

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: ORANGE BROOK ELEMENTARY SCHOOL

District Name: Broward

Principal: Mrs. Zaida Prendes

SAC Chair: Clifton Roach, Aquila Rhodes

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					Assistant Principal of Dania Elementary School - 2004-2005 B Reading: 64% Math: 61% Writing: 84% Science: N/A AYP: School earned Provisional status - AYP was not met by Black subgroup in math. 2005-2006 B Reading: 62% Math: 64% Writing: 79% Science: N/A AYP ccriteria not met by ESOL and SWD in Math. 2006-2007 A Reading: 62% Math: 69% Writing: 89% Science: 27% AYP criteria met through Growth Model for ELL. AYP criteria not met for Black subgroup in

Principal	Zaida Prendes	<p>BA Elementary Education, University of South Florida; MA Educational Leadership; Certifications: Early Childhood, Educational Leadership, Elementary Education, School Principal, ESOL</p>	2	8	<p>math. 2007-2008 A Reading: 70% Math: 74% Writing: 93% Science: 35% AYP criteria not met by SWD subgroup in reading and math.</p> <p>Assistant Principal of Colbert Elementary 2008-2009 C Reading: 57% Math: 67% Writing: 89% Science: 22% AYP criteria not met by Hispanic and Economically Disadvantaged subgroups in reading; Black subgroup in math.</p> <p>Principal, Colbert Elementary 2009-2010 C Reading: 53% Math: 62% Writing: 84% Science: 22% AYP criteria met by Hispanic in Reading and Math. AYP criteria not met by Economically Disadvantaged and the black subgroup in reading and math. Lowest 25% in reading made 62% learning gains in reading and 65% learning gains in math.</p> <p>2010-2011 Reading: 56% Math: 61% Writing: 89% Science: 34% Learning Gains Reading: 58% Learning Gains Math: 64% Lowest Quartile Reading: 45% Lowest Quartile Math: 65% AYP criteria not met in: Total: Reading &amp; Math Black: Math Hispanic: Reading &amp; Math Ec. Disad: Reading &amp; Math ELL: Reading &amp; Math</p> <p>2011-2012 A Principal Orange Brook Elementary Reading 54% Math 67% Writing 93%</p>
Assis Principal	Diane S. Pressman	<p>Degrees: Educational Doctorate: (Curriculum &amp; Instruction); Master of Arts: (Educational Leadership); Bachelor of Arts: (Elementary Education). Certifications: Florida: Professional Educator Elementary (grades 1-6); Educational Leadership (all levels); ESOL Endorsed Pennsylvania: Professional Educator Elementary;</p>	5	8	<p>2007-2008 A High Standards Reading 69% High Standards Math 86% High standards Writing 89% High Standards Science 50% Learning Gains Reading 67% Learning Gains Math 89% Lowest Quartile Reading 65% Lowest Quartile Math 76% AYP criteria not met by: SWD (35%) Reading 2008-2009 A High Standards Reading 78% High Standards Math 87% High Standards Writing 87% High Standards Science 46% Learning Gains Reading 76% Learning Gains Math 78% Lowest Quartile Reading 77% Lowest Quartile Math 71% AYP criteria not met by SWD (38%) subgroup in reading 2009-2010 A High Standards Reading 80% High Standards Math 85% High Standards Writing 87% High Standards Science 56% Learning Gains Reading 72% Learning Gains Math 64% Lowest Quartile Reading 59% Lowest Quartile Math 68% AYP criteria not met by Black (70%) subgroup in reading 2010-2011 A Reading: 80% Math: 84% Writing: 92% Science: 42%</p>

		Educational Leadership (all levels).			Learning Gains Reading: 65% Learning Gains Math: 77% Lowest Quartile Reading: 58% Lowest Quartile Math: 77% AYP criteria not met in: Total (73%) Reading Black (74% Safe Harbor)Reading Black (78%) Math Hispanic (72%) Reading Ec. Disad.(69%)Reading,78% Math ELL (63%) Reading, 73% Math  2011-2012 A Reading 54% Math 67% Writing 93%
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## 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 Coach	Stephanie Modarelli	B.A. in Early Childhood and Elementary Ed Masters in Reading Reading Endorsement ESOL Endorsement	12	12	2001-2002 C 2002-2003 B AYP criteria not met by ELL and SWD 2003-2004 A AYP criteria not met by SWD 2004-2005 A AYP criteria met by all subgroups 2005-2006 A AYP criteria met by all subgroups 2006-2007 A AYP criteria met by all subgroups 2007-2008 A High Standards Reading 69% High Standards Math 86% High standards Writing 89% High Standards Science 50% Learning Gains Reading 67% Learning Gains Math 89% Lowest Quartile Reading 65% Lowest Quartile Math 76% AYP criteria not met by: SWD (35%) Reading 2008-2009 A High Standards Reading 78% High Standards Math 87% High Standards Writing 87% High Standards Science 46% Learning Gains Reading 76% Learning Gains Math 78% Lowest Quartile Reading 77% Lowest Quartile Math 71% AYP criteria not met by SWD (38%) subgroup in reading 2009-2010 A High Standards Reading 80% High Standards Math 85% High Standards Writing 87% High Standards Science 56% Learning Gains Reading 72% Learning Gains Math 64% Lowest Quartile Reading 59% Lowest Quartile Math 68% AYP criteria not met by Black (70%) subgroup in reading 2010-2011 A Reading: 80% Math: 84% Writing: 92% Science: 42% Learning Gains Reading: 65% Learning Gains Math: 77% Lowest Quartile Reading: 58% Lowest Quartile Math: 77% AYP criteria not met in: Total (73%) Reading Black (74% Safe Harbor)Reading Black (78%) Math Hispanic (72%) Reading Ec. Disad.(69%)Reading,78% Math

ELL (63%) Reading, 73% Math  
 2011-2012 A  
 Reading 54%  
 Math 67%  
 Writing 93%

## 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	New Educator Support System	NESS Coordinator	Ongoing	N/A No new teachers
2	Team Leader assistance	Grade appropriate team leader	Ongoing	
3	School Orientation - Pre-planning	Administration	August, 2013	
4	Professional Learning Communities	Grade appropriate team leaders	Ongoing	
5	Lesson Modeling	National Board Certified Teachers	Ongoing	
6	Modeling/Coaching	Reading Coach	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 instructional staff	Instructional staff out of field are teaching PE, Speech and Media.

## 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
54	0.0%(0)	11.1%(6)	61.1%(33)	27.8%(15)	37.0%(20)	100.0%(54)	7.4%(4)	9.3%(5)	83.3%(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
		Experienced Teachers new to grade level. Team leader will mentor,	Team Leader will mentor, provide support and assist with planning, curriculum and instruction and classroom management.  They will meet regularly to assist with data

Linda Lightbourn	B. Morin I. Duran C. Southwick	provide support and assist with planning, curriculum and instruction, classroom management.	analysis, grouping, organizational skills/management, interventions and classroom management strategies.  In addition, they will also provide support with protocol and procedures specific to school.
Ashanda Dorsett	D. Jawahir W. Andrees L. Smith A. Gatzke	Although Teachers are experienced, they are new to grade level.  Two teachers new to school.	Team leader will mentor, provide support and assist with planning, curriculum and instruction and classroom management.  Meet regularly to assist with data analysis, grouping organizational skills/management, interventions, and classroom management strategies.  In addition, they will also provide support with protocol and procedures specific to school
L. Tonietti	R. Coore-Barret	Experienced ESE teacher/specialist new to Orange Brook Elementary.	Guidance Counselor will mentor, provide support and assistance with school procedures and knowledge of students.
Danielle Savage	M. Vega	Experienced teacher new to grade level and Orange Brook Elementary School.	Team Leader will mentor, provide support and assist with planning, curriculum and instruction and classroom management.  They will meet regularly to assist with data analysis, grouping, organizational skills/management, interventions and classroom management strategies.  In addition, they will also provide support with protocol and procedures specific to school.
D. Pressman	C. Roach A. Rhodes T. Dansby R. Coore-Barret	Assistant principal will mentor aspiring administrators.	Assistant Principal will mentor interested aspiring administrators and will provide support and leadership opportunities.
Z. Prendes	N. Braynen	Aspiring administrator who has completed district requirements - SALT and LEAD and who has Ed. Leadership certification.	Principal will mentor teacher and provide leadership opportunities.
Karla Coleman	New Teachers	NESS Coach	Coach will meet monthly with new teachers and provide teacher coaches for support.
Marie Ressler	C. King	Experienced teacher new to the grade level and	Team leader will mentor, provide support and assist with planning, curriculum and instruction and classroom management.  Meet regularly to assist with data analysis,

		school.	grouping organizational skills/management, interventions, and classroom management strategies.  In addition, they will also provide support with protocol and procedures specific to school
Monica Moorman	D. Derrico A. Clifton	Experienced teachers new to the grade level.	Team leader will mentor, provide support and assist with planning, curriculum and instruction and classroom management.  Meet regularly to assist with data analysis, grouping organizational skills/management, interventions, and classroom management strategies.  In addition, they will also provide support with protocol and procedures specific to school
Suzanne Roberts	S. Brown	Experienced teacher new to the grade level and school.	Team leader will mentor, provide support and assist with planning, curriculum and instruction and classroom management.  Meet regularly to assist with data analysis, grouping organizational skills/management, interventions, and classroom management strategies.  In addition, they will also provide support with protocol and procedures specific to school.

## 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

Technology Night, FCAT Parent Night, and parental involvement training activities are funded by Title I. Parent trainings and activities are scheduled to assist parents with strategies they can implement at home to promote learning. Title I also provides funding for Professional development and for teacher salaries. Academic camps are provided if funds are available, for students who are in need of academic assistance so that they can master the necessary skills for success.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

ELL support to improve the education of the English Language Learners is provided through the Broward County School District.  
The District provides the school with instructional materials to support ELL students.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

100% of these funds are used to pay teacher salary for low performing students.

Violence Prevention Programs

All students are taught lessons from the Anti-Bullying Program by the school Guidance Counselor, and 1st and 2nd graders participate in the "I'm Thumbbody" program as well. The District provides resources for schools.

Nutrition Programs

Food Service provides schools with fresh fruits and vegetables and students are given opportunities to sample a variety of them on a regular basis during their lunch period.

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.

The RtI Leadership Team consists of Principal, Assistant Principal, Guidance Counselor, Reading Coach, ESE Specialist, Social Worker, Psychologist, Classroom Teacher, Student's parent.  
Broward County schools utilize the Collaborative Problem Solving Model that addresses the three-tiered model of Response to Instruction/Intervention. This model supports implementation of support through instructional intervention for students at Tier 1, Tier 2 and Tier 3.

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 Leadership team meets (weekly or twice a month, depending on the number of student's being addressed) to focus on specific students. As students begin to be identified at Tier 1, teachers monitor student progress and submit bi-monthly progress monitoring charts to administration. After 4-6 weeks, students who are not progressing will be moved to Tier 2 and a point person from the CPST team will be assigned to assist with the formal Tier 2 packet and to assist with progress monitoring for that student. After another 4-6 weeks, if a student continues to not make progress and it is determined that the student will go to Tier 3, a CPST/RtI meeting will be scheduled with the members of the CPST team and classroom teacher. The entire team meets to determine if further assessment or documentation is needed.

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

Information obtained through the RtI process and the Leadership Team is reported to SAC committee monthly. This information is utilized to assist in revising the goals in the SIP plan to better address the specific needs as they arise.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- Baseline data is analyzed at the September Leadership meeting. Initial recommendations will be made for students at Tier 2 and Tier 3 (Level 1 & 2 and identified subgroup students at risk).
- The Leadership team meets monthly to monitor each Tier 2 and Tier 3 students' progress.
- New students that enter Orange Brook will be monitored, data will be collected and analyzed and students will be placed accordingly into the Tier system.
- The team discusses individual students and makes recommendations to the classroom teacher for specific interventions and programs specific to that student. Many recommendations will be made using the Struggling Reader and Struggling Math charts created by the District.
- The team monitors Tier 2 & Tier 3 student progress through bi-weekly and monthly progress reports.
- The team may recommend further testing if students are not showing progress following Tier 3 intensive interventions. The referral for further evaluation will be initiated when progress is not made after each recommended intervention has been implemented with fidelity for 4-6 weeks.

Describe the plan to train staff on MTSS.

- Professional development on the MtSS/RtI will be provided during preplanning to introduce the MtSS/RtI to the staff. A power point "Collaborative Problem Solving (CPS) and Response to Intervention (MtSS/RtI): Prerequisites to Referral for Evaluation." will be used for the presentation. The process and the forms will be introduced. Changes and updates will be provided at preplanning and then periodically throughout the year, as changes are made.

Describe the plan to support MTSS.

Team Leaders will conduct data chats to discuss ongoing plans. Administration and support staff will review data and conduct monthly meetings to address needs and provide support.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team includes:  
The Principal, Assistant Principal, Guidance Counselor, Reading Resource, ESE Specialist, K-5 Grade Chairs representing each grade level group.

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

- Principal: Provides a common vision for the use of data-based decision making, monitors that the Leadership Team implements RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with stakeholders the school's RtI plans and activities.
- Assistant Principal: Monitors the fidelity of instruction and interventions, collects and monitors data, analyzes data and presents updates to Leadership Team.
- Guidance Counselor: Provides expertise on student and parent services available in and out of school, conducts CPS meetings, consults with teachers, students and parents, develops behavior plans, and assists with data collection.
- Reading Coach: Distributes and coaches teachers on the use of the Reading program, ensures that the staff is current in the curriculum requirements for implementations and provides expertise on reading assessment results.
- ESE Specialist: Participates in data collection, integrates core instructional activities and materials into Tier 2 & Tier 3 instruction, and collaborates with general education teachers through planning and identification of students, develops behavior plans



• K-5 Grade Chairs (Primary and Intermediate): Provides first hand information regarding the student including student progress and behavior, collects data, delivers Tier 1 instruction/intervention, collaborates with other staff members to implement Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2/3 activities.

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

The major initiative of the LLT is to make sure all stakeholders and staff understand and support the K-12 Reading plan and understand and follow the procedures of the RtI process. Additionally, the LLT will monitor progress and track data for Level 1 & 2 students; make recommendations to instructional staff for interventions; assist in monitoring the implementation of the SIP plan.

## 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.

Orange Brook supplies the local preschools with information including Kindergarten program information in the Spring of the year. A kindergarten orientation is held in the Fall.

### \*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:	To increase the number of students achieving proficiency (FCAT LEVEL 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.1% (99)	36% (137)

#### 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	Mastery of all pre-requisite benchmarks in reading from previous grade level not achieved.	<p>1A.1. Students will be pulled for small group instruction and will receive research-based interventions found on the Struggling Readers Chart.</p> <p>Teachers will use the core reading selection and graphic organizers to help students improve their comprehension skills.</p> <p>Using the core reading series and Quick Reads fluency will be emphasized.</p> <p>Students will be instructed utilizing research based strategies including sorting important from unimportant using summarizing, cartooning, graphic organizers, visuals, compare/contrast activities, fiction reading organizer/sorter skills and how to plan and label.</p> <p>The District Instructional Focus Calendar (IFC) will be utilized to drive instruction.</p> <p>Based on school data assessment, secondary benchmarks will be added to the IFC.</p>	Administration	<p>1A.1. Assessments will be administered according to District reading IFC. Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered according to District reading IFC and monitored for improvement.</p> <p>Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration.</p> <p>Results of assessments will be analyzed by the Leadership Team. Those who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities.</p> <p>Regrouping will occur according to the results of assessment analyzation.</p> <p>Classroom walkthroughs will be utilized and a</p>	<p>1A.1. Mini benchmark tests</p> <p>Reading series benchmark assessments</p> <p>BAT 1 BAT 2 CWT</p>

	The District K-12 Reading plan will be followed to ensure fidelity of the Reading program.	reflective conversation with the identified instructional staff will be conducted.
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	To increase the number of students achieving above proficiency (FCAT Levels 4 & 5) in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (105)	38% ((143)

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 lack critical and creative thinking and problem solving skills in reading.	2A.1. Students will be pulled for small group reading instruction. Students will receive instruction using the Socratic Method, the 5 E model, higher level questioning and enrichment activities for reading. Students will receive instruction in research and reference that coincides with the weekly story. Based on school data assessment, secondary benchmarks will be added to the IFC. Additionally, Marzano's	Administration Reading Resource Specialist Reading Committee	2A.1. Assessments will be administered according to reading IFC. Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered and monitored for improvement.  Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader;	Mini benchmark tests  Reading series benchmark assessments  BAT 1 BAT 2 CWT

1	Research based strategies for increasing student achievement will be used in classroom instruction.	Monthly data chats will be conducted with team leaders/administration. Results of assessments will be analyzed by the Leadership Team. Those who remained the same (showed no progress) will be monitored; those who when down will receive remediation in small group instruction; those who go up will receive enrichment activities. Regrouping will occur according to the results of assessment analyzation.  Classroom walkthrough will be utilized and a reflective conversation with the identified instructional staff will be conducted
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	To increase the number of students making Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (147)	73% (170)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Mastery of all pre-requisite benchmarks in reading from previous grade level not achieved.	<p>3A.1. Students will be pulled for small group instruction.</p> <p>Teachers will use the core reading selection and will use graphic organizers to help students improve their comprehension skills.</p> <p>Students will be instructed utilizing research based strategies including sorting important from unimportant using summarizing, cartooning, graphic organizers, visuals, compare/contrast activities, fiction reading organizer/sorter skills and how to plan and label.</p> <p>The District IFC will be utilized to drive instruction. Based on school data assessment, secondary benchmarks will be added to the IFC.</p> <p>Select students will be provided opportunities to participate in focused afterschool tutoring sessions.</p>	Administration Reading Resource Specialist Reading Committee	<p>3A.1. Assessments will be administered according to reading IFC. Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered and monitored for improvement.</p> <p>Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration. Results of assessments will be analyzed by the Leadership Team. Those who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities. Regrouping will occur according to the results of assessment analysis.</p> <p>Classroom walkthrough will be utilized and a reflective conversation with the identified instructional staff will be conducted.</p>	<p>Mini benchmark tests</p> <p>Reading series benchmark assessments</p> <p>BAT 1 BAT 2 CWT</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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal # 4:	To increase the number of students in Lowest 25% making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (39)	76% (45)

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	Mastery of all pre-requisite benchmarks in reading from previous grade level not achieved.	<p>4A.1. Students will be provided small group instruction.</p> <p>Struggling students will receive differentiated instruction utilizing interventions recommended on the Struggling Reader Chart.</p> <p>Teachers will use the core reading selection and will use graphic organizers to help students improve their comprehension skills.</p> <p>Students will be instructed utilizing research based strategies for reading including sorting important from unimportant using summarizing, cartooning, graphic organizers, visuals, compare/contrast activities, fiction reading organizer/sorter skills and how to plan and label.</p> <p>The District IFC will be utilized to drive instruction. Based on school data assessment, secondary benchmarks will be added to the IFC.</p> <p>Select students will be invited to participate in focused afterschool tutoring sessions.</p>	Administration Reading Resource Specialist Reading Committee	<p>4A.1. Assessments will be administered according to reading IFC. Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered and monitored for improvement.</p> <p>Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration.</p> <p>Classroom walkthrough will be utilized and a reflective conversation with the identified instructional staff will be conducted.</p>	<p>Mini Benchmark Tests</p> <p>Reading series benchmark tests</p> <p>BAT 1 BAT 2 CWT</p>

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Orange Brook Elementary School will reduce the achievement gap in reading by 50% during the 2012-2013 through 2016-2017 school years.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

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:	To increase the number of students in subgroups making Adequate Yearly Progress (AYP) in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 45% (23) Black: 47% (94) Hispanic: 47% (50) Asian: 39% (5)	White: 55% (28) Black: 57% (114) Hispanic: 57% (61) Asian: 49% (6)

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	Mastery of all pre-requisite benchmarks in reading from previous grade level not achieved.	<p>5B.1. Students will be pulled for small group instruction.</p> <p>Teachers will use the core reading selection and will use graphic organizers such as character webs, beginning, middle and end charts, main idea and detail charts and problem solution charts, to help students improve their comprehension skills.</p> <p>Students will be instructed utilizing research based strategies developed by Ruby Payne including sorting important from unimportant using summarizing, cartooning, graphic organizers, visuals, compare/contrast activities, fiction reading organizer/sorter skills and how to plan and label.</p> <p>The District IFC will be utilized to drive instruction. Based on school data assessment, secondary benchmarks will be added to the IFC.</p>	Administration Reading Resource Specialist Reading Committee	<p>5B.1. Assessments will be administered according to reading IFC. Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered and monitored for improvement.</p> <p>Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration.</p> <p>Results of assessments will be analyzed by the Leadership Team. Students who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities.</p> <p>Regrouping will occur according to the results of assessment analyzation.</p> <p>Classroom walkthroughs</p>	<p>Mini benchmark tests Reading series benchmark assessments</p> <p>BAT 1 BAT 2 CWT</p>

			will be utilized and a reflective conversation with the identified instructional staff will be conducted.
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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:	To decrease the number of ELL students scoring at Level 1 or 2 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (38)	73% (41)

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 English vocabulary and background knowledge.	5C.1. Students will be instructed using research based instructional techniques for ELLs, including graphic organizers such as character webs, beginning middle, end charts, main idea and detail charts, and problem solution charts, quick writes, jigsaw activities, accountable conversation questions, Total Physical Response, Think-Pair-Share and group presentations.	Administration Reading Resource Specialist Reading Committee	<p>5C.1. Assessments will be administered according to reading IFC. Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered and monitored for improvement.</p> <p>Weekly data chats will be conducted teacher/student; Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration.</p> <p>Alternative assessments may be utilized for some students. Results of assessments will be analyzed by the Leadership Team. Students who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities.</p> <p>Regrouping will occur according to the results of assessment analyzation.</p> <p>Classroom walkthroughs will be utilized and a reflective conversation with the identified</p>	Mini benchmark tests Reading series benchmark assessments BAT 1 BAT 2 CWT



				instructional staff will be conducted.	
2	Students lack English vocabulary and background knowledge.	5C.2. Differentiated instruction will be used.  The use of IStation, English in my Pocket (K-2), Lets Go (K-5), Rigby Kits (K- 5), Reading Basics (3- 5) and the Elementary Reading and Literacy Radius Bundles, will provide practice with language and reading strategies while utilizing the new English language arts English language proficiency standards.  Bundles, will provide practice with language and reading strategies while utilizing the new English language arts English language proficiency standards.	Administration	5C.2. All teachers are ESOL endorsed and provide Small group instruction utilizing ELL research based strategies.  Lesson plan review and classroom walkthroughs will ensure effectiveness of strategies.	Classroom assessments including reading series activities.
3	Students lack English vocabulary and background knowledge.	Testing accommodations will be provided throughout the school year.	Administration	5C.3. Schedule for testing will be reviewed by administration to ensure that all ELL students are provided the appropriate testing accommodations.	Testing schedule review

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:	To decrease the number of SWD students at level 1 or 2 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (43)	90% 48)

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
	Mastery of all pre-requisite benchmarks in reading from previous grade level not achieved.	5D.1. Students' IEP will drive student instruction and learning.  Students' receiving direct services will be pulled for small group instruction and will receive research-based interventions by the ESE teacher.  Classroom teachers will use the core reading selection and graphic organizers to help students improve their comprehension skills.	Administration Reading Committee	5D.1. Assessments will be administered according to District reading IFC.  Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered according to District reading IFC and monitored for improvement.  Weekly data chats will be conducted teacher/student: Monthly	Mini benchmark tests Reading series benchmark assessments BAT 1 BAT 2 CWT

1	<p>Using the core reading series and Quick Reads fluency will be emphasized.</p> <p>The District IFC will be utilized to drive instruction. Based on school data assessment, secondary benchmarks will be added to the IFC.</p> <p>The District K-12 Reading plan will be followed to ensure fidelity of the Reading program</p>	<p>data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration.</p> <p>Results of assessments will be analyzed by the Leadership Team. Students who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities.</p> <p>Regrouping will occur according to the results of assessment analyzation.</p> <p>Classroom walkthroughs will be utilized and a reflective conversation with the identified instructional staff will be conducted.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	To increase the number of economically disadvantaged students that achieve a level 3 or above in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (106)	44% (137)

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
	Mastery of all pre-requisite benchmarks in reading from previous grade level not achieved.	<p>5E.1. Students will be pulled for small group instruction. Teachers will use the core reading selection and will use graphic organizers to help students improve their comprehension skills.</p> <p>Students will be instructed utilizing research based strategies including Marzano's Effective strategies.</p> <p>The District IFC will be utilized to drive instruction.</p> <p>Based on school assessment data,</p>	Administration Reading Resource Specialist Reading Committee	<p>5E.1. Assessments will be administered according to reading IFC.</p> <p>Assessments will include: End of unit reading assessments, weekly reading comprehension selections and Mini BATS will be administered and monitored for improvement.</p> <p>Weekly data chats will be conducted teacher/student; Monthly data chats will be conducted with teacher/team leader; monthly data chats will be conducted with team</p>	Mini benchmark tests Reading series benchmark assessments BAT 1 BAT 2 CWT

1		<p>secondary benchmarks will be added to the IFC.</p> <p>The District K-12 Reading plan will be followed to ensure instruction with fidelity of the reading program.</p>	<p>leaders/administration. Results of assessments will be analyzed by the Leadership Team. Students who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities. Regrouping will occur according to the results of assessment analyzation.</p> <p>Classroom walkthroughs will be utilized and a reflective conversation with the identified instructional staff will be conducted.</p>
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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
PLC Commona Core	K-5	Reading Coach	K-5	October 2012- March 2013	Classroom Lessons	Reading Coach
PLC Marzano	K-5	Teacher Facilitators	School-Wide	October 2012- March 2013	Peer observations using Protocol Forms	Teacher Facilitators.
SWD Interventions	K-5	ESE Specialist	K-5 teachers	October 2012	Classroom Walkthroughs	ESE Specialist
Summer Leadership	K-5	Administration	Leadership Team	June 2013	Documentation of final projects	Administration
RtI/Interventions PD	K-5	Guidance & CPST Team	K-5	November 2012	Review of documents will show increase in procedures.	Guidance
Promethean Board Reading Flipcharts	K-5	Promethean Trained Teachers	K-5 teachers	January 2013	Classroom Walkthroughs	Micro-Tech

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily Five	Professional Book - Program for classroom/instructional organization.	Title I	\$1,000.00
			Subtotal: \$1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promethean Board Reading Flip Charts	Reading Flip Charts		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Common Core PLC Marzano Daily Five Summer Leadership	Stipends for professional trainings	Title I	\$16,000.00
Summer Leadership	Stipends for trainings	Title I	\$5,000.00
			Subtotal: \$21,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Substitutes for onsite/offsite trainings.		Title I	\$2,600.00
Afterschool Tutoring Sessions focused on reading standards.	instructional materials	Accountability Funds	\$4,103.00
			Subtotal: \$6,703.00
			Grand Total: \$28,703.00

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.		To increase the number of students scoring at or above proficiency in listening/speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Based on 2012 CELLA results, 34% (44) of students were proficient in Listening/Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not exposed to listening or speaking English outside of school.	1.1. Students will engage in daily activities that include listening and speaking assignments.	1.1. Classroom teacher ESOL liaison	1.1. Progress monitoring	1.1. Benchmark Assessments BAT 1 & BAT 2

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	To increase the number of students scoring at or above proficiency in reading.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
Based on 2012 CELLA results, 26% (34) of students were proficient 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	2.1. Students lack English vocabulary and background knowledge.	2.1. Students will be provided daily opportunities to utilize iStation for reading skill practice.	.1. Classroom teacher Reading Coach	2.1. Progress monitoring and review of iStation reports.	2.1. Benchmark Assessments BAT 1 & BAT 2) Treasures/Triumphs weekly assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	To increase the number of students scoring at or above proficiency in writing.
2012 Current Percent of Students Proficient in writing:	
Based on 2012 CELLA results, 24% (32) of students were proficient in writing.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students lack English vocabulary and background knowledge.	2.1. Students will complete writing prompts at the end of each unit. Teacher will sit with student and review errors and what the student needs to do to correct.	2.1. Classroom Teacher	2.1. Progress monitoring Student Teacher conferencing	2.1. Monthly Writing Prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	To increase the number of students achieving proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (128)	36% (139)

## 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	Mastery of all pre-requisite benchmarks in math from previous grade level not achieved.	Teachers will use the core math text, the benchmark practice book, and practice math boards to help students improve their math skills. Students will be instructed utilizing research based strategies for math including content comprehension (structure, purpose, pattern, process), the use of mental models (drawings, stories, and analogies). The District Instructional Focus Calendar (IFC) will be utilized to drive instruction. Based on school data assessment, secondary benchmarks will be added to the IFC. Struggling math students will be provided interventions utilizing the Go Math Intervention component.	Administration	1A.1. Assessments will be administered according to math IFC. Bi-Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration. Results of the assessments will be analyzed by the Leadership Team. Those who remained the same (showed no progress) will be monitored; those who decreased will receive remediation in small group instruction; those who increased will receive enrichment activities. Regrouping will occur according to the results of assessment analyzation. Classroom walkthrough will be utilized and a reflective conversation with the identified instructional staff will be conducted.	1A.1. Chapter Assessments Florida Benchmark Mini-Assessments Big Idea Benchmark Assessments, Beginning, Middle, and End of Year Assessments. Benchmark Assessment Test (BAT) 1 BAT 2 Classroom Walkthrough (Snapshot)

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of students achieving above proficiency (FCAT Levels 4 & 5) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.5% (127)	37% (138)

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 critical thinking and problem solving skills in math.	Students will receive intensive instruction using higher level questions and enrichment activities for math using Go Math resources.	Administration	Classroom teachers will maintain a record of student progress based on problem solving skills. This data will be reviewed monthly and certificates will be awarded for participation and success.	Math Challenge Worksheets -

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

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

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



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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	To increase the percentage of students making Learning Gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.3% (181)	80% (188)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of communication of student progress	Monthly grade group data chats will be conducted in the data room with interactive progress charts for each child.	Administration Grade Chairs	Administrator will review student achievement data chat logs, data binders, grade group team meeting minutes and data chats. Teachers will collect and monitor data binders and bring to data chats for discussion.	Data Chat logs, grade level meeting minutes, and Data Binders

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	To increase the percentage of students in Lowest 25% making learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (47)	77% (49)

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 remediation in all Bodies of Knowledge and Big Ideas.	Students will attend morning computer lab from 7:30-8:00 am to utilize online resources and computer programs.	Administration	Review computer generated data reports to ensure effectiveness of the program.	Printouts of computer generated reports.

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 # By the school year 2016-17, OBE will reduce the achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	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 mathematics.  Mathematics Goal #5B:	To increase the number of students achieving a level 3 or above in math in the subgroups.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31.4% (16) Black: 35.2% (70) Hispanic: 31.8% (34) Asian: 7.7% (1)	White: 34% (18) Black: 38% (76) Hispanic: 35% 9 (37) Asian: 11% (2)

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	Instructional staff unsure of available math resources to assist struggling students.	Ensure that all the needs of students in all sub groups are addressed by implementing available programs from the struggling math chart posted in the Data Binders.	Administration Grade Chairs	The assessments will be analyzed and used to guide instruction as well as monitoring through observation.	Chapter Tests BAT 1 BAT 2
	Student progress is not discussed in grade level enough.	Monthly grade level meetings will address student needs and accomplishments. Teachers will follow a	Grade Chairs Leadership Teams	The assessments will be analyzed and used to guide instruction as well as monitoring through observation.	Chapter Tests BAT 1 BAT 2 CWT observations

2	calendar of data chat topics to address specific assessment results. Data Binders will be maintained by all classroom teachers to monitor student progress.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	To increase the number of ELL students achieving level 3 or above in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (17)	64% (18)

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	Mastery of all pre-requisite benchmarks in math from previous grade level not achieved.	Struggling students will receive differentiated instruction in small group. In addition, instruction utilizing research based strategies including Marzano's Effective Strategies, and graphic and visual representations will be used in instruction. The District IFC will be utilized to drive instruction. Based on school assessment data, secondary benchmarks will be added to the IFC. Struggling Math Chart will be utilized for struggling students. Go Math Intervention Program will be used for instruction.	Administration	Assessments will be administered according to District math IFC. Assessments will include: Benchmark Practice Book and Checkpoint assessments. These assessments will be administered and analyzed to determine effectiveness of this strategy. Weekly data chats will be conducted teacher/students. Students on Tier 2 & 3 will be monitored through progress monitoring charts submitted to the Leadership Team. Results of assessments will be analyzed by the Leadership Team. Those who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities. Regrouping will occur according to the results of assessment analysis.	Chapter Assessments Florida Benchmark Mini-Assessments Big Idea Benchmark Assessments Beginning, Middle and End of Year Tests BAT 1 BAT 2 iObservation walkthrough

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:	To increase the number of SWD students achieving level 3 or above in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (32)	63% (34)

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	Mastery of all pre-requisite benchmarks in math from previous grade level not achieved.	Struggling students will receive differentiated instruction in small group. In addition, instruction utilizing research based strategies including Marzano's Effective Strategies, and graphic and visual representations will be used in instruction. Based on school assessment data, secondary benchmarks will be added to the IFC. Struggling Math Chart will be utilized for struggling students. GO Math Intervention Program will be used for instruction.	Administration	Assessments will be administered according to the District IFC. Assessments will include: Benchmarks Practice Book and Checkpoint assessments. These assessments will be administered and analyzed to determine effectiveness of this strategy. Weekly data chats will be conducted teacher/students. Students on Tier 2 & 3 will be monitored through progress monitoring charts submitted to the Leadership Team. Results of assessments will be analyzed by the Leadership Team. Those who remain the same (show no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities.	Chapter assessments Florida Benchmarks Mini-Assessments, Big Idea Benchmark Assessments, Beginning, Middle, and End of Year Tests, BAT 1, BAT 2, and iObservation walkthrough.

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:	Increase the number of students achieving a level 3 or higher on math in the subgroup of Economically Disadvantaged.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (228)	81% (238)

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
	Mastery of all pre-requisite benchmarks in math from previous grade level not achieved.	Teachers will use the core math text, the benchmark practice book and practice math boards to help students improve their math skills. Students will be instructed utilizing	Administration	Assessments will be administered according to District math IFC. Assessments will include: Benchmark Practice Book and checkpoint assessments that will be monitored to determine	. Chapter assessments Florida Benchmarks Mini-Assessments, Big Idea Benchmark Assessments, Beginning, Middle,

1	research-based strategies for math including content comprehension, vocabulary practice, the use of graphic organizers, mental models(drawings, stories, and analogies). The District IFC will be utilized to drive instruction. Based on school data assessment, secondary benchmarks will be added to the IFC.	effectiveness of this strategy. Weekly data chats will be conducted teacher/student; Assessments will be administered according to District math IFC. Assessments will include: Benchmark Practice Book and Checkpoint assessments. These assessments will be administered and analyzed to determine effectiveness of this strategy. Weekly data chats will be conducted teacher/student. Students on Tier 2 & 3 will be monitored through progress monitoring charts submitted to the Leadership Team. Results of assessments will be analyzed by the Leadership Team. Those who remained the same (showed no progress) will be monitored; those who went down will receive remediation in small group instruction; those who go up will receive enrichment activities. Regrouping will occur according to the results of assessment analysis.	and End of Year Tests, BAT 1, BAT 2, and iObservation walkthrough
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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
Common Core Standards Math PD	K-5	Select Teachers	K-5 teachers	October 2012- May 2013	Practice Lessons	Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:	To increase the number of students achieving proficiency (FCAT Level 3) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (47)	39% (51)

### 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	Mastery of all prerequisite benchmarks in science from previous grade level not achieved.	1A.1. Students will utilize hands on science lab and Broward County Hands- on kits using the District Instructional Focus Calendar to experience hands on experiments.  Students will receive opportunities to utilize technology through teacher presentation using the interactive Promethean Board and the use of Discovery Education lessons to bring science to life.	Team Leaders Administration	1A.1. Teacher observation, Mini Science BATS will be administered at the end of a benchmark.  Regular Classroom Walkthroughs will be conducted with reflective small group discussions addressing observations.  Monthly grade level data chat meetings will provide grade groups time to monitor assessment results for each student.	Mini Science BATS BAT 1 BAT 2 CWT FCAT TestMaker Tests

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

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the number of students achieving above proficiency (FCAT Levels 4 & 5) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (13)	10% (13)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack critical and creative thinking and problem solving skills in science.	2A.1. Students will receive instruction using the Socratic Method.  Higher level questions and enrichment activities for science, will be utilize as well as Enrichment Activities and Broward County hands-on science kits.	Team Leaders Administration Science Committee	2A.1. Teacher observation, Mini Science BATS will be administered at the end of a benchmark.  Regular Classroom Walkthroughs with reflective small group discussion, monthly Leadership Team meetings will monitor data.  Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader/Leadership member.	Mini Science BATS BAT 1 BAT 2 CWT FCAT TestMaker Tests
2	Lack of exposure and comprehension of science vocabulary	2A.2. Students will maintain a science journal/notebook of science terms and important concepts.	Classroom Teachers Grade Chairs	Quarterly evaluation of science notebook using a rubric.	Review of science notebooks quarterly using a rubric.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			



Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	To increase the number of students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing. Although the State requires a level 3.0, Broward District requires a level 4.0 for proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (95)	96% (98)

### 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 can not formulate a cohesive writing sample as evidenced through the matrix using the 6 elements of writing.	<p>1A.1. Students will receive instruction in organization and development of the supporting ideas.</p> <p>Students will receive instruction in word choice, subject/verb agreement and correct verb and noun usage. Students will receive instruction utilizing research- based strategies including extra time during practice sessions.</p> <p>Mental models that utilize drawings, stories and analogies and increase memory of information will be used.</p> <p>Sketching for vocabulary to increase vocabulary will be utilized.</p> <p>Mental model to improve basic patterns of formal register will also be used.</p> <p>The District IFC will be utilized to drive instruction.</p>	Administration	<p>1A.1. Monthly narrative and expository writing prompts will be administered and scored using the six-point scoring matrix.</p> <p>Weekly data chats will be conducted teacher/student: Monthly data chats will be conducted with teacher/team leader; Monthly data chats will be conducted with team leaders/administration.</p>	Teacher evaluation of Monthly writing prompts using rubrics or scale.

		Based on school data assessment, secondary benchmarks will be added to the IFC.			
2					
3	1A.2. 45 minutes to an hour of writing instruction is not enough time to work with students who need more interventions and practice.	1A.2. Grade 4 students will participate in round up writing. All students will report to cafe weekly to receive group instruction by teachers starting in January.	1A.2. Administration Reading Coach Writing Committee	1A.2. 3 Scheduled writing prompt reviews and classroom instruction.  Student portfolios.  Results in weekly prompts will be used to determine students achievement and monitor progress.  Mock writing FCAT prompt will be administered and scored.  Teacher/Student data chats to review progress for each student.	1A.2. Teacher evaluation of 3 writing prompts  Mock writing FCAT prompt using rubric or scale.
4					
5	1A.3. Students can not formulate a cohesive writing sample as evidenced through the matrix using the 6 elements of writing.	1A.3. Students will be instructed using research- based instructional techniques for ELL's such as graphic organizers, character webs, beginning, middle and end charts, main idea and detail charts.  Small group instruction will address student areas of weakness and address the 6 traits.  Student/teacher conferences will be held weekly.  Bilingual dictionaries will be available for use; writers notebooks will record progress daily.  Writing samples of level 4, 5, & 6 papers will be presented and analyzed for students during instruction.  Portfolios will be maintained and will contain all student writing samples.	Administration	1A.3. Baseline writing prompts will be administered in September.  Student writing samples will be scored using 6 traits scoring rubric and teachers will conference with students providing detailed feedback.  Monthly writing prompts will be administered and scored. Continued teacher/student conferences will provide feedback for each prompt.	1A.3. Monthly Writing prompts Florida FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of anchor papers: review of student samples sent by DOE	Grades 3-4	4th grade trained teachers	Teachers grades 3-4	September 2012 - November 2012	Practice scoring of anchor papers	4th Gr. Team Leader
Common Core Writing PD	Grades K-5	Reading Coach	Teachers grades 3-5	October 2012- May 2013	Student writing samples	Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Professional Development	District offered trainings	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$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:	To decrease the number of students who are tardy and the number of students with chronic unexcused and excused absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97% (816)	99% (831)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
16% (138)	15% (177)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
36% (307)	24%(206)

### 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' tardiness	Broward Truancy Intervention Program (BTIP) procedures and protocols are followed. These include regular Parent link calls, BTIP letters, parent administration conferences, Social Worker parent contact.	Information Management Tech, Administration	Attendance records review	Compare to previous school year Reduction in number of days tardy and a reduction in number of tardy minutes.
2	Students that have a chronic accumulation of excused or unexcused absences due to various home issues.	Broward Truancy Intervention Program (BTIP) procedures and protocols are followed. These include regular Parent link calls, BTIP letters, parent administration conferences, Social Worker parent contact. Request acceptable written documentation to excuse absences after 5th absence, such as doctor note; family assessment through Social Worker visit	Information Management Tech, Administration	Attendance records review	Decrease in number of chronic excused or unexcused absences. Decrease in number of students with chronic excused absences through a review of the TERMS attendance report.
	Students that have a chronic accumulation of	Request acceptable written documentation	Information Management	Attendance records review	Decrease in number of chronic

3	excused or unexcused absences due to various home issues	to excuse absences, after 5th absence require doctor note; family assessment through Social Worker visit and intervention.	Tech Administration	excused or unexcused absences. Decrease in number of students with chronic excused absences through a review of the TERMS and/or pinnacle attendance report.
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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
Pinnacle Training	K-5	Intern Principal	School-wide	September 2012	IMT reviews attendance daily on pinnacle	IMT/Intern Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	To decrease the number of in-school, including Alternative to Suspension (8 students, 12 AES placements), and out of school suspensions. Strategies will include steps to reduce all behavior incidents that result in loss of instructional time.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
53.66%	50%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
22	20
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
46.34%	43%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	16

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of CHAMPS schoolwide program	Teachers will fully implement CHAMPS with fidelity in each and every classroom.	Trained CHAMPS cadre	Classroom Walkthrough Monthly review of DMS and Data Warehouse reports	DMS reports Data Warehouse reports Data Chats
2	Fidelity of implementation of CHAMPS schoolwide program	Mini-inservice to "refresh" strategies	Trained CHAMPS Cadre	Classroom Walkthrough	DMS reports Data Warehouse reports Data Chats
3	Lack of Parental Support	Teachers and administration will maintain regular contact with parents regarding student behavior through phone calls, Agenda communication, and conferences.	Administration	Monthly review of DMS and Data Warehouse reports	DMS reports Data Warehouse reports Data Chats Semester review of conferences

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS mini-inservice	K-5	CHAMPS Cadre	K-5 teachers specials' teachers and support staff	Staff meeting in October	Classroom walkthroughs to ensure implementation of strategies.	Team Leaders Administration
Strategies for students with behaviors.	K-5	ESE Specialist	K-5 teachers	Staff meeting in October	Classroom walkthroughs to ensure implementation of strategies.	Team Leaders Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			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>	To increase the number of parents that participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
53% (455)	55% (471)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Daily Five	Professional Book - Program for classroom/instructional organization.	Title I	\$1,000.00
CELLA				\$0.00
Mathematics				\$0.00
Mathematics				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Promethean Board Reading Flip Charts	Reading Flip Charts		\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC Common Core PLC Marzano Daily Five Summer Leadership	Stipends for professional trainings	Title I	\$16,000.00
Reading	Summer Leadership	Stipends for trainings	Title I	\$5,000.00
CELLA				\$0.00
Mathematics				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing	Writing Professional Development	District offered trainings	Title I	\$500.00
Attendance				\$0.00
Suspension				\$0.00
				Subtotal: \$21,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Substitues for onsite/offsite trainings.		Title I	\$2,600.00
Reading	Afterschool Tutoring Sessions focused on reading standards.	instructional materials	Accountability Funds	\$4,103.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
				Subtotal: \$6,703.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 fund programs needed to achieve school improvement goals.	\$4,103.00

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

The SAC committee is responsible for final decision making at the school related to the implementation of the School Improvement Plan. The committee will assist in the preparation and evaluation of the School Improvement Plan and in the preparation of the school's annual budget. The committee is responsible for distributing accountability funds for use in achieving school improvement goals.

# 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 ORANGE BROOK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	84%	92%	42%	298	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	70%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	58% (YES)	77% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District ORANGE BROOK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	85%	87%	56%	308	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	72%	64%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	59% (YES)	68% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested