<tr><td>2</td><td>Lack of appropriate intervention.</td><td>Provide the teachers with training on differentiated instruction on various groups</td><td>Administration</td><td>Administration will do walkthroughs to monitor utilization of instructional strategies</td><td>Observation</td></tr>
<tr><td>3</td><td>Inadequate knowledge of resources</td><td>Teachers will be trained in Go Math intervention strategies and resources</td><td>Administration</td><td>Classroom walkthroughs</td><td>Monitoring of lesson plans</td></tr>
</table>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	The June 2013 AMO for mathematics is 48%. We will have increased the percent to 69% by 2017.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	48	53	61	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June of 2013, 70% of the student subgroups will make satisfactory progress in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 100% Black: 43% Hispanic: 51% Asian: 0% American Indian: N/A	White: 50% Black: 50% Hispanic: 58% Asian: 40% American Indian: N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of Data Disaggregation by Teacher</td><td>Provide staff with training on data disaggregation. Data Chats</td><td>Administration</td><td>Utilization of data in instructional differentiation.</td><td>Classroom Walkthroughs Lesson Plans</td></tr>
<tr><td></td><td>Outdated Technology</td><td>Research grant</td><td>Teachers, Micro</td><td>Review of monthly usage</td><td>Surveys</td></tr>
</table>

			Tech, Administration	reports. Reassessment of needs by Micro Tech.	
2		opportunities. Reallocation of resources.	Tech, Administration	reports. Reassessment of needs by Micro Tech.	
3	Limited Prerequisite Skills	Implement Math Drills throughout grades 1-5. Assigned cross grade level teams to assist with matriculation. After school tutoring of students needing assistance.	Administration Team Leaders	Monitoring weekly Math Drills.	Assessment Database
4	Limited Vocabulary	Implement Math Word Walls.	Administration Team Leaders	Monitoring student math journals and student assessments.	Classroom Walkthroughs Mini-BATs

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 of 2013, 30% (41 students) of ELL students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (students)) of ELL students achieved Adequate Yearly Progress in math during the 2012 school year.	30% (42 students)) of ELL students will make satisfactory progress in mathematics during the 2012-13 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	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation. Data Chats	Administration	Utilization of data in instructional differentiation.	Classroom Walkthroughs Lesson Plans
2	Outdated Technology	Research grant opportunities. Reallocation of resources.	Administration	Review of monthly usage reports. Reassessment of needs by Micro Tech.	Surveys
3	Home learning	Teachers will utilize classroom incentives to motivate students to complete their home learning assignments.	Team Leaders Administration	Teachers will track and record the percentage of homework being completed to fidelity	Graded/completed homework

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:	By June of 2013, 35% (22 students) of SWD students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (students)of students with disabilities made Adequate Yearly Progress in 2012.	35% (22 students)of students with disabilities made Adequate Yearly Progress during the 2012-13 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	Outdated Technology	Research grant opportunities. Reallocation of resources.	Administration	Review of monthly usage reports. Realign the needs of the Micro Tech.	Surveys
2	Home learning	Teachers will utilize classroom incentives to motivate students to complete their home learning assignments.	Team Leaders Administration	Teachers will track and record the percentage of homework being completed to fidelity	Graded/completed homework
3	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation. Data Chats	Administration	Utilization of data in instructional differentiation.	Classroom Walkthroughs Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June of 2013, 50% (students) of the economicallly disadvantaged students will make progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (students) of economically disadvantaged students were proficient in Math for the 2012 FCAT test.	50% (students) of economically disadvantaged students will meet proficiency in Math for the 2012-13 FCAT test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills	Progress monitoring through weekly assessments including Panther Prep	Administration	Reports generated from FCAT testmaker Tracking of weekly assessments	Weekly assessments FCAT testmaker reports
2	Limited supplemental support for students	21st Century and SES tutoring programs offer free academic assistance after school to provide students with additional support.	ESE Specialist and Reading Coach	Analysis of pre and post assessments.	Pre and post test
3	Home learning	Teachers will utilize classroom incentives to motivate students to complete their home learning assignments.	Team leaders	Teachers will track and record the percentage of homework being completed to fidelity.	Graded/completed homework
4	Lack of Data Disaggregation by Teacher	Provide staff with training on data disaggregation. Data Chats	Administration	Utilization of data in instructional differentiation.	Classroom Walkthroughs Lesson Plans
5	Outdated Technology	Research grant opportunities. Reallocation of resources.	Micro Tech Administration	Review of monthly usage reports. Reassessment of needs by Micro Tech.	Surveys
6	Limited Technology Usage	Utilization of Beep lessons, Soar to Success, Riverdeep Destination, and CCC	Administration Classroom teachers	Analysis of monthly tech reports	Weekly assessments Lesson plans Tech reports

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
Effective implementation of the Instructional Focus Calendar including Common Core Standards.	K-5	Lead Math Teacher	All Teachers	September 2012 - Ongoing	Modeling of lessons, and classroom visits.	Administration
Go Math Training	K-5	Lead Math Teachers	All Teachers	August 2012 - Ongoing	Classroom Walkthroughs Follow Up Trainings	Administration
Access Points Training	K-5	District	Any teachers who have students on Access Points	October and On-going	Classroom Observation	ESE Specialist

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
Implementation of Common Core	Common Core Booklets	Title I	$500.00
Access Points	Any teacher who has a student on Access Points will need to attend training to effectively support the students.	ESE	$200.00
			Subtotal: $700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Curriculum Camp	Selected students will attend math curriuclum camp to provide additional instruction	Accountability	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,700.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	42% (50 students)of the students achieved a level 3 on administration of the FCAT.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	21.9% (28 students) of the students achieved a level 3 on the administration of the FCAT.	42% (50 students) of the students will achieve a level 3 on the 2013 administration 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	Lack of Background Knowledge	The teacher will review prerequisite skills the 1st week of school. K-4 teachers will participate in Science workshops. Teachers will use Instructional Focus Calendars, BEEP Lessons, Hands-On Science Kits, and Florida Science Fusion effectively	Science Teachers Administration	Administration will review the implementation of Science IFCs.	Classroom Walkthroughs Lesson Plans
2	Students not completing homelearning	Teachers will utilize classroom incentives to motivate students to complete their homelearning assignments.	Team Leaders Administration	Home learning Logs	Home Learning Logs
3	Lack of Science Vocabulary	Introduce a new science vocabulary word weekly on the morning announcements. Including the meaning, sentence, and a picture when applicable. Students will add the vocabulary word to their science journal.	Lead Science Teacher	Monthly vocabulary assessments	Science Vocabulary Journals
4	Frequency of Hands-on Activities	K-5 will conduct weekly problem solving science experiments using STEM questioning techniques. utilize outside sources to support hands-on activities.	Lead Science Teacher	Administration will review the implementation of Science IFCs	Classroom Walkthroughs Lesson Plans

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

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

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher experience with students with significant cognitive abilities	Professional development in Access Points	ESE Specialist, Administration	Implementation in classrooms	Observation
2	Access points are not aligned with current teacher resources	Purchase of materials aligned with Access points	ESE Specialist, Administration	Data Collection	Assessment, Student portfolio

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:	25% (30 students)of students will achieve a level 4 or higher on the 2013 administration of the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7.8% (10 students)of students achieved a level 4 or higher on the administration of the FCAT Science.	25% (30 students)of students will achieve a level 4 or higher on the 2013 administration of 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	Prior Knowledge	Teachers review 3rd & 4th grade curriculum as a review at the beginning of the school year.	Team Leaders Administration	Pre/Post Test	Pre/Post Test
2	Early Exposure	Workshops will be conducted with Primary Teachers to develop implementation of Science curriculum.	Administration	Classroom Walkthroughs Assessments	CWT Assessments
3	Hands-on activities not being implemented	Provide demonstration of science labs. Lead Science teacher has two open blocks throughout the day to model for teachers.	Team Leaders Administration	Increase in science experiments	CWT IFCs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida Achieves	3-5	Reading Teacher	3-5 Teachers	October 2012	Classroom Walkthroughs, Lesson Plans, Data Reports	Administration
Various Science Topics from Science Fusion	K-5	Lead Science Teacher	K-5	September 2012 and ongoing	Classroom Walkthroughs, Lesson Plans, PLC follow-ups	Lead Science Teacher
Science Kits	K-5	Lead Science Teacher	K-5 Teachers, including Specials Teachers	September 2012	Classroom Walkthroughs, Lesson Plans	Administration
Test Specification	K-5	Administration	K-5 Teachers, including Specials Teachers	September 2012	Classroom Walkthroughs, Lesson Plans	Administration
Science Experiments	K-5	Lead Science Teacher	K-5 Teachers, including Specials Teachers	October 2012 and ongoing	Classroom Walkthroughs, lesson plans	Administration

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Camp	Teachers will create science activites and experiments that will be completed to prepare for the upcoming assessments.	Accountability	$500.00
			Subtotal: $500.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	During the 2012-2013 school year 90% (122 students) will score a level 4.0 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87.9% (102 students) of students scored a level 3.0 or higher.	90% (122 students) of students will score at a level 4.0 or higher.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Vocabulary Skills	All teachers K-5 will reinforce (WOW) words with fidelity. Teachers K-3 will provide students with daily exposure to Treasures vocabulary. Teachers (4-5)will consistently increase contextual vocabulary knowledge through weekly novel study.	Reading Specialist Writing Coach Administration	Classroom Walkthroughs Lesson plan monitoring	Classroom Walkthroughs Checklist
2	Limited Exposure to Literary Genres	All teachers will utilize both narrative and informational text. Center activities will include print rich activities including a variety of genres such as Writing Fundamentals, Poetry, and All About Nonfiction & Fiction texts. creative writing source provided weekly in 21st CCLC program.	SAI Coordinator Administration	Classroom Walkthroughs Lesson plan monitoring	Classroom Walkthroughs Checklist
3	Lack of experience with various forms of writing	Students (Grade 4)will respond to prompts. Fourth grade teachers will utilize the 2012 Anchor Sets during instructions. Students (K-4) will participate in mock FCAT Writes exams. Grade 4 students will participate in Writing Seminars.	SAI Coordinator Administration	Classroom Walkthroughs Lesson plan monitoring	Classroom Walkthroughs Checklist

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

Problem-Solving Process to Increase Student Achievement		

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Narrative & Expository	K-5	Writing teacher	K-4 Teachers	September 2012	Classroom walkthroughs. Review writing samples.	Writing Teacher, Administration
Writing Process	4	Writing teacher	4	Sepember 2012 - January 2013	Classroom walkthroughs. Review writing samples.	Writing Teacher, Administration
Rubric Training	K-5	Writing teacher	K-5	September 2012	Classroom walkthroughs. Review writing samples.	Writing Teacher, Administration

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate for the 2012-2013 school year will be 98%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 current attendance rate is 129473	The expected attendance rate for the school year 2012-2013 is 98% (714 students).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2012 school year, 85 students had excessive absences.	For the 2012-13 school year, the number of students with excessive absences will decrease by 15% (13 students).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2012 school year, 191 students had excessive tardies.	During the 2012-13 school year, the number of students with excessive tardies will decrease by 15% (29 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	Parent-School Communication	The school will provide parents with information detailing the revised School Board attendance policy.	BTIP Coordinator	The dissemination of the information to all parents.	Student receipt log
2	Absences on early release days	Telephone call to parent to discuss the absence and send a BTIP letter home.	Administration IMT	Attendance record	Decrease in the number of students absent as compared to previous year

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BTIP Parent Training	K-5	BTIP Coordinator	Parents	September 2012	Daily Attendance Logs	BTIP Coordinator, Administration
Student Attendance Workshop	K-5	Administration	Students	August 2012	Daily Attendance Logs	BTIP Coordinator, Administration
Student Incentives	K-5	Administration	Students	Bi-Weekly, Monthly	Monthly Attendance Logs	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
Writing Camp	Fourth grade students will participate in a week long curriuclum program that will help enhance their writing skills as they prepare for the upcoming state assessments.	Accountability	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2012-2013 school year the number of suspensions for repeat offenders will decrease by 80%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During the 2012 school year, 9 in-school suspensions occurred.	In school suspensions will decrease by 25% (3 students) during the 2012-2013 school year.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2012 school year, 9 students were assigned to in-school suspension.	The number of students serving in-school suspensions will decrease by 25% (3 students) during the 2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2012 school year, 10 Out-of-School Suspensions occurred.	The number of Out-Of-School Suspensions will decrease by 30% (3 students) during the 2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2012 school year, 9 Out of School suspensions occurred.	The number of students serving Out of School Suspensions will decrease by 30% (3 student).

	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	Parent Lack of Parent Skills`	Parenting workshops such as Megaskills, and Roots & Wings.	Guidance Counselor	Parenting Meetings	Counselor's log
2	Poor Social Skills	Assigning mentor and/or advisors for students. Students will participate in character education seminars	Guidance Counselor, Administration	Referral database	Referrals, Seminar lesson plans
3	Lack of student motivation	Active Learning Strategies, School-wide reward system	Teachers, Administration Guidance Counselor	CWT	Referrals
4	Implementation of school-wide discipline to fidelity	Administration, Discipline Committee, Character Education	Administration, Guidance Counselor	CWT Student Observation Classroom Management System	Administration, I-Observation

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
Strategies to Decrease Inappropriate Behavior	K-5	ESE Team	All Teachers and Teacher Assistants	Monthly	Tracking the decrease in behaviors	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

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

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	51% (12 parents) of the parents on the School Advisory Council attended the monthly meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (2 parents) of the parents on the School Advisory Council attended the monthly meetings.	51% (12 parents) of the parents on the School Advisory Council will attend the monthly meetings.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"
2	Parents have had negative experiences in the school setting	Clear communication On-site activities that help the parents work with their children Volunteer Opportunities	Leadership Team Title I Coordinator	Title I Parent Survey	Sign-In Sheets

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mega-Skills	On-site parental involvement program that provides support to the parents in academic, social and behavioral areas.	Title I	$800.00
		Subtotal: $800.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Parents attend training given by Title I to support academic and social needs of the students. Gives parents positive ways to help.	Title I	$80.00
		Subtotal: $80.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Night	Parents will attend parent nights at school that provide information on the curriculum areas and what can be done to support their children at home.	Title I	$1,500.00
		Subtotal: $1,500.00	
		Grand Total: $2,380.00	

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal is to provide unique hands-on opportunities to expose students to higher levels of critical thinking and planning through science, mathematics, and technology.
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 opportunities to participate in real-world, collaborative problem solving activities.	Provide students with hands on activities that relate to real world problems enabling them to plan using critical thinking and problem solving strategies.	Science Teacher	Continuous planning and rotation of planting/harvesting of school-wide gardens, writing journals.	Science Panther Prep FCAT 2013

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
Reading	Florida FCAT Test Prep and Practice	Materials for teachers to use in small groups as needed with students.	General	$1,458.00
Attendance				$0.00
Parent Involvement	Mega-Skills	On-site parental involvement program that provides support to the parents in academic, social and behavioral areas.	Title I	$800.00
				Subtotal: $2,258.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Implementation of Common Core	Common Core Booklets	Title I	$500.00
Mathematics	Access Points	Any teacher who has a student on Access Points will need to attend training to effectively support the students.	ESE	$200.00
Attendance				$0.00
Parent Involvement	Annual Parent Seminar	Parents attend training given by Title I to support academic and social needs of the students. Gives parents positive ways to help.	Title I	$80.00
				Subtotal: $780.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Training	Teachers will participate in district training on implementation of Common Core.	Title I	$500.00
Reading	Reading Curriculum Camp	Selected student will be invited to curriculum reading camp	Accountability	$1,000.00
Mathematics	Math Curriculum Camp	Selected students will attend math curriuclum camp to provide additional instruction	Accountability	$1,000.00
Science	Science Camp	Teachers will create science activites and experiments that will be completed to prepare for the upcoming assessments.	Accountability	$500.00
Attendance				$0.00
Attendance	Writing Camp	Fourth grade students will participate in a week long curriuclum program that will help enhance their writing skills as they prepare for the upcoming state assessments.	Accountability	$500.00

Parent Involvement	Curriculum Night	Parents will attend parent nights at school that provide information on the curriculum areas and what can be done to support their children at home.	Title I	$1,500.00
			Subtotal:	$5,000.00
			Grand Total:	$8,038.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC accountability funds will be utilized to purchase materials for reading. Additionally, we will be utilizing the accountability funds for curriculum camp.	$3,000.00

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

The School Advisory Committee will:
- Assist with the preparation and evaluation of the school improvement plan.
- Monitor the implementation of the school improvement plan.
- Determine and prioritize needs of the school.
- Develop strategies for improving the areas most important to Watkins Elementary Magnet School.
- Assist in preparing the school's annual budget

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
WATKINS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	59%	76%	54%	254	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	63%	45%			108	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?	69% (YES)	58% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					489	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District
WATKINS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	78%	87%	50%	286	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	63%	66%			129	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?	72% (YES)	69% (YES)			141	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					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested