

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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Florida Department of Education
325 West Gaines Street
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School Name: SILVER LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Tammy Gilbert

SAC Chair: Moraima Delsol

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.

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal					
					2012-"A" 66% meeting high standards in reading; 60% meeting high standards in math; 87% meeting high standards in writing; 48% of students meeting high standards in science 77% of students making learning gains in reading; 60% of students making learning gains in math 77% of struggling students making a year's worth of progress in reading; 53% of struggling students making a year's worth of progress in math 2011-"A" 84% meeting high standards in reading; 86% meeting high standards in math; 97% meeting high standards in writing; 66% of students meeting high standards in science 77% of students making learning gains in reading; 67% of students making learning gains in math 75% of struggling students making a year's

Principal	Tammy Gilbert	M.Ed., Learning Disabilities, B.S. Special Education, Certifications: School Principal, Learning Disabilities, Mentally Handicapped, ESOL Endorsement	6	16	worth of progress in reading; 63% of struggling students making a year's worth of progress in math Met AYP in reading, writing, math Did not meet AYP in reading and math for Black subgroup and reading for Economically Disadvantaged subgroup 2010- "A" 86% meeting high standards in reading; 87% meeting high standards in math; 92% meeting high standards in writing; 68% of students meeting high standards in science 62% of students making learning gains in reading; 55% of students making learning gains in math 59% of struggling students making a year's worth of progress in reading; 64% of struggling students making a year's worth of progress in math Met AYP in reading, writing Did not meet AYP in math 2009- "A" 87% of students meeting high standards in reading; 89% of students meeting high standards in math; 95% of students meeting high standards in writing; 62% of students meeting high standards in science 80% of students making learning gains in reading; 79% of students making learning gains in math 70% of struggling students making a year's worth of progress in reading; 67% of struggling students making a year's worth of progress in math Met AYP in reading, math, writing
Assis Principal	Alicia Aguilar	M.Ed., Educational Leadership, B.S. in Elementary Education, Certifications: Educational Leadership, Elementary Education 1-6, ESOL Endorsement	3	3	2012- "A" 66% meeting high standards in reading; 60% meeting high standards in math; 87% meeting high standards in writing; 48% of students meeting high standards in science 77% of students making learning gains in reading; 60% of students making learning gains in math 77% of struggling students making a year's worth of progress in reading; 53% of struggling students making a year's worth of progress in math 2011- "A" 84% meeting high standards in reading; 86% meeting high standards in math; 97% meeting high standards in writing; 66% of students meeting high standards in science 77% of students making learning gains in reading; 67% of students making learning gains in math 75% of struggling students making a year's worth of progress in reading; 63% of struggling students making a year's worth of progress in math Met AYP in reading, writing, math Did not meet AYP in reading and math for Black subgroup and reading for Economically Disadvantaged subgroup 2010- 100% of students in 3rd grade class achieved proficiency in Reading and Math 2009- 95% of students in 4th grade class achieved proficiency in Reading and Math 2008- 95% of students in 4th grade class achieved proficiency in Reading and Math

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)
					2012- "A" 66% meeting high standards in reading; 60% meeting high standards in math; 87% meeting high standards in writing; 48% of students meeting high standards in science

Reading	Stephanie Standley	Reading K-12; Elementary Education (1-6); Reading Endorsement; Gifted Endorsement; ESOL Endorsement; National Board Certified Teacher	8	6	77% of students making learning gains in reading; 60% of students making learning gains in math 77% of struggling students making a year's worth of progress in reading; 53% of struggling students making a year's worth of progress in math 2011-"A" 84% meeting high standards in reading; 97% meeting high standards in writing; 77% of students making learning gains in reading; 75% of struggling students making a year's worth of progress in reading; Met AYP in reading, writing, math Did not meet AYP in reading and math for Black subgroup and reading for Economically Disadvantaged subgroup 2010-"A", 86% meeting high standards, 62% of students making learning gains, 59% of struggling students making a year's worth of progress in reading Met AYP in reading 2009-"A", 87% meeting high standards, 80% of students making learning gains, 70% of struggling students making a year's worth of progress in reading Met AYP in reading 2008-"B", % meeting high standards, % of students making learning gains, % of struggling students making a year's worth of progress in reading
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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	1. Advertise open position through Broward County Public Schools Instructional Vacancies process.	Tammy Gilbert	N/A	We are currently fully staffed.
2	2. Interview candidate along with support team.	Tammy Gilbert	N/A	We are currently fully staffed.
3	All new teachers will attend the New Teacher Academy.	Stephanie Standley (NESS)	October 6, 2012	

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
No data submitted	

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
47	4.3%(2)	6.4%(3)	63.8%(30)	25.5%(12)	34.0%(16)	100.0%(47)	6.4%(3)	6.4%(3)	95.7%(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
Jeanette Lis	Evajulie Ganas	New To Grade Level	Instructional Planning Assistance Observation and Feedback Modeling
Jessica Alonso	Charles Anderson	New to Grade Level	Instructional Planning Assistance Observation and Feedback Modeling
Denise Pristas	Moraima delSol	New to Grade Level	Instructional Planning Assistance Observation and Feedback Modeling
Melissa Hernandez	Julie Osheroff	New to Silver Lakes Elementary and Broward County	Instructional Planning Assistance Observation and Feedback Modeling
Nancy Panos	Christine Cline	New to Grade Level	Instructional Planning Assistance Observation and Feedback Modeling
Frances Lopez	Melissa Kaplan	New to Grade Level	Instructional Planning Assistance Observation and Feedback Modeling
Gary Blandina Delsys Navarro	Raquel Altuglu	New to Silver Lakes Elementary and Broward County	Instructional Planning Assistance Observation and Feedback Modeling
Delsys Navarro	Frances Gonzalez	Contract Speech Therapist - New to Silver Lakes Elementary	Scheduling Assistance Procedures Guidance IEP Process Parent Conference Support

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Guidance Counselor, Reading Coach, ESE Specialist, Social Worker, School Psychologist, classroom teachers

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

The RtI Leadership Team will meet on a monthly basis to discuss RtI procedures, resources, and support needed by teachers and students to make the RtI process more effective.
Administration and Reading Coach will conduct periodic observations to ensure the RtI is being implemented in classrooms with fidelity.
Reading Coach, Guidance Counselor, ESE Specialist, School Psychologist will suggest supplemental academic programs and research-based strategies for teachers to implement with students.

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

The RtI Leadership Team meets to ensure development of School Improvement Plan is aligned with school's areas of strengths and areas for growth.
The RtI Leadership Team will meet with Professional Learning Community Chairs and will conduct periodic observations to ensure the School Improvement Plan is being implemented with fidelity.
The RtI Leadership team will meet on a consistent basis to discuss implementation procedures and report findings to School Advisory Council.

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.

Tier 1

1. Student is identified as having academic, social, or behavioral difficulty. Instructional strategies utilized by the teacher have not proven effective to remediate academic/behavioral/social gap. Teacher needs to meet with parents to discuss concerns (Conference #1 Conference Form must state area of concern).

2. Grade Level Collaborative Problem Solving Team meeting - Teacher asks grade level colleagues for assistance in the matter. This includes: reviewing of student data from assessments, school records (cum), parent input, etc. The grade-level team will develop hypothesis about causes for performance gap, suggest strategies for implementation, and evaluate outcomes of interventions/strategies used (allow 4 weeks for interventions to work, then meet again to discuss progress and outcomes).

**During Tier 1 process, the teacher, with the assistance of grade-level team will complete "Tier 1 Intervention Record Form", as well as conduct a formal observation which will be recorded in "Observation #1 Form."

3. If adequate progress is shown, the student doesn't need to be referred further. The process ends at Tier 1. However, if adequate progress is not being observed, the student needs to be referred to CPST meeting (Child Study team consisting of administration, teacher, parent, guidance, and reading coach). Please complete "Request for Intervention Assistance Form."

**Baseline data will be found using assessment results from DAR, FCAT, Fluency probe, Phonics Survey, FAIR, GO Math series assessments, Mini benchmark assessments, BAT.

Tier 2

4. During CPST meeting, the team (Administration, teacher, parent, guidance, and reading coach) will review Tier 1 attempted intervention and outcome data. New targeted interventions (Tier 2 intervention Form) and implementation will be discussed and a case manager will be assigned to provide ongoing support to teacher.

During Tier 2 process, a formal observation will be conducted by one of the CPS team members and recorded in Observation #2 Form. The teacher, at this point, needs to communicate this information to parents via conference #2

5. The CPS Team will meet again 3-4 weeks post intervention implementation to evaluate outcomes of targeted interventions. If adequate progress is observed, the process ends at Tier 2. However, if adequate progress is not being observed, the student needs to be referred to Collaborative Problem Solving and Consultation meeting (Child study team consisting of additional team members).

**Results of progress monitoring through targeted assessment will be documented in the school database. RTI tracking form will be used to graph results.

Tier 3

6. In depth analysis of the problem by involvement of additional CPS team members (ESE Specialist, Speech/Language teacher, School Psychologist, Social Worker, etc.), review of Tier 1 and 2 outcome data, validation or re-definition of the problem, identification of new, intensive-level interventions, and frequent monitoring of interventions. At the intensive level, CPSC recommendations may include, but are not limited to, a social-worker referral, vision/hearing/language assessments, or a comprehensive evaluation by the school psychologist, etc.).

**Results of progress monitoring through targeted assessment will be documented in the school database. RTI tracking form will be used to graph results.

Describe the plan to train staff on MTSS.

*RtI Leadership Team will provide training and support to each grade level to ensure RtI process and procedures are understood.

- RtI Leadership Team will be responsible for developing staff development by gathering components and processes of RtI for staff.

Provide resources from Mentoring Minds.

- Provide access to Response to Intervention Flip Chart, Teacher Guide, Progress Monitoring CD with entire staff.

Describe the plan to support MTSS.

-CPS Team meets twice monthly to review cases with teachers and guide implementation.

-Guidance Counselor and Reading Coach are available to individual teachers & teams as consultant and coach.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach
Kindergarten teacher
1st Grade teacher
2nd Grade teacher
3rd Grade teacher
4th Grade teacher
5th Grade teacher
ESE teacher

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

The LLT will meet once a month in the form of a learning community. Members of this team will bring concerns and feedback from their team for the LLT to address. The LLT will discuss and identify various research-based strategies to implement throughout the school. Each meeting time will be allotted to discuss various topics based on the needs of the school. Each member of the LLT will help organize the Literacy Fair, promote literacy during Academic Family Nights, and be a designated Literacy liaison for their particular grade level.

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

- Ensuring instructional focus calendar is aligned with needs of the school
- Identifying assessments that target the specific needs of students and ensuring all staff members are able to administer assessments to ensure valid and reliable results
- Based on the results of the assessments, teachers will identify research-based strategies to implement with fidelity
- Communicate & Implement Common Core Initiatives

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 27% (92) of students in grades 3-5 will achieve proficiency (Level 3) as measured by the FCAT reading assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading results, 24% (80) of students in grades 3-5 achieved proficiency (Level 3) in reading.	Based on the 2012 FCAT Reading results, 27% (92) of students in grades 3-5 will achieve proficiency (Level 3) in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack application of strategies to build skills.	Teachers will implement Marzano's 9 Effective Classroom Strategies with an emphasis on similarities/differences and advanced organizers across content areas.	Administration	PLC meetings Informal classroom observations will be conducted weekly to determine effectiveness.	iObservation tool 2012 BAT Mini Assessments
2	Students applying reading strategies throughout content areas.	Integrate social studies curriculum into reading curriculum to ensure students in grades 4-5 are exposed to reading in the content areas.	Administration	Data disaggregation and progress monitoring of students' assessment results on a monthly basis with data chats occurring quarterly targeting strengths and weaknesses.	Mini benchmark assessments Weekly chapter assessments FAIR
3	Students drop levels due to increased transient population that lack foundational skills.	Students will be clustered and placed into classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held to discuss progress of these students on a quarterly basis.	BAT results Mini Benchmark Assessments Treasures Assessments FAIR
	School is receiving a more transient population that affects ability to target multiple needs of incoming students.	District mini-benchmark assessments will be administered to determine small group reading instruction meets individual needs for acceleration or remediation. Remediation	Administration	Continuous progress monitoring will take place through school database and instructional focus will be adjusted based on needs of school. Data chats will be conducted quarterly to discuss progress and identify	BAT results Mini Benchmark Assessments Treasures Assessments FAIR

4		will occur for those students not attaining a 70% on the mini-assessments. Data Analysis meetings with grade level teams will occur for the purpose of progress monitoring, reteach opportunities, and modification of strategies if needed.		areas for improvement.	
5	Students lack application of strategies to build skills.	Teachers will implement Marzano's High Effect Instructional strategies across content areas.	Administration	PLC meetings conducted monthly. Classroom observations will be conducted weekly to determine effective strategies are being implemented with fidelity.	iObservation tool BAT Mini Assessments Treasures Assessments FAIR

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 33% (3) of students will score at levels 4, 5, and 6 as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment in reading, 11% (1) of students scored at levels 4, 5, and 6.	Based on the 2013 Florida Alternate Assessment in reading, 33% (3) of students scored at levels 4, 5, and 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	ESE Students demonstrate difficulty mastering skills with multiple answer choices.	Teachers will introduce multiple answer choices fading in during the school year.	ESE Specialist Autism Coach Administration	Teacher tally data indicating student growth and proficiency.	STAR Teacher Created Assessments.
2	Some students are non-verbal.	Teacher will use visuals during instruction and fade to allowable FAA accommodations throughout the school year.	ESE Specialist Autism Coach Administration	Teacher tally data indicating student growth and proficiency.	STAR Teacher Created Assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 43%(133) of students in grades 3-5 will achieve above proficiency (Level 4 & 5) as measured by the FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading results, 41% (135) of students in grades 3-5 achieved above proficiency (Levels 4 & 5) in reading.	Based on the 2012 FCAT Reading results, 43%(133) of students in grades 3-5 will achieve above proficiency (Levels 4 & 5) in reading.

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	Students maintaining proficiency due to increase of scale score.	Teachers will implement Marzano's 9 Effective Classroom Strategies with an emphasis on similarities/ differences and advanced organizers across content areas.	Administration, Reading Coach	PLC Meetings Staff Trainings Classroom Walkthroughs	iObservation Tool Treasures Assessment BAT Mini-assessments FCAT
2	Money to purchase supplemental resources for enrichment.	Family Nights will be held at local business partner Barnes & Noble bookstore. A percentage of the total sales will go back to the school to purchase books. All students in grades K-5 and teachers will participate in a yearlong study. The activities will consist of studying authors of various genres, reading several different literary selections, creative writing experiences, and displaying final projects as an extension of one of the literary pieces.	Administration	Participation at the Family Night which is held twice a year.	The amount of funds received from Barnes & Noble
3	Due to increase in transient population, students lack foundational skills to maintain high levels of proficiency in grades 3-5.	Teachers will utilize BEEP lesson plans designed to provide acceleration and enrichment in reading. Student assessment results will be analyzed and monitored for classroom teachers to target areas for enrichment opportunities.	Administration	Classroom observations will be conducted weekly to ensure students are engaged in an highly effective classroom environment. Data chats will be conducted quarterly.	iObservation tool Mini benchmark assessments BAT
4	Time in the daily schedule for teacher's to provide enrichment activities.	Student class placement will be linked to reading levels in order to provide meaningful acceleration and enrichment during the reading block. Additional time in the daily schedule will be added for these double dose opportunities.	Administration	Classroom observation of whole group and small group to ensure effective instruction is conducted highlighting various learning styles weekly.	iObservation tool

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June 2013, 60% (6) of students will score at level 7 as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading results, 55% (5) of students in grades 3-5 scored at level 7 as measured by the Florida Alternative Assessment.	Based on the 2013 FCAT Reading results, 60% (6) of students will score at a level 7 as measured by the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE Students demonstrate difficulty mastering skills with multiple answer choices.	Teachers will introduce multiple answer choices fading in during the school year.	ESE Specialist Autism Coach Administration	Teacher tally data indicating student growth and proficiency.	STAR Teacher Created Assessments.
2	Some students are non-verbal.	Teacher will use visuals during instruction and fade to allowable FAA accommodations throughout the school year.	ESE Specialist Autism Coach Administration	Teacher tally data indicating student growth and proficiency.	STAR Teacher Created Assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 80% (165) of students will demonstrate learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 Reading results, 77% (159) of students in grades 3-5 demonstrated learning gains in reading.	Based on the 2013 FCAT2 Reading results, 80% (165) of students will demonstrate learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mastery of skills due to the inability to apply effective strategies.	Teachers will implement Marzano's Effective Instructional Strategies.	Administration, Reading Coach	Classroom Walkthroughs Staff Trainings PLC Meetings	iObservation Tool Treasures Assessments BAT FCAT
2	Teachers in need of additional training in supplemental reading programs.	Reading Coach will provide trainings and support to teachers implementing supplemental reading programs. Reading Coach will share district training schedule with teachers for them to attend specialized trainings based on curricular needs.	Administration	Classroom observations will be conducted during the reading block time to evaluate the delivery of instruction and utilization of the supplemental programs. Meet with teachers as needed to discuss program impact on students.	iObservation tool
3	Results of diagnostic reading assessments utilized school wide are inconsistent and unreliable.	Professional Learning Communities and Reading Coach will provide teachers with trainings on how to effectively administer diagnostic reading assessments.	Administration	Rtl team will review results of assessments when students are in the process. Reading coach will monitor all assessments given throughout the school on a bi-weekly basis.	Data chats and progress monitoring data disaggregation DAR FAIR
4	Lack of consistent assessment schedule integrated into the instructional focus calendar.	Assessment timeline will be developed for all students throughout the school and provided for teachers to access through CAB conference. Students will be assessed bi-weekly and quarterly and entered into school database progress	Administration	Reading Coach will disaggregate assessment results and assist teachers in prescribing remediation and enrichment when needed.	Mini benchmark assessments Treasures assessments BAT

		monitoring system. Results will be analyzed by the classroom teacher to identify strengths and weaknesses. Reading Coach will analyze and disaggregate data and provide support to teachers.			
5	Students maintaining or increasing learning gains based on the significant increase in reading.	Students will be clustered and placed into potential growth groups. The following classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up Teachers/Support staff will conduct data chats twice a year with students to discuss goals for the year and successful outcomes.	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly with teachers to discuss progress of these students. Data chats will be held with students to ensure they are held accountable for their success.	BAT results Mini Benchmark Assessments Treasures Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013 20% (1 of 5 students) will demonstrate learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternative Assessment (FAA) Reading Assessment 0 % (1 of 1 student) of students demonstrated learning gains.	Based on the 2013 Florida Alternative Assessment (FAA) reading results, 20% (1 of 5 students) will demonstrate learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE Students demonstrate difficulty mastering skills with multiple answer choices.	Teachers will introduce multiple answer choices fading in during the school year.	Administration ESE Specialist Autism Coach	Teacher tally data.	STAR Teacher Created Assessments
2	Some students are non-verbal	Teacher will use visuals during instruction and fade to allowable FAA accommodations throughout the school year.	Administration ESE Specialist Autism Coach	Teacher tally data.	STAR Teacher Created Assessments

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 82% (48) of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 Reading results, 77% (42) of students in the lowest 25% made learning gains in reading.	Based on the 2013 FCAT2 Reading results, 82% (48) of students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mastery of skills due to the inability to apply effective strategies.	Teachers will implement Marzano's 9 Effective Classroom Strategies content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	BAT Treasures Assessments Mini Assessments FCAT
2	Lack of literacy environment at home (i.e., resources, motivation, assistance, etc.)	Provide Family Nights with an academic focus on reading instruction.	Administration	Parents will be provided with feedback forms at the end of the Family Night to determine strengths and weaknesses of the night.	Parent feedback form
3	No reading resource teacher available to assist struggling readers.	Utilize Istation, a computer web-based supplemental reading program that addresses the needs of students through targeted instruction and assesses them on a monthly basis.	Administration	Progress monitor through assessments reports pulled from Istation and use for RtI monthly	Istation reports
4	Ensuring all struggling students receive daily double/triple dose of iii to maintain or increase lowest 25% on the 2012 FCAT in reading.	Ensure additional time is allotted to the mandatory 90 minute reading block to ensure iii is implemented daily with fidelity. Reading coach will provide support to teachers in need of supplemental programs to target specific needs.	Administration	Data disaggregation of assessments submitted to the Reading Coach biweekly. Classroom Observations	Data Chats
5	Students lack targeted instruction based on targeted needs in reading.	Teachers will utilize Fluency centers from FCRR binders to increase student's reading rate. Teachers in grades 2-5 will administer Oral Reading Fluency Probes 3 times per year to Level 1 & Level 2 students as well as students who score below 40% with the exception of 1st grade students who are administered these assessments twice a year.	Administration	Data will be inputted into Virtual Counselor quarterly and scores will be analyzed to determine effective reading instruction is being implemented and students in need of remediation are targeted.	Fluency probes
	Lack of consistency of interventions throughout RtI process.	All students in the lowest 25% will be monitored through RtI. Baseline data will be collected through quarterly assessments and teachers will target	Administration	RtI Leadership team will monitor progress of students and determine if student is receptive to intervention or if additional interventions are needed. (Tier 2, 3)	FAIR Fluency probes Benchmark mini assessments Phonics Survey DAR IRI

6	specific students needs through these targeted assessments in the form of research-based strategies and supplemental reading programs. Teacher will conduct continuous assessments to address area of concern and graph results to share with RtI Leadership Team.	monthly
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By May 2013, we will reduce non-proficiency in reading by 10% and achieve overall reading proficiency of of 70%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	75%	78%	81%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, the following subgroups will maintain/increase reading performance to meet AYP: White- Increase 71% (38) Black- Increase 53% (41) Hispanic- Increase 63% (112), Asian-Maintain/Increase 72% (19), American Indian- N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 the following subgroups demonstrated reading proficiency based on the level of performance as follows in reading: White- 71% (37) Black- 53% (40) Hispanic- 63% (111), Asian-72% (18), American Indian- N/A	Based on the 2012 FCAT, the following subgroups will maintain/increase reading performance to meet AYP: White- Increase 71% (38) Black- Increase 53% (41) Hispanic- Increase 63% (112), Asian-Maintain/Increase 72% (19), American Indian- N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9 Effective Classroom Strategies strategies across content areas.	Administration, Reading Coach	PLC Meetings Classroom Walkthroughs	Treasures Assessments Mini Assessments CWT Writing Prompts
2	White, Black, Hispanic, Asian, American Indian Teachers' lack of time to disaggregate data to determine the needs of each particular subgroup and how many subgroups each student is counted in.	Students in AYP groups will be clustered and placed into potential growth groups. The following classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly to discuss progress of these students.	BAT results Mini Benchmark Assessments Treasures Assessments FCAT FAIR

		increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up			
3	Lack of motivation for students to choose books to read at their appropriate reading level.	All students in grades 2-5 will have the opportunity to utilize the Accelerated Reader program at their instructional level to enhance reading comprehension skills. Kindergarten and 1st grade students will have the opportunity to begin the Accelerated Reader program when academically appropriate.	Administrator	Monitor class reports and provide feedback to teachers.	Accelerated Reader School and Class Reports

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 44% (4) of students that are English Language Learners (ELL) will demonstrate reading proficiency to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 , 22% (2) of students that are English Language Learners (ELL) demonstrated reading proficiency.	By June 2013, 44% (4) of students that are English Language Learners (ELL) will demonstrate reading proficiency to meet AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9-High Yield Strategies across content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	FCAT Mini assessments Treasures assessments BAT Writing Prompts
2	Teachers' lack of time to disaggregate data to determine the needs of each particular subgroup and how many subgroups each student is counted in.	Students in AYP groups are clustered and placed into classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly to discuss progress of these students quarterly with administration and support staff.	BAT results Mini Benchmark Assessments Treasures Assessments DAR FAIR
3	Students lack English language immersion at home.	Provide resources to assist students with English language acquisition (i.e., bilingual books, website links, leveled readers, etc.)	Administration	Classroom observation and progress monitoring of ELL students quarterly.	BAT results Mini Benchmark Assessments Treasures Assessments CELLA

4	Due to varying ESOL classifications, students are in need of numerous ESOL strategies on a daily basis.	All K-5 ELL students, will be assessed in reading and grouped for instruction ensuring ESOL strategies are integrated into the curriculum. Areas of weaknesses will be addressed and necessary remediation will be given through interventions listed on the Struggling Readers' Chart.	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed.	Quarterly Data Chats iObservation tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2012, 42% (22) of Students with Disabilities will demonstrate reading proficiency to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011 FCAT Reading results, 37% (20) of Students with Disabilities demonstrated reading proficiency.	Based on 2012 FCAT results, 42%(22) of Students with Disabilities will demonstrate reading proficiency to meet AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9 Effective Classroom Strategies across content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	Mini Assessments BAT FCAT Treasures Assessments Writing Prompts
2	Teachers' lack of time to disaggregate data to determine the needs of each particular subgroup and how many subgroups each student is counted in.	Students in AYP groups are clustered and placed into classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly to discuss progress of these students quarterly with administration and support staff.	BAT results Mini Benchmark Assessments Treasures Assessments DAR FAIR
3	Due to varying instructional IEP goals, students are in need of varying instructional programs and time with ESE teacher in addition to the general education classroom.	All K-5 ESE students, will be assessed in reading and grouped for instruction-ensuring strategies are integrated into the curriculum. Areas of weaknesses will be addressed and necessary remediation will be given through interventions listed on the Struggling Readers'	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed.	iObservation tool Quarterly Data Chats FAIR

		Chart.			
4	Differentiated instruction to meet the needs of students with disabilities and tap into learning styles	All classrooms will implement FCRR centers to address the five areas of reading (phonics, phonemic awareness, fluency, vocabulary, comprehension). Furthermore, staff will utilize Marzano's high EFFECT strategies to address various needs.	Administration	Conduct classroom observations and analyze data from benchmark assessments and other forms of assessments on a bi-weekly basis.	Mini Benchmark Assessments DAR Treasures Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 57% (68) of Economically Disadvantaged students will demonstrate reading proficiency to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011 FCAT results, 55%(65) of Economically Disadvantaged students will demonstrate reading proficiency to meet AYP.	Based on 2013 FCAT2 results, 57%(68) of Economically Disadvantaged students will demonstrate reading proficiency to meet AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9-Effective Classroom Strategies across content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	FCAT Mini assessments Treasures Assessments BAT Writing Prompts
2	Lack of resources to promote literacy at home.	Provide students with take home-leveled readers along with FCRR student center activities for families to implement at home with struggling readers.	Administration	Classroom observations will be conducted weekly to examine approach to extend literacy opportunities at home.	Classroom participation iObservation tool
3	Lack of ability to receive tutoring services.	Provide students with opportunities to receive after school tutoring.	Administration	2012 FCAT results; 2012 BAT results; progress monitoring quarterly	2012 FCAT 2012 BAT Mini benchmark assessments
4	Inability to access a computer at home	Provide students with daily access to computers in the classroom. Wireless laptop carts will be available to classrooms on a weekly basis. All students will have daily access to utilize Istation, FCAT Explorer, Accelerated Reader, FOCUS, and appropriate educational websites.	Administration	Monitoring the usage of computers and wireless laptop carts in the classrooms through informal classroom observations weekly.	iObservation tool Software usage reports
5	Increase in number of students at school that are Economically Disadvantaged.	Through progress monitoring, identified students in this subgroup that are continuously struggling will receive double/triple dose reading to target their needs	Administration	Progress monitor through school database as well as classroom observations.	iObservation tool School Database progress monitoring system

		with supplemental reading programs aligned with the district's Struggling Reader's Chart.		
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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
Text Complexity	K-5	Reading Coach	Grade Level Teams	Monthly	Classroom Observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Phonics direct Instruction and Comprehension through Sight Words, Sentences, and Stories	Phonics For Reading	Accountability Funds	\$650.00
Interactive instruction to teach the reading strategies of: monitor and clarify, making connections, visualizing, asking questions, inferring and predicting and summarizing.	Triumph Learning Comprehension Strategy Kits	Accountability Funds	\$2,300.00
			Subtotal: \$2,950.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Reading Instruction and Remediation	iStation	School Budget	\$6,000.00
Comprehension Assessment	Accelerated Reader	School Budget	\$3,000.00
			Subtotal: \$9,000.00
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: \$11,950.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June 2013, 55% (5)of students in grades 3-5 will score proficient in listening/speaking as measured by the Florida Comprehensive English Language Learning Assessment.
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2012 Current Percent of Students Proficient in listening/speaking:

Based on the 2012 Florida Comprehensive English Language Learning Assessment, 44% (4) of students in grades 3-5 scored 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	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's high effect strategies across content areas in a small group double/triple dose setting.	Administration Reading Coach	Classroom Observations PLC Meeting	FCAT2 Mini Assessments Treasures Assessments BAT Writing Prompts FAIR
2	Students lack English language immersion at home.	Provide resources to assist students with English language acquisition (i.e., bilingual books, website links, leveled readers, etc.).	Administration Reading Coach	Classroom Observation and progress monitoring of ELL students quarterly.	FCAT2 Mini Assessments Treasures Assessments BAT Writing Prompts FAIR CELLA
3	Due to varying ESOL classifications, students are in need of numerous ESOL strategies on a daily basis.	All K-5 ELL students, will be assessed in reading and grouped for instruction ensuring ESOL strategies are intergrated into the curriculum. Areas of weaknesses will be addressed and necessary remediation will be given through interventions listed on the Struggling Readers' Chart.	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed.	Quarterly Data Chats Chats iObservation Tool

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

2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 44% (4)of students in grades 3-5 will score proficient in reading as measured by the Florida Comprehensive English Language Learning Assessment.
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2012 Current Percent of Students Proficient in reading:

Based on the 2012 Florida Comprehensive English Language Learning Assessment, 33% (3) of students in grades 3-5 scored 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
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1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's high effect strategies across content areas in a small group double/triple dose setting.	Administration Reading Coach	Classroom Observations PLC Meeting	FCAT2 Mini Assessments Treasures Assessments BAT Writing Prompts FAIR
2	Students lack English language immersion at home.	Provide resources to assist students with English language acquisition (i.e., bilingual books, website links, leveled readers, etc.).	Administration Reading Coach Guidance Counselor	Classroom Observation and progress monitoring of ELL students quarterly.	FCAT2 Mini Assessments Treasures Assessments BAT Writing Prompts FAIR CELLA
3	Due to varying ESOL classifications, students are in need of numerous ESOL strategies on a daily basis.	All K-5 ELL students, will be assessed in reading and grouped for instruction ensuring ESOL strategies are intergrated into the curriculum. Areas of weaknesses will be addressed and necessary remediation will be given through interventions listed on the Struggling Readers' Chart.	Administration Reading Coach	Teachers will be provided with appropriate assessments and supplemental resources as needed.	Quarterly Data Chats Chats iObservation Tool

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, 44% (4)of students in grades 3-5as measured by the Florida Comprehensive English Language Learning Assessment .
2012 Current Percent of Students Proficient in writing:	
Based on the 2012 Florida Comprehensive English Language Learning Assessment, 33% (3) of students in grades 3-5 scored proficient in Writing.	
Problem-Solving Process to I ncrease Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement High Effect strategies across content areas in a small group double/triple dose setting.	Administration Reading Coach	Classroom Observations PLC Meetings	FCAT Mini-assessments Treasures assessments BAT Writing Prompts FAIR
2	Teachers' lack of time to disaggregate data to determine the needs of each particular subgroup and how many subgroups each student is counted in.	Students in AYP groups are clustered and placed into classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly to discuss progress of these students quarterly with administration and support staff.	BAT results Mini Benchmark Assessments Treasures Assessments DAR FAIR

		Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up		
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CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2012 30% (94) of students in grades 3-5 will achieve proficiency (Level 3) as measured by the FCAT math
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Based on the 2011 FCAT Math results, 27% (91) of students in grades 3-5 achieved proficiency (Level 3).	Based on the 2011 FCAT Math results, 30% (94) of students in grades 3-5 will achieve proficiency (Level 3).
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack application of strategies to build skills.	Teachers will implement Marzano's 9 Effective Classroom Strategies with an emphasis on similarities/differences and advanced organizers across content areas.	Administration	PLC meetings Informal classroom observations will be conducted weekly to determine effectiveness.	iObservation tool 2012 BAT Mini Assessments
2	Increase in Economically Disadvantaged students with various deficiencies in Math as well as school's increase in transient students forces teachers to conduct numerous small group lessons to remediate.	All teachers will be trained to implement GO Math effectively and be able to utilize all the supplemental materials that accompany the series to meet the needs of all learners. They will also utilize high yield strategies to target various needs of learners.	Administration	Go Math assessments will be administered based on instructional focus calendar. Assessments results will be analyzed, to determine instructional needs on a bi-weekly basis.	Go Math assessments
3	Teachers must conduct small group math lessons to meet the needs of the growing transient population with limited foundational math skills.	District mini-benchmark assessments will be administered to determine small group math instruction meets individual needs for acceleration or remediation. Remediation will occur for those students not attaining a 70% on the mini-assessments. Data Analysis meetings with grade level teams will occur for the purpose of progress monitoring, reteach opportunities, and modification of strategies if needed.	Administration	Continuous progress monitoring will take place and instructional focus will be adjusted based on needs of school. Data chats will be conducted quarterly to discuss progress and identify areas for improvement.	2011 BAT results Mini Benchmark Assessments Go Math Assessments
	Students lack mastery in various Big Ideas.	Students will be clustered and placed into classification groups based on students' FCAT scale score: Movers- should move up one level	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly to discuss progress of these	2011 BAT results Mini Benchmark Assessments GO Math Assessments GO Math Pit Stops

4	Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up	students.
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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 mathematics. Mathematics Goal #1b:	By June 2013, 33% (3) of students will score at levels 4, 5, and 6 as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment in mathematics, 11% (1) of students scored at levels 4, 5, and 6.	Based on the 2013 Florida Alternate Assessment in mathematics, 33% (3) of students will score at levels 4, 5, and 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	ESE Students demonstrate difficulty mastering skills with multiple answer choices.	Teachers will introduce multiple answer choices fading in during the school year.	ESE Specialist Autism Coach Administration	Teacher tally data indicating student growth and proficiency.	Teacher Created Assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2012, 35% (115) of students in grades 3-5 will achieve above proficiency (Levels 4 & 5) in math as measured by FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 Math results, 32% (106) of students in grades 3-5 achieved above proficiency (Levels 4 & 5) in math. .	Based on the 2012 FCAT Math results, 35% (115) of students in grades 3-5 will achieve above proficiency (Levels 4 & 5) in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining proficiency due to increase of scale score.	Teachers will implement Marzano's 9 Effective Classroom Strategies with an emphasis on similarities/ differences and advanced organizers across content areas.	Administration, Reading Coach	PLC Meetings Staff Trainings Classroom Walkthroughs	iObservation Tool Treasures Assessment BAT Mini-assessments FCAT
	Students having difficulty maintaining high levels of proficiency in grades 3-5	Teachers will utilize GO Math lesson plans and supplementary materials	Administration	Classroom observations will be conducted to ensure highly effective	iObservation tool Mini benchmark assessments

2	due to the increase in the transient population. Teachers must conduct numerous remedial small group lessons to teach foundational concepts.	designed to provide acceleration and enrichment in reading. Student assessment results will be analyzed and monitored for classroom teachers to target areas for enrichment opportunities.		strategies are being implemented in math classrooms. Quarterly data chats	2011 BAT GO Math assessments
3	Students mastering Big Ideas not being challenged to their fullest potential.	All K-5 students who are meeting/exceeding grade level expectations in math will receive acceleration using a variety of math programs, materials, technologies, and strategies including but not limited to small group instruction, manipulatives, First in Math, and Go Math resources.	Administration	Classroom observations will be conducted to ensure implementation of effective instruction is present in all math classrooms.	iObservation tool
4	Students in need of math enrichment practice opportunities.	All students in grades K-5 will have an opportunity to participate in Sunshine Math program to enrich and strengthen math skills throughout the duration of ten weeks.	Administration	Meet with Sunshine Math Coordinator to ensure class participation.	Stars earned by students are tracked and displayed inside or outside of the classroom.
5	Students understanding challenging mathematics concepts.	Implementing CHAMP: Creating High Achieving Mathematical Performers Innovative Program to incorporate hand-on and project based learning with complex mathematical concepts.	Administration	Classroom Observations Data Review	FCAT BAT iObservation Go Math Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By June 2013, 66% (6) of students will score at level 7 as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment in mathematics, 55% (5) of students scored at level 7.	Based on the 2013 Florida Alternate Assessment in mathematics, 66% (6) of students scored at level 7.

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	ESE Students demonstrate difficulty mastering skills with multiple answer choices.	Teachers will introduce multiple answer choices fading in during the school year.	ESE Specialist Autism Coach Administration	Teacher tally data indicating student growth and proficiency.	Teacher Made Assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2012, 65% (135) of students in grades 3-5 will demonstrate learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 FCAT Math results, 59% (123) of students in grades 3-5 demonstrated learning gains in Math.	Based on the 2012 FCAT Math results, 65% (135) of students in grades 3-5 will demonstrate learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mastery of skills due to the inability to apply effective strategies.	Teachers will implement Marzano's Effective Instructional Strategies.	Administration, Reading Coach	Classroom Walkthroughs Staff Trainings PLC Meetings	iObservation Tool Treasures Assessments BAT FCAT
2	Lack of opportunities to engage in critical thinking to complete multi-step problems.	All students in grades K-5 will have the opportunity to participate in learning logs, math word walls, and/or problem of the day in order to enhance mathematics vocabulary, critical thinking, and problem solving.	Administration	Classroom observations will be conducted to ensure critical thinking activities are infused in daily instruction.	iObservation tool
3	Students' lack of practice to increase math skills.	All students in grades 1-5 will participate in First in Math to enhance math skills.	Administration	Class and school reports will be analyzed to ensure student participation on a monthly basis	First in Math class and school reports
4					

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:	By June 2013 20% (1 of 5 students) will demonstrate learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternative Assessment (FAA) Mathematics Assessment 0 % (1 of 1 student) of students demonstrated learning gains.	Based on the 2013 Florida Alternative Assessment (FAA) mathematics results, 20% (1 of 5 students) will demonstrate learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ESE Students demonstrate difficulty mastering skills with multiple answer choices	Teachers will introduce multiple answer choices fading in during the school year.	Administration ESE Specialist Autism Coach	Teacher tally data	STAR Teacher Created Assessments
	Some students are non-verbal	Teacher will use visuals during instruction and	Administration ESE Specialist	Teacher tally data	STAR Teacher Created

2		fade to allowable FAA accommodations throughout the school year	Autism Coach		Assessments
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 57% (32) of lowest 25% students in grades 3-5 will demonstrate learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 Math results, 53% (28) of lowest 25% students in grades 3-5 demonstrated learning gains in Math.	Based on the 2013 FCAT2 Math results, 57% (32) of lowest 25% students in grades 3-5 will demonstrate learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mastery of skills due to the inability to apply effective strategies.	Teachers will implement Marzano's 9 Effective Classroom Strategies content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	BAT Treasures Assessments Mini Assessments FCAT
2	Students mastering Big Ideas not being challenged to their fullest potential.	All K-5 students will be assessed in math and grouped for instruction using mini benchmark assessments in the GO Math series. Areas of weaknesses will be addressed and necessary remediation will be given through interventions.	Administrator	Teachers will be provided with appropriate assessments and supplemental resources.	Quarterly Data Chats iObservation tool
3	Students lack mastery of supporting ideas.	All students including ESE/ELL in grades 1-5 will receive supplemental instruction to address areas of need.	Administrator	Classroom observations will be conducted weekly to ensure effective instruction is being implemented.	iObservation tool
4	Students in lowest 25% in need of intensive math instruction.	All students with a Progress Monitoring Plan (PMP) in math will utilize First in Math and GO Math technology resources (60 minutes per week) and the FOCUS website. All other students will have access to these programs a minimum of once a week through the use of wireless laptop carts.	Administrator	Monitor class reports and provide feedback to teachers.	School and Class Reports
	Lack consistency of intervention implementation with fidelity.	All students in the lowest 25% will be monitored through RtI. Baseline data will be collected through quarterly assessments and teachers will target specific students needs through these targeted	Administration	RtI Leadership team will monitor progress of students and determine if student is receptive to intervention or if additional interventions are needed. (Tier 2, 3)	GO MATH Benchmark mini assessments 2012 FCAT 2011 BAT

5	assessments in the form of research-based strategies and supplemental math programs. Teacher will conduct continuous assessments to address area of concern and graph results to share with RtI Leadership Team.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By May 2013, we will decrease non-proficiency in Mathematics by 10% and achieve overall math proficiency of 66%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	77%	79%	81%	84%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, the following subgroups will maintain/increase math performance to meet AYP: White-65%(34) Black-45% (34) Hispanic-62%(100) Asian-76% (19) Amer. Indian- N/A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 Math, the following subgroups demonstrated the following: White-65%(34) Black-45% (34) Hispanic-62%(100) Asian-76% (19) Amer. Indian- N/A.	Based on the 2013 FCAT2, the following subgroups will maintain/increase mathematics performance to meet AYP: White-65%(34) Black-45% (34) Hispanic-62%(100) Asian-76% (19) Amer. Indian- N/A.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9 Effective Classroom Strategies strategies across content areas.	Administration, Reading Coach	PLC Meetings Classroom Walkthroughs	Treasures Assessments Mini Assessments CWT Writing Prompts
2	Due to changing population, teachers must meet the needs of all students on varying levels while conducting remedial small groups.	Students will be clustered and placed into classification groups based on students' FCAT scale score: Movers- should move up one level Shakers- in danger of dropping a level Stabilizers- should maintain or increase Rockets- Level 1's and Level 2's, need to increase Newbies- 1st time Level 3 or higher Sliders- dropped a level, should go back up	Administration	Information will be provided to teachers for them to target individual instructional needs. Data chats will be held quarterly to discuss progress of these students.	2011 BAT results Mini Benchmark Assessments GO Math Assessments FCAT

3	Students lack mastery of supporting ideas and/or opportunities to challenge students to their fullest potential	All K-5 students will be assessed in math and grouped for instruction using mini benchmark assessments in the GO Math series. Areas of weaknesses will be addressed and necessary remediation will be given through interventions as well as areas of strength in which acceleration and enrichment opportunities will be provided.	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed.	Quarterly Data Chats iObservation tool
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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:	By June 2013, 44% (4) of ELL students will demonstrate satisfactory progress in mathematics by maintain/increase levels of performance to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT2 Math results, 33%(3) of ELL students demonstrated AYP in math.	Based on 2013 FCAT Math results, 44% (4) of ELL students will maintain/increase levels of performance to meet AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9-High Yield Strategies across content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	FCAT Mini assessments Treasures assessments BAT Writing Prompts
2	Students lack mastery of Big Ideas.	All K-5 students will be assessed in math and grouped for instruction using mini benchmark assessments in the GO Math series. Areas of weaknesses will be addressed and necessary remediation will be given through interventions utilizing manipulatives to accommodate ELL.	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed.	Quarterly Data Chats iObservation tool
3	Implementing differentiated instruction with fidelity.	All ELL students will receive supplemental instruction to address specific areas of need.	Administration	Informal classroom observations will be conducted weekly to ensure effective differentiated instruction is being implemented.	iObservation tool
4	Teachers must move whole group instruction even though some students exhibit non-mastery of supporting ideas.	Remediation will occur for those ELL students not attaining a 70% on mini assessments.	Administration	Teachers will meet with grade level teams to discuss effectiveness of instruction and quarterly through data chats with administration.	GO Math Mini assessments Quarterly data chats

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	
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satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, 47% (25) of SWD students will demonstrate satisfactory progress in mathematics by maintain/increase levels of performance to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT2 Math results, 39% (21) of Students with Disabilities demonstrated AYP in math.	Based on 2013 FCAT2 Math results, 47% (25) of SWD students will maintain/increase levels of performance to meet AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9 Effective Classroom Strategies across content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	Mini Assessments BAT FCAT Treasures Assessments Writing Prompts
2	Teachers must move whole group instruction even though some students exhibit non-mastery of skills	Remediation will occur for those ESE students not attaining a 75% on mini assessments. Supplemental programs will be utilized to target specific needs to align with the Struggling Math Chart.	Administration Classroom Teachers	Teachers will meet with grade level teams to discuss effectiveness of instruction and quarterly through data chats with administration.	GO Math Mini assessments Quarterly data chats
3	Due to varying instructional IEP goals, students are in need of varying instructional programs and time with ESE teacher in addition to the general education classroom.	All K-5 ESE students, will be assessed in math and grouped for instruction ensuring strategies are integrated into the curriculum. Areas of weaknesses will be addressed and necessary remediation will be given through interventions in the GO Math series	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed.	iObservation tool Quarterly Data Chats

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 50% (60) of students will demonstrate satisfactory progress in mathematics by maintain/increase levels of performance to meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT2 Math results, 46% (55) of Economically Disadvantaged students demonstrated AYP in math.	Based on 2013 FCAT2 Math results, 50% (60) of Economically Disadvantaged students will maintain/increase levels of performance to meet AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack acquisition of skills due to inconsistent ability to apply strategies.	Teachers will implement Marzano's 9-Effective Classroom Strategies across content areas in a small group double/triple dose setting.	Administration, Reading Coach	Classroom Walkthroughs PLC Meetings	FCAT Mini assessments Treasures Assessments BAT Writing Prompts

2	Students lack mastery of supporting ideas and resources to remediate outside of school.	All K-5 students will be assessed in math and grouped for instruction using mini benchmark assessments in the GO Math series. Areas of weaknesses will be addressed and necessary remediation will be given through interventions utilizing manipulatives to accommodate ELL. If students don't respond to intervention, teachers will start RtI process. RtI Leadership team will monitor progress of students.	Administration	Teachers will be provided with appropriate assessments and supplemental resources as needed. Informal classroom observations will be conducted weekly.	Quarterly Data Chats iObservation tool
3	Lack of resources to engage in math practice at home which inhibit students from practicing math for remediation purposes.	Provide students with take home practice math activities from GO Math Home/School Connection for families to implement at home.	Administration	Teachers will conduct informal and formal observations.	Classroom participation Informal/Formal observations iObservation tool

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
Compacting and Accelerating Curriculum	1 - 5	CHAMP Teacher	CHAMP Teachers from participating schools	Quarterly	Classroom Observations Assessments	Administration
Number Operations	K - 5	Math Contact	Grade Levels	Monthly	Quarterly Assessments Classroom Observations	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Based Mathematics Skill Practice	First In Math	Parent Teacher Association	\$4,000.00
Subtotal: \$4,000.00			
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: \$4,000.00

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:	By June 2013, 34% (34) of students in will achieve proficiency (Level 3) as measured by the FCAT science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT2 Science results, 29% (30) of students achieved proficiency (Level 3).	Based on the 2013 FCAT Science results, 34% (34) of students will achieve proficiency (Level 3).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack application of strategies to build skills.	Teachers will implement Marzano's 9 Effective Classroom Strategies with an emphasis on similarities/differences and advanced organizers across content areas.	Administration	PLC meetings Informal classroom observations will be conducted weekly to determine effectiveness.	iObservation tool 2012 BAT Mini Assessments
2	Students' lack of motivation to engage in the scientific process in a concrete manner.	All students in grades K-5 will engage in ongoing science experiments/projects in the form of mini-boards to understand and apply the scientific process.	Administration	Provide Science mini-board guidelines and examples to all students and teachers.	Science mini-board examples quarterly
3	Lack of science cluster/strand retention from previous grade levels.	Teachers will utilize BEEP lessons, science skill builders, and district mini-assessments. Based on the results, teachers will remediate and enrich classroom instruction to meet the needs of all learners.	Administration	Classroom observations will be conducted weekly to ensure instruction is aligned with assessment results.	iObservation tool Quarterly Data Chats
4	Time constraints limit engagement in authentic learning experiences	Teachers will implement monthly mad science days school-wide. Students will participate in at least three different science projects and/or demonstrations on each Mad Science Day	Administration	Classroom Observation Informal and Formal Assessments	Science assessments iObservation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
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:			By June 2013, 22% (23) of students will achieve above proficiency (Levels 4&5) as measured by FCAT Science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on the 2012 FCAT2 Science results, 17% (18) of students achieved above proficiency (Levels 4 & 5).			Based on the 2013 FCAT Science results, 22% (23) of students will achieve above proficiency (Levels 4 & 5).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining proficiency due to increase of scale score.	Teachers will implement Marzano's 9 Effective Classroom Strategies with an emphasis on similarities/ differences and advanced organizers across content areas.	Administration, Reading Coach	PLC Meetings Staff Trainings Classroom Walkthroughs	iObservation Tool Treasures Assessment BAT Mini-assessments FCAT
2	Students are unable to interpret science concepts without concrete learning opportunities.	All teachers in grades K-5, will conduct science experiments that focus on critical thinking, application skills, and the scientific method.	Administration	Classroom observations will be conducted weekly to ensure experiments are being performed with students.	iObservation tool
3	Time to disaggregate science data continuously.	Data Analysis meetings with PLCs will occur on monthly basis for the purpose of progress monitoring/reteaching	Administration	Discuss if strategy implementation was effective or ineffective in PLC monthly meetings.	Science mini benchmark assessments

	needs and to modify strategies as needed.		
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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 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
School based PLC	K-5	Support staff School personnel	Teachers in grades K-5	Early Release	iObservation Student assessment	Administration
Best Practices PLC with zone schools.	1-5	Zone school personnel	Teachers in grades 1-5	Early Release	iObservation Student assessment	Administration

Science Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers Observing Best Practices in Classrooms within our school and at other local schools.	Substitutes to Cover Classes while teachers observe and plan for implementation of best practices.	School Budget	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,000.00			

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			By June 2012, 94% (95) of students in will achieve proficiency (Level 4.0 and higher) as measured by the FCAT writing assessment.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on the 2011 FCAT Writing results, 87% (90) of students achieved proficiency (Level 4.0 and higher).			Based on the 2011 FCAT Writing results, 94% (95) of students will achieve proficiency (Level 4.0 and higher).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent and reliable scoring of student writing samples.	4th grade teachers will plan to ensure mastery of writing standards and to analyze writing prompts in order to provide feedback by utilizing anchor papers issued by the Florida Department of Education (FLDOE).	Administration	Data will be analyzed quarterly to determine student impact.	FLDOE anchor papers 6 Traits rubrics
2	Lack of student motivation to engage in creative writing.	Classrooms will participate in the entire writing process by creating books to be published in our school's publishing center (Flamingo Publishing).	Administration	Books will be displayed at Barnes & Noble Family Night twice a year. Classroom participation will be monitored and tracked.	End of each quarter analyze number of books published from each class and teacher

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
Conventions	K - 5	Reading Coach	Grade Levels	Monthly	Quarterly Writing Samples	Administration

Writing Budget:

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

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:	By June 2013, the attendance rate will increase to 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Based on the 2012 school year, the attendance rate was 96%.	Based on the 2013 school year, the attendance rate will increase to 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Based on the 2012 school year, 13 students had excessive absences.	Based on the 2013 school year, the number of students with excessive absences will decrease to 10.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Based on the 2012 school year, 148 students had excessive tardies.	Based on the 2013 school year, the number of students with excessive tardies will decrease to 125.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack understanding of the importance of instructional time in school.	Parents will receive Parentlink callouts, information in the Flamingo Flyer, etc. addressing that "School is the student's first job". Teachers will address frequent absences with parents at conferences.	Administration Guidance Counselor	Attendance rates will be monitored monthly and Guidance Counselor will contact parents of students with frequent absences.	TERMS

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, .001% or less of the student population will receive suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, there were 11 internal suspensions.	In 2013, we expect to reduce the suspension rate by 50%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2012 school year, 10 students were suspended in-school	In 2013, we expect to reduce the number of students receiving internal suspension by 50% (5).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, there were 3 external suspensions.	In 2013, we expect to reduce the number of external suspensions by 100% (0).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, 3 students were suspended out-of-school.	In 2013, we expect to reduce the number of students suspended out-of-school by 100% (0).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent consequences for varying inappropriate actions	Faculty and staff will enforce school wide discipline plan to ensure all students are held accountable for their actions in a fair and equitable manner.	Administration, Guidance Counselor	Administration will track the number of offenses based on the District's Discipline Matrix.	District Discipline Matrix

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, there will be a 10% increase in parent involvement at school-sponsored events, which result in 50%(350) parent participation.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on parent participation throughout the 2012 school year, 40% (260).	By June 2013, there will be a 10% increase in parent involvement at school-sponsored events, which result in 50%(350) parent participation.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unable to assist students with academics at home.	Academic Family Nights will provide parents with innovative ways to assist their children at home in all academic areas.	PLC Chairs	Feedback forms will be distributed at the end of Family Night. They will be analyzed as means for improvement.	Feedback forms and attendance sign in sheets
2	Lack of communication with parents for important school events.	Utilize database with parents email directly linked to student in order to effectively communicate important events and school information.	Administration	Increased parent participation evaluated by attendance sheets.	Feedback from parents
3	Lack of time for parents to get involved due to changing family dynamics.	School will team up with Business partners in the community to host Family Nights at various locations. Memorial Miramar Hospital will conduct parenting workshops at the school throughout the year.	Administration Guidance Counselor Reading Coach	Increased parent participation evaluated by attendance sheets.	Attendance sign in sheets

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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	Phonics direct Instruction and Comprehension through Sight Words, Sentences, and Stories	Phonics For Reading	Accountability Funds	\$650.00
Reading	Interactive instruction to teach the reading strategies of: monitor and clarify, making connections, visualizing, asking questions, inferring and predicting and summarizing.	Triump Learning Comprehension Strategy Kits	Accountability Funds	\$2,300.00
				Subtotal: \$2,950.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Reading Instruction and Remediation	iStation	School Budget	\$6,000.00
Reading	Comprehension Assessment	Accelerated Reader	School Budget	\$3,000.00
Mathematics	Technology Based Mathematics Skill Practice	First In Math	Parent Teacher Association	\$4,000.00
				Subtotal: \$13,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Teachers Observing Best Practices in Classrooms within our school and at other local schools.	Substitutes to Cover Classes while teachers observe and plan for implementation of best practices.	School Budget	\$3,000.00
				Subtotal: \$3,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$18,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/11/2012)

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
Purchase "Comprehension Strategy Kits" for interactive instruction in the following reading strategies: monitor and clarify, making connections, visualizing, asking questions, inferring and predicting and summarizing.	\$2,300.00
Rollover Funds: Afterschool tutoring for skill remediation	\$800.00
Purchase "Phonics For Reading" for direction instruction remediation for phonics and comprehension.	\$650.00

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

SAC will meet every 3rd Wednesday of each month in the afternoons. All meetings are open to the entire school population and surrounding community. SAC meeting dates, minutes, By-laws, and other SAC information can be obtained on the school website or in the main hallway on the designated SAC bulletin board. Professional Learning Communities will develop school improvement objectives, strategies, and recommendations for staff development based on the FCAT, BAT and AMO Data. SAC is responsible for the monitoring the implementation of the School Improvement Plan. The SAC approves the School Improvement Plan and annual budget at the first meeting of the year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District SILVER LAKES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	86%	97%	66%	333	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	77%	67%			144	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	63% (YES)			138	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					615	
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 SILVER LAKES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	92%	68%	333	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	55%			117	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	64% (YES)			123	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested