

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORCREST ELEMENTARY SCHOOL

District Name: Broward

Principal: Raymond LeFevre

SAC Chair: Rebecca Lysengen

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 A Reading Mastery: 58%, Learning Gains 78%, Lowest 25% Gains 78% Math Mastery: 62%, Learning Gains 82%, Lowest 25% Gains 71% Science: 45% met mastery. Writing: 79% met mastery.
					2010-11 B Reading Mastery: 75%, Learning Gains 61%, Lowest 25% Gains 41%, Math Mastery: 84%, Learning Gains: 68%, Lowest 25% Gains: 66% Science: 67% met mastery. Writing: 87% met mastery. AYP was not met in the area of reading-Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities AYP was not met in the area of math-Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities

Principal	Raymond LeFevre	School Principal All levels, Guidance and Counseling PK- 12, Biology 6-12, General Science 5-9, ESOL Endorsement	2	21	<p>2009-10 A Reading: 89% Math: 89% Science: 60% Writing: 93%</p> <p>2008-09 A Reading: 89% Math: 89% Science: 59% Writing: 90%</p> <p>2007-08 A Reading: 87% Math: 85% Science: 66% Writing: 94%</p> <p>2006-07 A Reading: 92% Math: 85% Science: 59% Writing: 95%</p> <p>2005-06 A Reading: 89% Math: 87% Writing: 93%</p> <p>All subgroups met AYP each year</p>
Assis Principal	Kyna Duarte	Masters in Educational Leadership Bachelor of Arts in Elementary Education Endorsements: Reading, Gifted, ESOL	1	1	<p>2011-2012 A Reading Mastery: 58%, Learning Gains 78%, Lowest 25% Gains 78% Math Mastery: 62%, Learning Gains 82%, Lowest 25% Gains 71% Science: 45% met mastery. Writing: 79% met mastery.</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Marilyn Park	early childhood elementary education ESOL endorsement reading endorsement gifted endorsement	33	4	<p>2011-2012 A Reading Mastery: 58%, Learning Gains 78%, Lowest 25% Gains 78% Math Mastery: 62%, Learning Gains 82%, Lowest 25% Gains 71% Science: 45% met mastery. Writing: 79% met mastery.</p> <p>2010-2011 Grade B Reading Mastery: 75%, Learning Gains: 61%, Lowest 25% Gains: 41%. AYP was not met in the area of reading-Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities</p> <p>2009-2010 Grade B Reading Mastery: 81%, Learning Gains: 67%; Lowest 25% Gains: 48% Gains. A.Y.P. was not met in the area reading – Black, Hispanic, Economically Disadvantaged, and Students with Disabilities.</p> <p>2008-2009-Third Grade Teacher. Reading Mastery: 95%.</p> <p>2007-2008-Third Grade Teacher. Reading Mastery: 100%</p> <p>2006-2007-Third Grade Teacher. Reading Mastery: 100%</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Utilize uniformed interviewing questions that match school's vision and mission.	Principal	On-Going	
2	Verify references and district background checks in order to hire highly qualified personnel that best match the school's mission.	Principal	On-Going	
3	Provide new teachers with a New Educators Support System that will provide initial induction as well as on-going support throughout the school year.	NESS Liason	On-Going	
4	New teachers to the school will be paired with a teacher at his/her grade level in order to provide support.	Assistant Principal	September 2013	
5	Reading Resource Specialist and team leaders will model strategies and lessons to teachers in order to assist in effective lesson delivery.	Reading Resource Specialist and Leadership Team	On-Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	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
52	5.8%(3)	9.6%(5)	61.5%(32)	23.1%(12)	42.3%(22)	100.0%(52)	7.7%(4)	13.5%(7)	86.5%(45)

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
Karen Deleuze	Jaime Cartmell	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.

Sue Schendowich	Kayla Speckman	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Kim Ruggieri	Theresa Craig	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Gail Black	Sarah Heavener	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Sandra Carrier	Courtney Smith	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Clay Word	Cortney Berger	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.
Karen Deleuze	Ishar Rodriguez	New to grade level	Paired with another teacher for assistance throughout the school year. Classrooms are in close proximity for convenience. Regularly opportunities for collaboration, lesson planning, and sharing of best practices is designated. Bi-weekly curriculum meetings are also scheduled with grade level team and curriculum coaches.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
Title One funds partially provide funding for teacher salaries, teacher professional development training, and Parental Involvement activities. Budget decisions were aligned to student achievement needs.

Title I, Part C- Migrant

Title I funds are used for extended learning opportunities such as our after school Tiger Review Camp. Parents are invited Parent Educational Workshops monthly. In order to accommodate, we alternate workshop times. Workshops are held both during the day and in the evening.

Title I, Part D

N/A

Title II

N/A

Title III

Title III
District multicultural funds partially provide funding for a bilingual paraprofessional position, and ESOL testing materials. Budget decisions were aligned to student achievement needs.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funding provided funds for a percentage of a teacher. A teacher for reading intervention was obtained due to the SAI funding. As a result, Norcrest Elementary had demonstrated positive student achievement results in the Student With Disabilities AYP subgroup.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

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.

Principal

Assistant Principal

Exceptional Student Education Specialist/RtI Coordinator

Reading Resource Specialist

School Guidance Counselor

Social Worker

School Psychologist

ELL Specialist

Classroom teacher

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 grade level team meets on a weekly basis or as needed to discuss student concerns and needs. The teacher presenting the concern also provides necessary data which may include diagnostics, classroom samples, running records, FAIR data, standardized test scores such as FCAT, Broward Benchmark Assessment Tests, mini-benchmark assessments, and DARs. The teacher discusses interventions that are already in place. The teachers collaborate and develop a plan for further interventions.

If interventions are not successful, the teacher collaborates with the RtI committee. The RtI coordinator/Exceptional Student Education Specialist, Kathi Kusmich, receives the RtI referrals from teachers, parents, or other staff and coordinates/facilitates the meeting. The RtI team meets at least once per month or more depending on volume of referrals and case management needs. An agenda is provided to teachers and RtI members prior to meeting date. The referring teacher is provided with coverage so that he/she can attend the meeting. Data is once again analyzed, and the teacher discusses the interventions that are already in place. The RtI team, along with the teacher, develops an action plan for the student. Necessary support, observations, assessments/diagnostics are designated at this time to members of the RtI team. The RtI coordinator/Exceptional Student Education Specialist, Kathi Kusmich, will serve as the case manager to coordinate support.

Tier 2 and 3 student data is reviewed and graphed to determine strategy effectiveness. Further diagnostics are administered such as a DAR if necessary.

Follow Up meetings are scheduled in order to review student data and progress. Further interventions and modifications to plan are completed as necessary.

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 met with the School Advisory Council (SAC) as well as the principal to assist in the development of the School Improvement Plan. Data was analyzed to determine target areas and discuss strategies that would break barriers. The RtI team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching and aligned processes/procedures.

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.

An in house filemaker database is used in order to maintain all data in a centralized location for tier 1, 2, and 3 students. The Broward Discipline Management System database is used for documentation of behavioral concerns.

The following assessments are used during various times in the year to monitor progress and re-align curriculum for individual students as needed.

Baseline Data: Progress Monitoring and Reporting Network (PMRN) and Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: Broward Enterprise Education Portal (BEEP) mini benchmarks for reading, math, and science, and monthly writing prompts; chapter tests; and discipline referral documented on the Discipline Management System

Midyear: Florida Assessments for Instruction in Reading (FAIR), Broward Benchmark Assessment Test for reading, math, and science; midyear writing benchmark.

End of Year: FAIR and FCAT reading, writing, science, and math data

For tier 2 and 3 students, diagnostics such as DRAs, DARs, and math assessments (Key Math) provided by the Go Math series, for example, are used for tier 2 and 3 students as needed to diagnose specific areas of concern and prescribe interventions. Data is graphed for Tier 2 and 3 students for behavior and/or academics in order to monitor progress and modify interventions. For behavioral concerns, anecdotes and tally sheets will be utilized to monitor progress and determine any needed modifications to plan.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will plan necessary staff development for teachers during staff development days in order to inservice all teachers on the RtI process and activities. Staff development will also provide information regarding the roles and responsibilities of the RtI Leadership Team. The RTI coordinator will also attend district trainings to learn about new area resources available. The RtI coordinator will then provide an inservice during pre-planning week for all instructional staff. One on one assistance and grade level support for Tier 1 and Tier 2 strategies will be provided as needed.

The RtI Leadership Team will assess additional staff professional development needs during its scheduled RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal

Assistant Principal

I.B. Coordinator

Exceptional Student Education Specialist

Reading Resource Specialist

School Guidance Counselor

Autism Coach

Grade Level Team Leaders

ELL Liaison

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

The literacy team will focus on the improvement of student achievement in the area of literacy. The team meets weekly in order to participate in the following:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding grade level benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the information above, the team will identify professional staff development and necessary resources. The team will collaborate regularly, problem solve, share effective practices, evaluate the implementation of the plan, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The focus, goals, and initiatives of the LLT will be led by the needs of the students. Student needs are assessed by reviewing student achievement data and teacher data. The goals and initiatives will be aligned to the School Improvement Plan's reading goals, its strategies, and professional development plan. The LLT will also monitor and support the implementation of the Comprehensive Intervention Reading Programs and strategies to ensure that they are implemented with fidelity. The LLT will participate and lead professional learning communities that have been created to support the School Improvement Plan's goals and strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Norcrest Elementary provides preschool children and their parents with an informative orientation prior to the first day of school. Routines, academic standards, and expectations are shared in an age-appropriate activity. Preschoolers are provided with an opportunity to walk through the campus prior to their first day of school as part of the transition process.

In addition, during the month of May, a kindergarten round up is provided to students and parents of students eligible for kindergarten. Neighboring preschools, in house P.L.A.C.E. and Preschool and their parents are invited to the kindergarten round up for another opportunity for orientation and a tour.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	80 out of 329 made adequate yearly progress on the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (80) of grades 3-5 students met level of proficiency.	26% (86) of students in grades 3-5 will meet 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	There is a need for staff training on current technology including data analysis and training for new teachers.	<ol style="list-style-type: none"> Teachers will be trained to learn how to use appropriate assessments such as FAIR, mini-bats, and/or grade level curriculum assessments and BAT II to monitor and differentiate instruction for K-5 students. Students achievement data will be monitored regularly during data chat meetings to ensure that a rigorous curriculum is being provided. Regular Data chat meetings must be kept. 	Assistant principal and/or team leader	<ol style="list-style-type: none"> Assessment data such as FAIR, curriculum assessments, mini-benchmark scores will be analyzed. A database will be used to assist in the monitoring of student progress and individual instructional needs. Data chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed. 	<ol style="list-style-type: none"> FAIR, mini-benchmarks, chapter tests, review tests, comparison to BAT II results. Data report printouts for quarterly data chats.
2	Students need additional support to demonstrate critical thinking skills.	<ol style="list-style-type: none"> The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. A literacy PLC will be developed to support the PYP process. The literacy PLC will develop formative assessments to support project based learning and sequence. Students will demonstrate critical thinking through project 	PYP Coordinator	<ol style="list-style-type: none"> The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes. Minutes from PLC Grade level teams will meet weekly to discuss and review formative assessments generated by PLC 	student portfolios and rubrics

		based inquiries.			
3	Students need additional opportunities to reinforce fluency and comprehension skills.	Accelerated Reader will be used by 1st-5th grade students and iStation software. Individual student goals will be set to build fluency, phonemic awareness, text features and comprehension.	Team Leader	1. Accelerated Reader and iStation data printouts will be analyzed to review achievement of individual student goals. 2. Students will participate in AR data chats to monitor their progress.	1. Accelerated Reader and iStation printouts. 2. 6 minute solution and Treasures fluency evaluations.

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:	5 out of 11 made adequate yearly progress on the 2011-12 alternative assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (5) students met level of proficiency.	48% (6) students will meet level of proficiency

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. 2. A literacy PLC will be developed to support the PYP process. 3. The literacy PLC will develop formative assessments to support project based learning and sequence. 4. Students will demonstrate critical thinking through project based inquiries.	PYP coordinator	1. The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes 2. Minutes from PLC 3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC	student portfolios and rubrics
2	Students need additional opportunities to reinforce comprehension skills.	Visualizing and verbalizing program will be used by the classroom teacher will reinforce comprehension skills	Classroom teacher	Teacher observation of student's progress.	Reading Mastery and/or SMILE 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	112 out of 329 made adequate yearly progress on the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

34% (112) of third through fifth grade students are above proficiency (level 4 and 5).

39% (128) of students in grades 3-5 will be above proficiency (level 4 and 5).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	<ol style="list-style-type: none"> The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. A literacy PLC will be developed to support the PYP process. The literacy PLC will develop formative assessments to support project based learning and sequence. Students will demonstrate critical thinking through project based inquiries. 	PYP coordinator	<ol style="list-style-type: none"> The PYP coordinator will meet with teams quarterly to ensure the implementation of PYP principles and themes. Minutes from PLC Grade level teams will meet weekly to discuss and review formative assessments generated by PLC 	student portfolios and rubrics
2	There is a need to further integrate technology to accommodate a variety of students' learning styles	<ol style="list-style-type: none"> Teachers need support (training, modeling, & best practices sharing) to incorporate technology. literacy PLC will meet to integrate technology into lessons. Students will utilize interactive multimedia and multimodal strategies such as Skype, and ePals. 	Administration	<ol style="list-style-type: none"> Classroom visits, follow-ups, and discussions using the Marzano evaluation process will be conducted to monitor use of technology and multimodal strategies. PLC minutes Project based learning lesson plans. 	Student portfolios and rubrics will be used.
3	Students need enrichment materials to reinforce vocabulary and comprehension	<ol style="list-style-type: none"> Accelerated Reader program will be used by 1st-5th grade students. Individual goals will be set to build and comprehension. Classroom materials such as Junior Great books, StoryWorks magazines, will be used in intermediate grades to build vocabulary and comprehension. 	Classroom teacher	<ol style="list-style-type: none"> Accelerated Reader, BAT II results, and mini bat data printouts will be analyzed to review achievement of individual student goals. Students will participate in AR data chats to monitor their progress. 	Accelerated Reader (1-5) and mini bat data printouts will show gains

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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	<p>5 out of 11 students scored made at or above yearly progress.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

46% (5) students scored made at or above yearly progress.	51% (6) students scored will meet at or above yearly progress.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. 2. A literacy PLC will be developed to support the PYP process. 3. The literacy PLC will develop formative assessments to support project based learning and sequence. 4. Students will demonstrate critical thinking through project based inquiries.	PYP coordinator	1. The PYP coordinator will meet with teams quarterly to ensure the implementation of PYP principles and themes. 2. Minutes from PLC 3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC	student portfolios and rubrics
2	There may be a need for staff development training on the implementation of intervention and enrichment materials and programs. There may also be a need to obtain appropriate materials for students.	1. Training and review of intervention and enrichment programs. 2. Based upon student progress monitoring data, K-5 students will be prescribed enrichment or intervention activities using research-based materials. 3. Modeling of enrichment and intervention materials by peer observation. 4. Students will utilize technology such as iStation, Renzulli, AR, FCAT Explorer and FL Achieves for enrichment and remediation.	Administration, Team Leaders, Reading Coach & Autism Coach	1. The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings. 3. Teacher observation, modeling & collaboration	SMILE assessment and reading mastery assessments 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	178 students out of 227 made learning gains in reading according to the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (178) of students in grades 3-5 made learning gains.	81% (184) of students in grades 3-5 made learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for continued staff training on current technology including data analysis and training for new teachers.	<p>1. Teachers will be trained to learn how to use appropriate assessments such as FAIR, mini-bats, DRA, and BAT II to monitor and differentiate instruction for K-5 students.</p> <p>2. Students achievement data will be monitored regularly during data chat meetings to ensure that a rigorous curriculum is being provided.</p> <p>3. Regular Data chat meetings must be kept.</p>	Assistant principal and/or Team leader	<p>1. Assessment data such as FAIR, mini-benchmark scores will be analyzed.</p> <p>2. A database will be used to assist in the monitoring of student progress and individual instructional needs.</p> <p>3. Data Chats will individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed.</p>	<p>1. FAIR, mini-benchmarks, chapter tests, review tests, comparison to BAT II results.</p> <p>2. Data report printouts for quarterly data chats.</p>
2	There may be a need for staff development training on the implementation of intervention and enrichment materials and programs. There may also be a need to obtain appropriate materials for students.	<p>1. Training and review of intervention and enrichment programs.</p> <p>2. Based upon student progress monitoring data, K-5 students will be prescribed enrichment or intervention activities using research-based materials.</p> <p>3. Modeling of enrichment and intervention materials by peer observation.</p> <p>4. Students will utilize technology such as iStation, Renzulli, AR, FCAT Explorer and FL Achieves for enrichment and remediation.</p>	Administration, Team Leaders, Reading Coach & Microtech	<p>1. The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.</p> <p>3. Teacher observation, modeling & collaboration</p>	FAIR, mini-benchmark assessments, Benchmark Assessment Test II and data reports and printouts
3	Students are lacking vocabulary skills.	Vocabulary instruction will be supplemented by using Elements of Vocabulary and/or Content Academic Vocabulary System (C.A.V.).	Classroom teachers	<p>1. The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.</p> <p>2. Lesson plans reflect supplemental vocabulary material.</p> <p>3. Leadership team will monitor implementation of supplementary program (s).</p>	mini-benchmark assessments, Benchmark Assessment Test (BAT II), FAIR and CAV mini assessments
4	Students need extended learning opportunities for tier 2 and 3 interventions	Students not making learning gains will be encouraged to participate in an after school extended learning opportunity.	Administration	A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction.	mini-benchmarks

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:	7 students out of 9 made learning gains in reading on the 2011-12 alternative assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (7) of students in grades 3-5 made learning gains	83% (7) of students in grades 3-5 will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to use phonemic awareness to build fluency.	Teachers will implement Phonics for Reading to allow more opportunities for phonemic awareness.	Classroom teacher	Teachers will analyze data from the fluency assessments in the Phonics for Reading program at team data chats.	Fluency data from Phonics for Reading

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:	According to the 2010-11 FCAT information, 41% of the lowest 25% made adequate yearly progress. During the 2011-12 school year, 77% of the lowest 25% made adequate yearly progress. There was a increase of 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (47) of the students in the lowest 25% made learning gains in reading.	80% (48) of the students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended learning opportunities for tier 2 and 3 interventions	<p>1. Based upon student progress monitoring data, K-5 students will be prescribed appropriate double and triple doses of reading instruction.</p> <p>2. Implement research-based materials such as QAR, Six Minute solution, Triumphs, Foundations, Wilson, Quick Reads, Great Leaps, Phonics for Reading and other materials from the Struggling Readers Chart.</p> <p>3. Students not making learning gains will be encouraged to participate in an afterschool extended learning opportunity.</p>	RTI team, Reading Coach	<p>1. Schedule time for double & triple dosed students.</p> <p>2. Reading coach schedule, monitoring of materials' implementation.</p> <p>3. Attendance for extra learning opportunities.</p> <p>4. The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.</p>	Data printouts and reports such as FAIR reports, mini-benchmark printouts, BAT II results and materials' assessments
	Students need additional support to demonstrate critical thinking skills.	1. The Primary Years Programme (PYP), a transdisciplinary	PYP Coordinator	1. The PYP coordinator will meet with teams quarterly to ensure	student portfolios and rubrics

2	<p>approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A literacy PLC will be developed to support the PYP process.</p> <p>3. The literacy PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical thinking through project based inquiries.</p>	<p>implementation of PYP principles and themes.</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC.</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years we will reduce our achievement gap by 50% through implementing the PYP (critical thinking skills) and increasing rigor through common core standards K-5. Our school benchmark is to decrease the gap by 5% each year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	71%	75%	79%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following number of students in each subgroups did not make satisfactory progress on the 2011-2012 FCAT: White 39, Black 91, Hispanic 40, Asian 0, and Indian 0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students not making satisfactory progress in reading by student subgroups were: White 26% (39), Black 63% (91), Hispanic 49% (40) Asian 0% (0), and Indian 0% (0).	The students not making satisfactory progress in reading will decrease for each subgroup to the following: White 21% (32), Black 52% (47), Hispanic 44% (36), Asian 0% (0), and Indian 0% (0).

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	There is a need to further differentiate instruction	<p>1. Teachers will be trained in differentiated instruction strategies.</p> <p>2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided.</p> <p>3. Regular data chat meetings must be kept.</p>	Administration, Reading Coach	<p>1. Reading coach's observation, modeling & collaboration (Coaching for Change)</p> <p>2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.</p> <p>3. Data report printouts for monthly data chats</p>	data printouts
	Greater participation of AYP subgroups in	Students not making learning gains will be	Reading Coach	1. A database will be used to track student	mini-benchmarks, pre and post test

2	extended learning opportunities	encouraged to participate in an after school extended learning opportunities.	progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	comparison
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	12 out of 15 ELL students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (12) of the ELL students did not make satisfactory progress in reading.	We will decrease our ELL students who are not making satisfactory progress in reading to 75% (11).

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	There is a need to further differentiate instruction for ELL students.	1. Teachers will be trained in differentiated instruction strategies for ELL students. 2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided for ELL students. 3. Regular data chat meetings must be kept.	Classroom teacher, ELL Coordinator, and Reading Coach	1. Reading coach's observation, modeling & collaboration (Coaching for Change) 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats	Data printouts and reports such as FAIR reports, CELLA, DRAs, mini-benchmark printouts, and BAT II results
2	Greater participation of ELL students in extended learning opportunities	ELL students not making learning gains will be encouraged to participate in an after school extended learning opportunities	ELL Coordinator, Reading Coach	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	mini-benchmarks, pre and post test comparison

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:	31 out of 47 students with disabilities did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (31) of the students with disabilities did not make satisfactory progress in reading.	We will decrease the number of students with disabilities not making satisfactory progress in reading to 61% (29).

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	There is a need to further differentiate instruction for ESE students.	<p>1. Teachers will be trained in differentiated instruction strategies for ESE students.</p> <p>2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided.</p> <p>3. Regular data chat meetings must be kept.</p>	Classroom Teacher, ESE Specialist/Reading Coach	<p>1. Reading coach's observation, modeling & collaboration (Coaching for Change)</p> <p>2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.</p> <p>3. Data report printouts for monthly data chats</p>	Data printouts and reports such as FAIR reports, mini-benchmark printouts, DARs and BAT II results
2	Students are not responding to core Phonics instruction.	<p>1. Teachers will be trained in the use of phonics strategies.</p> <p>2. Based upon student progress monitoring data, K-5 students will be prescribed appropriate double and triple doses of reading instruction and implement research-based materials such as Wilson Reading Materials, Rewards, ERI, Phonics for Reading, QAR, and Six Minute Solution.</p> <p>3. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided.</p> <p>4. Regular data chat meetings must be kept.</p>	ESE Specialist, Reading Coach	<p>1. The literacy team and classroom teacher will assess individual as well as subgroup progress via regular literacy team data chat meetings.</p> <p>2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.</p> <p>3. Data report printouts for quarterly data chats</p>	mini-benchmark assessments and Benchmark Assessment Test II, DARs, DRA, Phonics for Reading placement tests
3	Greater participation of ESE students in extended learning opportunities	ESE students not making learning gains will be encouraged to participate in an after school extended learning opportunities.	ESE Specialist, Reading Coach	<p>1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction.</p> <p>2. Attendance for extra learning opportunities.</p>	mini-benchmarks, pre and post test comparison

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:	113 out of 216 economically disadvantaged students did not meet satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (113) of the economically disadvantaged students did not meet satisfactory progress in reading.	We will decrease the number of economically disadvantaged students not meeting satisfactory progress in reading to 47% (102).

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	There is a need to further differentiate instruction for our Economically Disadvantaged students.	<p>1. Teachers will be trained in differentiated instruction strategies for our Economically Disadvantaged students.</p> <p>2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided to our Economically Disadvantaged students.</p> <p>3. Regular data chat meetings must be kept.</p>	Reading Coach	<p>1. Reading coach's observation, modeling & collaboration (Coaching for Change)</p> <p>2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.</p> <p>3. Data report printouts for quarterly data chats</p>	Data printouts and reports such as FAIR reports, mini-benchmark printouts, and BAT II results.
2	Students need extended learning opportunities for tier 2 and 3 interventions.	<p>Economically Disadvantaged students not making learning gains will be encouraged to participate in an after school extended learning opportunity.</p> <p>Economically Disadvantaged students will be provided with the opportunity to apply for SES tutoring.</p>	Reading Coach	<p>1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction.</p> <p>2. Attendance for extra learning opportunities.</p>	mini-benchmarks, pre and post test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading PLC focusing on Common Core State Standards, Integration of Social Studies into Reading, Differentiation of instruction, rubrics and implementation of Primary Years Programme through Reading.	Pre-K to 5 Reading Social Studies & Primary Years Programme	Assistant Principal Reading Coach & Team Leaders	Pre-K to 5 Teachers	PrePlanning and monthly Sept. - May	Administrative & Peer Observations Celebratory Sharing, May 2013	Administration
District Summer Inservice	1. Common Core State Standards 2. Social Studies	District trainers	1. 1st & 2nd Grade Teachers 2. Selected Grade Level Representatives	Summer Institutes 2012	Presentation of information to grade level at Preplanning	Grade Team Leader Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research-Based materials will be used for double and triple doses such as QAR, Quick Reads, and Phonics for Reading	Materials from Struggling Reader's Chart such as QAR, Quick Reads, and Phonics for Reading	Accountability Funds	\$1,500.00
			Subtotal: \$1,500.00
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
Teachers will participate in Professional Learning Communities, staff development, and data chats in order to provide students with strategies and programs from the K-12 Reading Plan	Teachers will need release time and learning materials.	Accountability Funds	\$1,300.00
Teachers will be provided with training on differentiated instructions, best practices, and/or data analysis.	Staff development opportunities will be provided.	Title I	\$2,811.00
			Subtotal: \$4,111.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended learning opportunities will be provided for students who did not meet learning gains.	Teacher Stipends	PTA	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$7,111.00

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.		42 out of 122 ELL students were proficient in listening/speaking in 2011-2012			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
34% (42) students were proficient listening/speaking in 2011-2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are struggling with learning	Teachers will implement the curriculum "Let's	Classroom teacher and ESOL	Teachers will analyze data from FAIR, and	FAIR data and other weekly

1	acquisition.	Go" which incorporates a listening and speaking component.	lison	other weekly assessments for increase in students knowledge of the language.	assessment data
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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:

48 out of 122 ELL students were proficient in reading in 2011-2012.

2012 Current Percent of Students Proficient in reading:

39% (48) of the ELL students were proficient in Reading in 2011-2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to practice vocabulary as it relates to reading comprehension.	Teachers will implement the Elements of Vocabulary and On Our Way to English program to give students vocabulary practice.	Classroom teacher	Analyze vocabulary test data from Elements of Vocabulary weekly tests and other reading assessments.	Elements of Vocabulary 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:

40 out of 122 ELL students were proficient in writing on 2011-2012.

2012 Current Percent of Students Proficient in writing:

33% (40) of ELL students were proficient in writing in 201-2012

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with English language structure as it relates to the writing process.	Teachers will implement writing programs like Writing with Pictures and Great Leaps to give visual aids for the writing process.	Classroom teacher	Teachers will analyze data from writing samples through the use of rubrics.	Writing rubrics

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Implementation of curriculum of Let's Go, Elements of Vocabulary, and On Our Way to English.	Let's Go CD's, Elements of Vocabulary Kits, and On Our Way to English program	Non-consumable materials previously purchased	\$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
ELL Paraprofessional for implementation of pull-out support	Pull-out support	Title III	\$16,000.00
			Subtotal: \$16,000.00
			Grand Total: \$16,000.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	84 out of 329 met proficiency on the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (84) of students met proficiency.	31% (102) of students will meet proficiency.

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	There is a need for staff training on current technology including data analysis and training for new teachers.	<ol style="list-style-type: none"> Teachers will be trained to learn how to use appropriate assessments such as FAIR, mini-bats, and/or grade level curriculum assessments and BAT II to monitor and differentiate instruction for K-5 students. Students achievement data will be monitored regularly during data chat meetings to ensure that a rigorous curriculum is being provided. Regular Data chat meetings must be kept. 	Assistant principal and/or team leader	<ol style="list-style-type: none"> Assessment data such as FAIR, curriculum assessments, mini-benchmark scores will be analyzed. A database will be used to assist in the monitoring of student progress and individual instructional needs. Data chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed. 	<ol style="list-style-type: none"> FAIR, mini-benchmarks, chapter tests, review tests, comparison to BAT II results. Data report printouts for quarterly data chats.
2	Students need additional support to demonstrate critical thinking skills.	<ol style="list-style-type: none"> The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. A literacy PLC will be developed to support the PYP process. The literacy PLC will develop formative assessments to support project based learning and sequence. Students will demonstrate critical thinking through project based inquiries. 	PYP Coordinator	<ol style="list-style-type: none"> The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes. Minutes from PLC Grade level teams will meet weekly to discuss and review formative assessments generated by PLC 	student portfolios and rubrics
	Students require reflection regarding math	Using the Go Math lessons students will	Classroom Teacher	Teachers will review the math journals for	mini-benchmarks and journaling in

3	processes.	think, solve, and explain word problems. Students will be trained to reflect on problem-solving step/strategies, using the journalling process and Common Core strategies.		accuracy of the math processes taught and problem solving steps.	the student text.
4	Students are not demonstrating the understanding of math vocabulary.	K-5 Teachers will instruct targeted vocabulary such as that included in the eglossary located in Go Math via Broward Enterprise Education Portal and visual aids.	Classroom Teacher	K-5 teachers will analyze date at team meetings	mini-benchmarks and BAT II assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	8 out of 11 met proficiency on the alternative assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (8) students met proficiency on the alternative assessment.	78% (9) of students will meet proficiency on the alternative assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. 2. A literacy PLC will be developed to support the PYP process. 3. The literacy PLC will develop formative assessments to support project based learning and sequence. 4. Students will demonstrate critical thinking through project based inquiries.	PYP coordinator	1. The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes 2. Minutes from PLC 3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC	student portfolios and rubrics
2	Students are not demonstrating the understanding of math vocabulary.	K-5 Teachers will instruct targeted vocabulary such as that included in the Touch Math, Go Math, and visual aids.	Classroom teacher	K-5 teachers will analyze date at team meetings	Informal teacher assessment

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:	117 out of 329 students achieved above proficiency on the 2011-12 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (117) of students achieved above proficiency.	41% (135) of students will achieve above proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. 2. A literacy PLC will be developed to support the PYP process. 3. The literacy PLC will develop formative assessments to support project based learning and sequence. 4. Students will demonstrate critical thinking through project based inquiries.	PYP coordinator	1. The PYP coordinator will meet with teams quarterly to ensure the implementation of PYP principles and themes. 2. Minutes from PLC 3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC	student portfolios and rubrics
2	Students need an accelerated pacing to meet all learning needs.	Teachers of advanced level math students in grades 4 and 5 will use the accelerated instructional focus calendar and Go Math enrichment materials.	Classroom teacher	Meetings will occur between classroom teachers and administration to determine the effectiveness and guide the pacing	Enrichment workbook results, chapter test results, and FCAT Results
3	Students need opportunities to practice mental math and critical thinking skills.	Teachers will implement Everyday Count Calendar Math programs	Classroom Teacher	Teachers will evaluate student answers and group responses while curriculum is implemented.	Teacher observations and math journal rubrics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	1 out of 11 students achieved above proficiency on the 2011-12 alternative assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (1) students achieved above proficiency on the 2011-12 alternative assessment.	14% (2) students will achieve above proficiency on the 2012-2013 alternative 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
	Students need additional	1. The Primary Years	PYP coordinator	1. The PYP coordinator	student portfolios

1	support to demonstrate critical thinking skills.	<p>Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A literacy PLC will be developed to support the PYP process.</p> <p>3. The literacy PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical thinking through project based inquiries.</p>		<p>will meet with teams quarterly to ensure the implementation of PYP principles and themes.</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC</p>	and rubrics
2	Students lack prerequisite skills for understanding abstract concepts.	Manipulatives will be used during lessons to provide a concrete, hands on opportunities.	Classroom teacher and Autism coach	Teacher observation, modeling, and collaboration	Informal teacher assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	185 out of 227 students made learning gains on the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (185) of students made learning gains.	85% (193) of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for continued staff training on current technology including data analysis and training for new teachers.	<p>1. Teachers will be trained to learn how to use appropriate assessments such as FAIR, mini-bats, DRA, and BAT II to monitor and differentiate instruction for K-5 students.</p> <p>2. Students achievement data will be monitored regularly during data chat meetings to ensure that a rigorous curriculum is being provided.</p> <p>3. Regular Data chat meetings must be kept.</p>	Assistant principal and/or Team leader	<p>1. Assessment data such as FAIR, mini-benchmark scores will be analyzed.</p> <p>2. A database will be used to assist in the monitoring of student progress and individual instructional needs.</p> <p>3. Data Chats will individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed.</p>	<p>1. FAIR, mini-benchmarks, chapter tests, review tests, comparison to BAT II results.</p> <p>2. Data report printouts for quarterly data chats.</p>
2	Students require reflection regarding math processes.	Using the Go Math lessons students will think, solve, and explain word problems. Students will be trained to reflect on problem solving steps/strategies using	classroom teacher	Teachers will review the math journals for accuracy of the math processes taught and problem solving steps.	school-wide rubric for math journals

		the journaling process.			
3	Students lack prerequisite skills to master NGSSS.	Students will use technology programs, including but not limited to online textbooks and resources, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills.	Classroom Teacher	Teacher observation, modeling & collaboration	mini-benchmarks, chapter tests, review tests, comparison of Bat II.
4	Students need extended learning opportunities for tier 2 and 3 interventions.	Students not making learning gains will be provided with an extended learning opportunity before, during, and after school.	Leadership team and team leader	Teams will analyze data at team meetings.	Assessments, chapter tests and mini benchmarks

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:	6 out of 9 students made learning gains on the 2011-2012 alternative assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (6) students made learning gains on the 2011-2012 alternative assessment.	75% (7) students will make learning gains on the 2012-2013 alternative assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills for understanding abstract concepts.	Manipulatives will be used during lessons to provide a concrete, hands on opportunities.	Classroom teacher and Autism Coach	Teacher observation, modeling, and collaboration	Informal teacher assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	42 out of 59 students made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (42) of students in the lowest 25% made learning gains.	74% (44) of students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require reflection regarding math processes.	Using the Go Math lessons students will think, solve, and explain	Classroom Teacher	Teachers will review the math journals for accuracy of the math	school-wide rubric for evaluating math journals.

1		word problems. Students will be trained to reflect of the problem solving steps/strategies, using the journaling process.		processes taught and problem solving steps.	
2	Students lack prerequisite skills for understanding abstract concepts.	Manipulatives will be used during lessons to provide a concrete, hands on opportunities.	Classroom teacher	Teacher observation, modeling & collaboration	BAT II result and chapter tests
3	Students need additional support to demonstrate critical thinking skills.	<p>1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A math PLC will be developed to support the PYP process.</p> <p>3. The math PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical thinking through project based inquiries.</p>	PYP Coordinator	<p>1. The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes.</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC.</p>	Student portfolios and rubrics.
4	Students need extended learning opportunities for tier 2 and 3 interventions.	Students not making learning gains will be provided with an extended learning opportunity before, during, and after school.	Classroom teacher	Teams will analyze data at team meetings.	Mini-benchmarks, chapter tests, pre and post assessments

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 # In six years we will reduce our achievement gap by 50% through implementing the PYP (critical thinking skills) and increasing rigor through common core standards K-5. Our school benchmark is to decrease the gap by 5% each year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following number of students in each subgroups did not make satisfactory progress on the 2011-2012 FCAT: White 39, Black 51, Hispanic 37, Asian 0, and Indian 0.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Students not making satisfactory progress in reading by student subgroups were: White 26% (39), Black 56% (51), Hispanic 46% (37) Asian 0% (0), and Indian 0% (0).	The students not making satisfactory progress in reading will decrease for each subgroup to the following: White 21% (32), Black 51% (46), Hispanic 41% (33), Asian 0% (0), and Indian 0% (0).			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Greater participation of AYP subgroups in extended learning opportunities	Students not making learning gains will be encouraged to participate in an after school extended learning opportunities.	administration	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	mini-benchmarks, pre and post test comparison
2	There is a need to further differentiate instruction.	1. Teachers will be trained in differentiated instruction strategies. 2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided. 3. Regular data chat meetings must be kept.	Administration	1. Math coach's observation, modeling & collaboration (Coaching for Change) 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats	data printouts

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:	10 out of 15 ELL students did not make satisfactory progress on the FCAT during the 2011-12 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (10) of ELL students did not make satisfactory progress in mathematics.	We will decrease the number of ELL student not making satisfactory progress in mathematics to 62% (9).

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	There is a need to further differentiate instruction for ELL students.	1. Teachers will be trained in differentiated instruction strategies for ELL students. 2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided for ELL students. 3. Regular data chat meetings must be kept.	Classroom Teacher and ELL Coordinator	1. Math coach's observation, modeling & collaboration (Coaching for Change) 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats	mini-benchmarks, chapter tests, review tests, and compare to BAT II
2	Students are not demonstrating the understanding of math vocabulary.	Teachers will instruct targeted vocabulary such as that included in the eglossary located in Go Math via Broward Enterprise Education Portal.	Classroom Teacher	Biweekly meeting will be held with grade level teachers and math coach to analyze data and implementation of vocabulary instruction.	mini-benchmarks, chapter tests, review tests and compare to BAT II
3	Greater participation of ELL students in extended learning opportunities	ELL students not making learning gains will be encouraged to participate in before, during, and after school	ELL Coordinator and administration	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide	mini-benchmarks, pre and post test comparison

	extended learning opportunities	instruction. 2. Attendance for extra learning opportunities.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	105 out of 216 students with disabilities did not make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (105) of students with disabilities did not make satisfactory progress in mathematics.	We will decrease the number of students with disabilities not making satisfactory progress in mathematics to 44% (95).

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	There is a need to further differentiate instruction for ESE students.	1. Teachers will be trained in differentiated instruction strategies for ESE students. 2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided. 3. Regular data chat meetings must be kept.	Classroom Teacher and ESE Specialist	1. Peer observation, modeling & collaboration 2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings. 3. Data report printouts for monthly data chats	Data printouts and reports such as alternative assessments, mini-benchmark printouts, and BAT II results
2	Greater participation of ESE students in extended learning opportunities	Students not making learning gains will be provided with an extended learning opportunity before, during, and after school.	Administration	1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction. 2. Attendance for extra learning opportunities.	mini-benchmarks, pre and post test comparison

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:	105 out of 216 students did not meet adequate yearly progress on the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (161) of economically disadvantaged students did not make satisfactory progress in mathematics.	73% (171) of students will make adequate yearly progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	There is a need to further differentiate instruction for our Economically Disadvantaged students.	<p>1. Teachers will be trained in differentiated instruction strategies for our Economically Disadvantaged students.</p> <p>2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided to our Economically Disadvantaged students.</p> <p>3. Regular data chat meetings must be kept.</p>	Classroom teacher and administration	<p>1. Peer observation, modeling & collaboration</p> <p>2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.</p> <p>3. Data report printouts for quarterly data chats</p>	Data printouts and reports such as alternative assessments, mini-benchmark printouts, and BAT II results.
2	Students need extended learning opportunities for tier 2 and 3 interventions.	<p>Economically Disadvantaged students not making learning gains will be encouraged to participate in before, during, and after school extended learning opportunity.</p> <p>Economically Disadvantaged students will be provided with the opportunity to apply for SES tutoring</p>	Administration	<p>1. A database will be used to track student progress. Teachers with expertise in this area will be invited to provide instruction.</p> <p>2. Attendance for extra learning opportunities.</p>	mini-benchmarks, pre and post test

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
Mathematics PLC focusing on Common Core State Standards and Go-Math strategies, including differentiation and the implementation of Primary Years Programme through Mathematics.	Pre-K - 5 Mathematics	Assistant Principal Selected Teachers	Pre-K - 5 Teachers	Monthly meetings September - May 2013	Administrative and Peer Observations	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Strategies such as Singapore Math and other necessary strategies from the Struggling Math Chart will be utilized. Select teachers will obtain training and then share during PLC.	Release Time	Accountability	\$400.00
Teachers will be provided with training on differentiated instruction, best practices, and/or data analysis.	Staff development opportunities will be provided.	Title I	\$2,811.00
			Subtotal: \$3,211.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,211.00

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:		24 out of 106 students achieved level 3 on the 2011-12 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% (24) of the fifth graders met proficiency in the area of science.		26% (28) of students in grade five will meet proficiency.			
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	There is a need for staff training on current technology including data analysis and training for new teachers.	1. Teachers will be trained to learn how to use appropriate assessments such as FAIR, mini-bats, and/or grade level curriculum assessments and BAT II to monitor and differentiate instruction for K-5 students. 2. Students achievement data will be monitored regularly during data	Assistant principal and/or team leader	1. Assessment data such as FAIR, curriculum assessments, mini-benchmark scores will be analyzed. 2. A database will be used to assist in the monitoring of student progress and individual instructional needs. 3. Data chats with individual teachers and	1. FAIR, mini-benchmarks, chapter tests, review tests, comparison to BAT II results. 2. Data report printouts for quarterly data chats.

		<p>chat meetings to ensure that a rigorous curriculum is being provided.</p> <p>3.Regular Data chat meetings must be kept.</p>		<p>grade level groups to ensure that differentiated instruction is appropriately prescribed.</p>	
2	<p>Students need additional support to demonstrate critical thinking skills.</p>	<p>1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A literacy PLC will be developed to support the PYP process.</p> <p>3. The literacy PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical thinking through project based inquiries.</p>	PYP Coordinator	<p>1. The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes.</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC</p>	<p>student portfolios and rubrics</p>
3	<p>Teachers will need training on Science Fusion Series combining with use of Hands On Science Kits.</p>	<p>1. Selected teachers from each grade level (science liaison) attended district training and will train grade level teachers during pre-planning.</p> <p>2. Administration attended district training on Science Fusion.</p>	Administration	<p>Classroom walkthroughs will take place regularly to monitor the implementation of hands-on experiences. Lesson plans will reflect hands-on opportunities.</p>	<p>Chapter tests, student portfolio and mini-benchmark results</p>
4	<p>Students need additional support with text features and Science content vocabulary</p>	<p>1. Peer observations will be trained in differentiated instruction strategies.</p> <p>2. Students' achievement data will be monitored regularly during data chat meetings to ensure a differentiated curriculum is being provided.</p> <p>3. Regular data chat meetings must be kept.</p>	Team Leader	<p>1. Peer observation & modeling</p> <p>2. Grade Level's sharing of best practices</p> <p>2. A database will be maintained and utilized to monitor student progress by subgroups as well as by individuals during data chat meetings.</p> <p>3. Data report printouts for monthly data chats</p>	<p>Chapter tests, student portfolio and mini-benchmark results</p>

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.
Science Goal #1b:

3 out of 5 students met proficiency on the 2011-2012 alternative assessment.

2012 Current Level of Performance:

2013 Expected Level of Performance:

60% (3) students met proficiency on the 2011-2012 alternative assessment.

65% (3) students will meet proficiency on the 2011-2012 alternative assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	<p>1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A literacy PLC will be developed to support the PYP process.</p> <p>3. The literacy PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical thinking through project based inquiries.</p>	PYP coordinator	<p>1. The PYP coordinator will meet with teams quarterly to ensure implementation of PYP principles and themes</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC</p>	student portfolios and rubrics
2	Teachers are in need of high interest low level Science materials	Teachers will collaborate with general education teachers for curriculum materials	Autism coach, classroom teacher, and team leaders	Teacher observations will be discussed at team meetings	Informal 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

23 out of 106 students met level 4 or 5 on the 2011-12 FCAT.

Science Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

22% (23) of students met level 4 or 5 on the FCAT.

25% (27) of students will meet level 4 or 5 on 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	Students need additional support to demonstrate critical thinking skills.	<p>1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A literacy PLC will be developed to support the PYP process.</p>	PYP coordinator	<p>1. The PYP coordinator will meet with teams quarterly to ensure the implementation of PYP principles and themes.</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments</p>	student portfolios and rubrics

		<p>3. The literacy PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical thinking through project based inquiries.</p>		generated by PLC	
2	There is a need for students to apply the use of the scientific process and problem solving techniques.	Students will participate in the Invention Convention, which allows for the implementation and demonstration of the scientific process.	Science Liaison, Administration	<p>1. Classroom walkthroughs will take place regularly to monitor the implementation of the scientific process.</p> <p>2. Lesson Plans will reflect usage of scientific process.</p>	Student portfolios and projects
3	There is a need for students to have Science curriculum enrichment.	A Science PLC will meet to discuss enrichment opportunities for students	Classroom teacher and team leaders	3. Data chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed.	Student performance-based assessments scored by rubrics, Student portfolios and projects

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:	2 out of 5 students scored at or above proficiency on the 2011-2012 alternative assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) students scored at or above proficiency on the 2011-2012 alternative assessment.	45% (2) students will score at or above proficiency on the 2012-2013 alternative assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to demonstrate critical thinking skills.	<p>1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills.</p> <p>2. A literacy PLC will be developed to support the PYP process.</p> <p>3. The literacy PLC will develop formative assessments to support project based learning and sequence.</p> <p>4. Students will demonstrate critical</p>	PYP coordinator	<p>1. The PYP coordinator will meet with teams quarterly to ensure the implementation of PYP principles and themes.</p> <p>2. Minutes from PLC</p> <p>3. Grade level teams will meet weekly to discuss and review formative assessments generated by PLC</p>	student portfolios and rubrics

		thinking through project based inquiries.			
2	Students are not demonstrating the understanding of Science vocabulary.	Teachers will instruct targeted vocabulary through the use of visual aids such as word walls	Classroom teachers	Teacher observations will be discussed at team meeting about the effectiveness of the visual aids and student understanding.	Informal teacher 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
District training on Science Fusion and Integration of Hands on Kits.	Selected teachers K-5	District trainers	Selected Teachers	Summer 2012	Administrative and Peer Observations	Administration
Science PLC focusing on Common Core State Standards, Differentiation of instruction, rubrics and implementation of Primary Years Programme through Inquire Based Investigations.	Pre-K-5 Science	Assistant Principal and Select Teachers	Pre-K-5 Teachers	Monthly Meetings September - May 2013	Administrative and Peer Observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The PLC will allow for school-wide staff development on strategies such as hands-on experiments, web-based learning, and mastery of grade level appropriate strands.	Teachers will need release time for staff development and data analysis.	Accountability Funds	\$500.00
Teachers will be provided with			

training on differentiated instructions, best practices, and/or data analysis.	Staff development opportunities will be provided	Title I	\$2,811.00
			Subtotal: \$3,311.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,311.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:	95 out of 120 students made adequate yearly progress on the 2011-12 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (95) of students made adequate yearly progress.	81% (97) of students will meet adequate yearly progress.

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	There is a need for continued staff training for writing analysis and training for all teachers.	1. Teachers will be trained to learn how to use appropriate assessments to analyze monthly writing samples (baseline & midyear benchmarks) and differentiate instruction for K-5 students. 2. Students achievement data will be monitored regularly during data chat meetings to ensure that a rigorous curriculum is being provided. 3. Regular Data chat meetings must be kept.	Reading Coach	1. Writing samples will be scored using the 6 trait rubric and/or FCAT rubric in grades K-5 and data will be inputted on the filemaker database for analysis. 2. Scored writing samples will be analyzed by the writing PLC and shared at grade level team meetings.	Writing samples/6 traits of writing, FCAT rubric analysis.
	There may be a need for staff development training on the implementation of intervention and enrichment materials and programs. There may also be a need to obtain appropriate	1. Training and review of intervention and enrichment programs. 2. Based upon student progress monitoring data, K-5 students will be prescribed enrichment and/or	reading coach	Monthly Classroom walkthroughs will be used to monitor use.	writing sample benchmarks

2	materials for students.	remediation, and implement research-based materials. 3. Modeling of enrichment and intervention materials by reading coach or peer teachers. 4. Lessons will be supplemented with literature.			
3	New teachers to grade levels will need training in writing instruction.	Teachers will participate in a Writing PLC to discuss BEEP lessons and district Writing curriculum and will share strategies at weekly team meetings.	Team leaders	1. . Scored writing samples will be analyzed by the Writing PLC. 2. Chats with individual teachers and grade level groups to ensure that differentiated instruction is appropriately prescribed.	writing samples/FCAT rubric
4	Students need additional support to demonstrate critical thinking skills in writing for various audiences and purposes.	1. The Primary Years Programme (PYP), a transdisciplinary approach, will be utilized to develop students' critical thinking skills. 2. A literacy PLC will be developed to support the PYP process. 3. The literacy PLC will develop formative assessments to support project based learning and sequence. 4. Students will demonstrate critical thinking through project based inquiries including opportunities to address various audiences and purposes.	PYP Coordinator	Monthly Classroom walkthroughs will be used to monitor use.	student portfolio samples

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:	2 out of 5 students made adequate yearly progress on the 2011-12 alternative assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2) of students made adequate yearly progress on the 2011-2012 alternative assessment.	45% (2) of students will met adequate yearly progress on the 2012-2013 alternative assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students are in need of more opportunities to practice sequencing of ideas during the writing process.	Classroom teachers will implement Writing with Pictures for visual support to expand sentences and sequencing of ideas.	Classroom teacher	Analyzing student work using a writing rubric	Writing rubric scores

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
Writing PLC focusing on Common Core State Standards, Differentiation of instruction, rubrics and implementation of Primary Years Programme through Writing.	Pre-K - 5 Writing	Assistant Principals Selected Teachers	Pre-K - 5 Teachers	Monthly Meetings September - May 2013	Administrative and Peer Observation	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Trait Crate will be used as a supplemental material.	Trait Crate will assist in instructing students using the six traits of writing.	previously purchased	\$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
Teachers will use effective teaching strategies, have set benchmarks/goals for each grade level, and be able to score writing samples.	District and in-house training, vertical teams (PLC)	Accountability	\$1,300.00
Teachers will be provided with training on differentiated instruction, best practices, and/or data analysis.	Staff development opportunities will be provided.	Title I	\$2,811.00
			Subtotal: \$4,111.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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:	During the 2011-12 school year, the average percent of students absent per day is 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (723) of students were in attendance.	98% (737) of students will be in attendance.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-12 school year, 52 (7%) students demonstrated to have excessive absences.	During the 2012-13 school year, there will be a 4% (30) decrease of excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
121 (16%) students demonstrated to have excessive tardies.	There will be a 5% (83) decrease of excessive tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not adhere to the attendance expectations.	<p>1. The Broward Truancy Intervention Program will be utilized in order to encourage students to attend school. The guidance counselor and social worker will be utilized when necessary in order to provide any needed assistance to individual parents.</p> <p>2. Tardies and early release time will be documented and missing minutes will be inputted on the TERMS database.</p> <p>3. The School Board of Broward County's attendance policy will be followed. Only permitted absences will be excused.</p>	BTIP Coordinator, Administration	<p>1. The BTIP Coordinator will hold meetings with parents of students that have been flagged for not being in attendance. The need to be in attendance will be stressed and guidance/social worker needs will be provided if needed.</p> <p>2. Parent-teacher conferences, interims, and report cards will be used to convey the concern to parents. Tardy minutes will be documented daily on TERMS.</p> <p>3. Unacceptable absences according to the Broward School Board Code of Conduct will be unexcused.</p>	Terms attendance printout
	Parents may not utilize school personnel for	1. At Open House, parent meetings and	Administration	Data will be kept using TERMS database.	TERMS attendance

2	assistance.	students' beginning of the year assembly, attendance and punctuality will be encouraged as well as discussed.			printout
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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
Staff training attendance K-5 will be held (refresher)	K - 5	Administration	Pre-K- 5 Teachers	PrePlanning	Administrative Observations	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	According to the SIP 2012 attendance-suspension data report, the total number of internal suspensions is 29 and the total number of external suspensions is 9. The total number of student membership was 751.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
According to the SIP 2012 attendance-suspension data report, there were 29 In-school suspensions.	During the 2012-13 school year, we will decrease our in-school suspensions by at least one.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
According to the SIP 2012 attendance-suspension data report, there were 17 In-school suspensions.	During the 2012-13 school year, we will decrease our in-school suspensions by at least one.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
According to the SIP 2012 attendance-suspension data report, there were 9 out-of-school suspensions.	During the 2012-13 school year, we will decrease our external school suspensions by at least one.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
According to the SIP 2012 attendance-suspension data report, there were 6 In-school suspensions.	During the 2012-13 school year, we will decrease our external school suspensions by at least one.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The positive management system may not be effective with the targeted students.	<ol style="list-style-type: none"> 1. A proactive discipline plan will be set in place by classroom teachers preventative measures. 2. Individual behavior plans will be designed for students in need. 3. The RtI process will be initiated for students not responding to individual behavior plans. Use of guidance counselor, social worker, and external counseling will be provided when needed. 	Administration	The discipline management system will be used to track amounts of in-school and external suspensions.	Discipline Management System report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Staff training on RTI & ProActive Discipline Strategies	Pre-K - 5	Principal ESE Specialist	Pre-K - 5 Teachers	PrePlanning	Administrative Observations	Administration

(refresher)						
Anti-Bullying Brainspark	All staff members	District Brainspark	All Staff members	August - Setpember 2012	Administration Observations	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
Anti-Bullying Assemblies	Student Code of Conduct	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-12 school year, there was 35% parental involvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35% (263)of our parents were involved in parental involvement activities.	50% (376)of our parents will be involved in parental involvement activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English is not the Primary Home Language	Parents Links conducted in other languages. Use software to translate parent announcements.	Assistant Principal	Parent Surveys	Sign in sheets

2	Transition to Paperless School Information Dissemination	Gathering emails at all PTA meetings to develop database	PTA communication liaison	Increase of email addresses for newsletter and announcements	Email Database
3	Parents are not knowledgeable of the need for involvement in school activities.	Parents will be invited to volunteer at various school functions at the open house in the beginning of the year	Principal and PTA president	Sign in sheets will be used to tally amount of parents attending.	Sign in sheets
4	Communication of daily school activities between parents and teachers is not organized school wide	Agendas will be provided for communication between parents and teachers	Classroom teachers	Sign in sheets will be used to tally amount of parents attending.	Parent signatures in agendas

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
Review of Parent Compact	Pre-K - 5	Principals SAC Chair	Pre-K - 5 Teachers	PrePlanning	Parent Conferences, Volunteer Participation	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Review of Parent Compact	Parent Compact presented by SAC	n/a	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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	Research-Based materials will be used for double and triple doses such as QAR, Quick Reads, and Phonics for Reading	Materials from Struggling Reader's Chart such as QAR, Quick Reads, and Phonics for Reading	Accountability Funds	\$1,500.00
CELLA	Implementation of curriculum of Let's Go, Elements of Vocabulary, and On Our Way to English.	Let's Go CD's, Elements of Vocabulary Kits, and On Our Way to English program	Non-consumable materials previously purchased	\$0.00
Writing	Trait Crate will be used as a supplemental material.	Trait Crate will assist in instructing students using the six traits of writing.	previously purchased	\$0.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will participate in Professional Learning Communities, staff development, and data chats in order to provide students with strategies and programs from the K-12 Reading Plan	Teachers will need release time and learning materials.	Accountability Funds	\$1,300.00
Reading	Teachers will be provided with training on differentiated instructions, best practices, and/or data analysis.	Staff development opportunities will be provided.	Title I	\$2,811.00
Mathematics	Strategies such as Singapore Math and other necessary strategies from the Struggling Math Chart will be utilized. Select teachers will obtain training and then share during PLC.	Release Time	Accountability	\$400.00
Mathematics	Teachers will be provided with training on differentiated instruction, best practices, and/or data analysis.	Staff development opportunities will be provided.	Title I	\$2,811.00
Science	The PLC will allow for school-wide staff development on strategies such as hands-on experiments, web-based learning, and mastery of grade level appropriate strands.	Teachers will need release time for staff development and data analysis.	Accountability Funds	\$500.00
Science	Teachers will be provided with training on differentiated instructions, best practices, and/or data analysis.	Staff development opportunities will be provided	Title I	\$2,811.00
	Teachers will use effective teaching			

Writing	strategies, have set benchmarks/goals for each grade level, and be able to score writing samples.	District and in-house training, vertical teams (PLC)	Accountability	\$1,300.00
Writing	Teachers will be provided with training on differentiated instruction, best practices, and/or data analysis.	Staff development opportunities will be provided.	Title I	\$2,811.00
				Subtotal: \$14,744.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended learning opportunities will be provided for students who did not meet learning gains.	Teacher Stipends	PTA	\$1,500.00
CELLA	ELL Paraprofessional for implementation of pull-out support	Pull-out support	Title III	\$16,000.00
Suspension	Anti-Bullying Assemblies	Student Code of Conduct	N/A	\$0.00
Parent Involvement	Review of Parent Compact	Parent Compact presented by SAC	n/a	\$0.00
				Subtotal: \$17,500.00
				Grand Total: \$33,744.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to provide students with research-based programs and strategies. Necessary materials and staff development will be provided to teachers with the funds.	\$3,526.00

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District NORCREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	84%	87%	67%	313	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	61%	68%			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?	41% (NO)	66% (YES)			107	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					549	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District NORCREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	84%	90%	69%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	75%			142	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?	48% (NO)	63% (YES)			111	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					577	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested