

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: MORROW ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Laurel Crowle

SAC Chair: Felicity Gutner

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)
		BA-Economics and Mathematics, University of the			<p>Principal of Morrow Elementary in 2011-2012. Grade: D Reading Mastery: 40% Math Mastery: 31% Science Mastery: 31% Writing Mastery: 82% Learning Gains Reading: 55% Learning Gains Math: 45% Lowest 25% Reading: 49% Lowest 25% Math: 47%</p> <p>Intern Principal of Park Springs Elementary in 2010-2011. Grade: A Reading Mastery: 84% Math Mastery: 90% Science Mastery: 75% Writing Mastery: 89% Learning Gains Reading: 68% Learning Gains Math: 66% Lowest 25% Reading: 59% Lowest 25% Math: 61% AYP: No AYP: Blacks, Hispanic, Economically Disadvantaged, and SWD did not make it</p>

Principal	Dr. Laurel Crowle	West Indies; Master of Science - Elementary Education, Barry University; Doctor Of Philosophy- Leadership and Education, Barry University Certification- Educational Leadership, State of Florida; Elementary Education, State of Florida; ESOL Endorsement, State of Florida	2	7	<p>for reading. Black, Economically Disadvantaged, and SWD students did not make it for math.</p> <p>Assistant Principal of Park Springs Elementary in 2009-2010. Grade: A Reading Mastery: 87% Math Mastery: 92% Science Mastery: 76% Writing Mastery: 90% Learning Gains Reading: 75% Learning Gains Math: 70% Lowest 25% Reading: 63% Lowest 25% Math: 67% AYP: Yes AYP:</p> <p>Assistant Principal of Park Springs Elementary in 2008-2009. Grade: A Reading Mastery: 91% Math Mastery: 94% Science Mastery: 72% Writing Mastery: 91% Learning Gains Reading: 76% Learning Gains Math: 73% Lowest 25% Reading: 69% Lowest 25% Math: 76% AYP: Yes</p> <p>2007-2008 Grade: A Reading Mastery: 89% Math Mastery: 93% Science Mastery: 72% Writing Mastery: 87% Learning Gains Reading: 75% Learning Gains Math: 81% Lowest 25% Reading: 65% Lowest 25% Math: 72% AYP: Yes</p>
Assis Principal	Ms. Irina Shearer	BA- Elementary Education, University of Massachusetts; Master of Science- Educational Leadership, Barry University Certifications: Educational Leadership (all levels), ESOL, and Elementary Education (1-6)	6	6	<p>Intern Principal of Morrow Elementary in 2011-2012. Grade: D Reading Mastery: 40% Math Mastery: 31% Science Mastery: 31% Writing Mastery: 82% Learning Gains Reading: 55% Learning Gains Math: 45% Lowest 25% Reading: 49% Lowest 25% Math: 47%</p> <p>Assistant Principal of Morrow Elementary in 2010-2011. Grade: C Reading Mastery: 59% Math Mastery: 52% Science Mastery: 33% Writing Mastery: 95% Learning Gains Reading: 65% Learning Gains Math: 48% Lowest 25% Reading: 64% Lowest 25% Math: 55% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p> <p>Assistant Principal of Morrow Elementary in 2009-2010. Grade: C Reading Mastery: 59% Math Mastery: 65% Science Mastery: 31% Writing Mastery: 92% Learning Gains Reading: 60% Learning Gains Math: 49% Lowest 25% Reading: 63% Lowest 25% Math: 53% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, SWD, ELL did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p> <p>Assistant Principal of Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% Learning Gains Reading: 58%</p>

					<p>Learning Gains Math: 68% Lowest 25% Reading: 49% Lowest 25% Math: 78% AYP: No AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading.</p> <p>Assistant Principal of Morrow Elementary in 2007-2008 Grade: C Reading Mastery: 61% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 97% Learning Gains Reading: 60% Learning Gains Math: 57% Lowest 25% Reading: 57% Lowest 25% Math: 59% AYP: No AYP: Black, Economically Disadvantaged, and ELL students did not AYP in math. Economically Disadvantaged and ELL students did not AYP in reading.</p>
--	--	--	--	--	---

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Mr. Peter Policastro	BA-Elementary Education, Florida Atlantic University; MS-Educational Leadership, Florida Atlantic University Certifications: Elementary Education (K-6), ESOL Endorsed, Gifted Endorsed	1	1	Sheridan Hills has maintained "A" from 2006-2012 under Mr. Policastro's collaborative leadership. In 2005-2009, AYP was met in all subgroups except ESE. In 2009-2010, the percentage of high standards in Math, was 83%. In 2010-2011, the percentage of meeting high standards in Math was 87%. In 2009-2011, the percentage of meeting high standards in Reading was 78%. In 2010-2012, the percentage in Reading was 83%.
Science	Mrs. Benita Small-Williams	BA-Elementary Education, Bethune-Cookman University; Certifications: Elementary Education (1-6), ESOL Endorsed	12	1	<p>Morrow Elementary in 2011-2012. Grade D Reading Mastery: 40% Math Mastery: 31% Science Mastery: 31% Writing Mastery: 82% Learning Gains Reading: 55% Learning Gains Math: 45% Lowest 25% Reading: 49% Lowest 25% Math: 47%</p> <p>Morrow Elementary in 2010-2011. Grade: C Reading Mastery: 59% Math Mastery: 52% Science Mastery: 33% Writing Mastery: 95% Learning Gains Reading: 65% Learning Gains Math: 48% Lowest 25% Reading: 64% Lowest 25% Math: 55% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p> <p>Morrow Elementary in 2009-2010. Grade: C Reading Mastery: 59% Math Mastery: 65% Science Mastery: 31% Writing Mastery: 92% Learning Gains Reading: 60% Learning Gains Math: 49% Lowest 25% Reading: 63% Lowest 25% Math: 53% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, SWD, ELL did not make</p>

					<p>AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p> <p>Morrow Elementary in 2008-2009. Grade: B Reading Mastery: 69% Math Mastery: 71% Science Mastery: 29% Writing Mastery: 98% Learning Gains Reading: 58% Learning Gains Math: 68% Lowest 25% Reading: 49% Lowest 25% Math: 78% AYP: No AYP: Black and SWD did not make AYP in math; SWD did not make AYP in reading.</p>
Reading	Ms. Althea Stanley	BA-Elementary Education, Florida Atlantic University; MS-Reading, Nova Southeastern University Specialist Degree, Education Leadership, Nova Southeastern University Certifications: Elementary Education (1-6), ESOL Endorsed, Reading, and Educational Leadership	3	10	<p>Morrow Elementary in 2011-2012. Grade D Reading Mastery: 40% Math Mastery: 31% Science Mastery: 31% Writing Mastery: 82% Learning Gains Reading: 55% Learning Gains Math: 45% Lowest 25% Reading: 49% Lowest 25% Math: 47%</p> <p>Morrow Elementary in 2010-2011. Grade C Reading Mastery: 59% Math Mastery: 52% Science Mastery: 33% Writing Mastery: 95% Learning Gains Reading: 65% Learning Gains Math: 48% Lowest 25% Reading: 64% Lowest 25% Math: 55% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, SWD, ELL did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p> <p>Meadowbrook Elementary in 2009-2010. Grade: A Reading Mastery: 67% Math Mastery: 73% Science Mastery: 34% Writing Mastery: 85% Learning Gains Reading: 69% Learning Gains Math: 66% Lowest 25% Reading: 73% Lowest 25% Math: 67% AYP: No AYP: Black, Hispanic, Economically Disadvantaged, SWD, ELL did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p> <p>Meadowbrook Elementary in 2008-2009. Grade: A Reading Mastery: 70% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 97% Learning Gains Reading: 74% Learning Gains Math: 69% Lowest 25% Reading: 57% Lowest 25% Math: 62% AYP: Yes AYP: SWD did make AYP in math.</p> <p>Meadowbrook Elementary 2007-2008. Grade: B Reading Mastery: 57% Math Mastery: 71% Science Mastery: 22% Writing Mastery: 88% Lowest 25% Reading: 62% Lowest 25% Math: 76% AYP: No AYP: Black, Economically Disadvantaged, ELL, and SWD students did not meet AYP in reading. ELL and SWD students did not meet AYP in math</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings with new teachers and principal.	Principal	On-going	
2	2. Partnering new teachers with veteran staff.	Assistant Principal	On-going	
3	3. Soliciting referrals from current employees.	Principal	On-going	
4	4. Team Planning and Weekly Collaboration Meetings—Staff members plan with their grade level teams, vertical teams and fellow colleagues in order to identify strategies to solve problems	Principal/ Assistant Principal	Ongoing	
5	5. To access other professional growth opportunities provided by the district, i.e. CHAMPS	Administration /In-service Facilitator / Teachers	On-going	
6	7. PLC Coaches/Grade Chairpersons—Identification of school-wide leaders to facilitate learning communities/vertical teams to develop school-wide initiatives	Administration/In-service facilitator/Teachers	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
36	0.0%(0)	5.6%(2)	58.3%(21)	36.1%(13)	33.3%(12)	100.0%(36)	8.3%(3)	13.9%(5)	69.4%(25)

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
Althea Stanley	Joann Brazle	Mrs. Stanley, our Reading Coach will assist Ms. Brazle Rodway with the implementation of the 4th grade Treasures Reading curriculum. Ms. Brazle is new to 4th	The mentor and mentee will meet bi-weekly to plan reading lessons and monitor student data. The mentor will then meet monthly to assist with class lessons and student data. The mentor will provide in class assistance, presentations on reading content, and provide feedback on lessons. The mentor will provide assistance with setting up the classroom.

		grade and facilitating a classroom.	Overview of and understanding of Grade Level Reading Standards.
Althea Stanley	Cindy Leroux	Mrs. Stanley our Reading Coach will assist Ms. Leroux with the implementation of the 3rd grade Treasurers Reading Program. Ms. Leroux is new to the Intermediate (3rd grade) level.	The mentor and mentee will meet bi-weekly to plan reading lessons and monitor student data. The mentor will then meet monthly to assist with class lessons and student data. The mentor will provide in class assistance, presentations on reading content, and provide feedback on lessons. The mentor will provide assistance with setting up the classroom. Overview of and understanding of Grade Level Reading Standards.
Jean Vilus	Pauline Jonassaint	Mr. Vilus will assist Mrs. Jonassaint with the implementation of the 4th grade writing curriculum focusing on Florida Writes. Mrs. Jonassaint is new to 4th grade.	The mentor and mentee will meet bi-weekly to plan writing lessons and monitor student data. The mentor will provide in class assistance, presentations on writing content, and provide feedback on lessons.
Claudia Rhodes	Ken Rodway	Mrs. Rhodes our second grade team leader will assist Mr. Rodway with the implementation of the 2nd grade curriculum. Mr. Rodway is new to the grade level.	The mentor and mentee will meet weekly to plan lessons and monitor student data. The mentor will provide in class assistance, modeling, and provide feedback on lessons. The mentor will also provide assistance with the classroom set-up.
Claudia Rhodes	Melissa Howe	Mrs. Rhodes our second grade team leader will assist Ms. Howe with the implementation of the 2nd grade curriculum. Ms. Howe is new to the grade level.	The mentor and mentee will meet weekly to plan lessons and monitor student data. The mentor will provide in class assistance, modeling, and provide feedback on lessons. The mentor will also provide assistance with the classroom set-up.
Benita Small-Williams	Nancy Rodriguez	Ms. Small-Williams our Science Coach will assist Ms. Rodriguez with the implementation of CHAMPS in her classroom. Ms. Rodriguez is a new teacher at Morrow Elementary.	The mentor and mentee will meet bi-weekly to incorporate CHAMPS strategies into daily lessons and monitor student data. The mentor will provide assistance with setting up the classroom using CHAMPS strategies.
Felicity Gutner	Camille Vassel	Ms. Gutner our experienced PLACE teacher will assist Ms. Vassel with the implementation of the PLACE curriculum. Ms. Vassel is new to the	The mentor and mentee will meet weekly to plan lessons and monitor student data. The mentor will provide in class assistance, modeling, and provide feedback on lessons. The mentor will also provide assistance with the classroom set-up.

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

- Staff Development Funds – District Trainings, Go Math Series, On-site training, and additional learning communities, differentiated instruction training, Science Series Training, Data Driven Instruction, Unwrapping the Benchmarks, and Test Specifications.
- Parent Trainings – activities during the school year to assist parents in helping their children improve his/her academic skills.
- Science Coach - provide additional strategies to assist students, particularly low performing students with additional instruction during the school day.
- Teacher Salaries, PI and PD activities
- Academic Camps – provides tutoring to students after the school day and on selected Saturdays.
- Parent Seminar – district training for parents to increase student achievement
- Parent Training- in reading strategies and scientific thinking and problem solving.
- Additional classroom materials

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

- Math Coach – Provide additional support in the classroom for teachers to assist students, particularly low performing students with additional instruction throughout the day, review and select intervention materials from the struggling math chart, then utilize the supplemental materials to assist students who struggle with the math curriculum.

Title III

- ELL Materials- purchase educational materials to improve the education of immigrant and English Language Learners.

Title X- Homeless

- District Homeless Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

- SAI funds are used to provide additional tutoring after school/Saturday camps and for additional instructional support during the school day.
- Classroom teachers

Violence Prevention Programs

- Morrow's Guidance Counselor coordinates a non-violence and anti-drug program to students that includes community service, information literature, and counseling.

Nutrition Programs

- Recipients of fresh fruit and vegetable program to be implemented during the school day.

Housing Programs

N/A

Head Start

• Morrow currently has one Head Start program and the purpose of this classroom is to prepare pre-school students for entrance into the kindergarten program.

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.

L. Crowle, Principal and I. Shearer, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Reading Specialist, A. Stanley: Provides guidance on the K-12 reading plan, facilitates and supports data collection activities. Assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier 1, Tier 2, and Tier 3 plans.

Instructional Coaches (A. Stanley-Reading, P. Policastro – Math, and B. Williams, Science): Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assist with school screening programs that provide early intervening services for children to be considered "at-risk". Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring.

Classroom Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instructions with Tier 2/3 activities.

ESE Specialist and School Psychologist: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities.

J. Moore, Exceptional Student Education (ESE) Specialist: Participates in student data collections, integrates core instructional activities/materials into tier 3 instruction and collaborates with general education teachers through co-teaching. She will be the consistent coordinator for Tier interventions.

E. Kaplan, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

M. Lopez, Guidance Counselor: Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success.

Student Services Personnel, A. Dixon: Provides services and expertise on issues ranging from program design to assessment and intervention with individual students.

School Social Worker, F. Zacca: Provides additional resources for parents. She also provides assistance with student, parents, and makes home visits when necessary.

F. Mama, Technology Specialist: Develops or uses technology necessary to manage and display data, provides professional development and technical support to teachers and staff.

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 focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best at Morrow Elementary, focusing on students and instructional and behavioral strategies.

The team meets once a week to engage in the following activities:

Review universal screening data such as placement assessments and link results to instructional decisions. Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom walkthroughs, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary curriculum materials and intervention activities.

The RtI team will take minutes at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team provided data on Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed. The team helped set clear expectations for instruction (rigor and mastery), and aligned processes and procedures.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN-FAIR), Broward Assessment Test (BAT 1 & 2) for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini-Bat Assessments, FCAT Simulation, Rigby/DAR/ORF/DRA

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Rigby

End of the year: FAIR, FCAT, Rigby and DAR

Frequency of Data Days: twice a month for data analysis

Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and, behavior interventions following the core curriculum and behavior management strategies for all students (CHAMPS). Data points are used to make decisions about modifications and to develop interventions and address the needs of students in Tier 1. The same data is also used to screen at-risk students who may be in need of Tier 2 or 3 interventions.

For Tier 2 and 3, the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided during pre-planning, teachers' common planning time and PLCs throughout the year. The first session will focus on the problem-solving model, building consensus, implementing and sustaining problem solving strategies. An additional session will focus on the RtI challenges to implementation, learning different interventions, implementing, and evaluating standards of quality professional development. These sessions will take place in mid-August and October. Additional training on RtI will be provided through the District to provided resources and strategies. The RtI Leadership Team will also evaluate additional staff professional development needs during the weekly RtI leadership meetings. RtI will be a rotation during the PLC activities for teachers to attend to discuss progress and needs of teachers and students in the RtI process.

Describe the plan to support MTSS.

Each support staff member will be assigned a grade level to monitor and support teachers with the MTSS.

At the weekly meeting, team members will review data such as placement assessments and link results to instructional decisions. Review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student

data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom walkthroughs, make curricular decisions, and practice new processes and skills.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Crowle- Principal
Ms. Shearer- Assistant Principal
Ms. Kennedy- Kindergarten Teacher
Ms. Williams- Science Coach
Ms. Wagenheim- First Grade Teacher
Ms. Rhodes-Second Grade Teacher
Ms. DiPrima- Third Grade Teacher
Mr. Vilus-Fourth Grade Teacher
Ms. Lopez- Guidance Counselor
Ms. Stanley- Reading Specialist
Mr. Policastro- Math Coach
Ms. Moore- ESE Specialist

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

The reading specialist helps lead the school in implementing literacy related initiatives and provide literacy related professional development. The LLT meets monthly and as needed to discuss progress of initiatives and programs. The LLT will help build a culture of reading throughout the school by ensuring that the team supports a commitment to student achievement through learning and teaching strategies.

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

The LLT will coordinate Reading Buddies, a tutoring program that pairs intermediate and primary students together for buddy reading.

- Mentor other teachers and present staff development.
- Participate in professional learning communities and study groups.
- Use data to analyze the effectiveness of instruction and resources to meet the student's instructional and intervention needs.
- Create and share activities designed to promote literacy.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/7/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Morrow currently has one Head Start program and three Pre-K classes. The purpose of these classes are to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print.

Screening tool such as the FAIR will be administered three times during the year in order to determine student-learning gains to determine the need for changes to the instructional/intervention programs. Students will also be assessed two times during the year with the DRA to ascertain their individual reading level and to gauge growth from the beginning of the year to the end. Individual school information regarding kindergarten readiness is reported and available on the Student Assessment

and School Performance Website.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

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

*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.

*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?

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

Postsecondary Transition

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](#)

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:	On the 2013 FCAT, 28% (62/220) will score at proficiency (FCAT Level 3) in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (50/220) achieved proficiency on the 2012 Reading FCAT	28% (62/220) will score at proficiency (FCAT 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 placed appropriately for small group instruction	Administration and coaches will collaborate with teams to disaggregate reading data, collect baseline data and create groups for differentiated instruction. Ongoing training and support on differentiated instruction	Principal, Assistant Principal, and Reading Coach	Weekly Classroom walkthroughs, monthly teacher data chats from school wide assessments: Macmillian ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, FAIR (K-5)/Oral Fluency (1-5), will be analyzed to guide differentiated groups and classroom instruction. Student data chats with student and teacher will be conducted quarterly review and revise student goals	Macmillian/McGrav Treasures Assessments; Mini-Benchmark Assessment, Benchmark Assessments (BA 1 & 2 and FCAT)
2	Pacing-mastery of reading benchmarks	Utilize the BEEP instructional focus calendars, which incorporate the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS) in reading. Develop a Secondary Instructional Focus Calendar based on the specific identified needs of students at Morrow Elementary	Principal, Assistant Principal, and Reading Coach	Scheduled weekly team planning focused on the NGSSS/CCSS and the pacing of instruction. Focused weekly walk throughs by administration to ensure that instructions is aligned with pacing chart	Macmillian/McGrav Treasures Assessment; Mini-Benchmark Assessments, Benchmark Assessments (BA 1 & 2 and FCAT)
	Students need frequent review/reinforcement of benchmarks	Determine core instructional needs by reviewing the DAR/FAIR/Rigby/ORF for students, then plan and implement differentiated instruction using research-based instructional strategies such as: questioning, comparing/contrasting, summarizing, setting objectives and extend the 90-minute reading block to allow	Reading Coach and Assistant Principal	Weekly team data chats with support staff; Monthly data chat with grade level teams and administration. Student progress will be assessed using Ongoing Progress Monitoring	Macmillian/McGrav Treasurer Assessments; Broward Benchmark Assessment 1 & 2 Mini-BATs, DAR/Rigby results and FCAT

3		for remediation and enrichment		assessments such as Destination Reading, Treasures Weekly Assessments, and Mini-BATS every 15 days. Students not making adequate progress toward benchmarks/standards will be referred to the CPS Team for Tier II interventions.	
4	Students need frequent review/reinforcement of benchmarks	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data. The Struggling Reader's Chart will be utilized to select the supplemental curricular activities	Reading Coach, Assistant Principal, Principal	Weekly team data chat with support staff; Monthly data chat with grade level teams and administration. Student progress will be assessed using Ongoing Progress Monitoring every 15 days. Students not making adequate progress toward benchmarks/standards will be referred to the CPS Team for Tier III Interventions	Macmillian/McGraw Treasures Assessments; Broward Benchmark Assessment 1 & 2 Mini-BATS, DAR/Rigby results, and FCAT
5	Students not proficient need targeted instruction and frequent review and reinforcement of benchmarks	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, evidence-based, and provided in addition to the core. The Struggling Reader's Chart will be utilized to select and prescribe interventions.	RtI Team, ESE Specialist, Assistant Principal, Principal, and Reading Coach	Oral Reading Fluency, Macmillian/McGraw Treasures Assessments and Mini-Benchmark Assessment data will be reviewed biweekly by the CPS Team for all students receiving Tier 3 targeted interventions (ILS Programs reports: (Destination Reading, REACH, Accelerated Reader, I-Station and FCAT Explorer) will also be reviewed.	Oral Reading Fluency, Macmillian/McGraw Treasures Assessments, Mini-Benchmark Assessment data, DAR/Rigby/FAIR data, ILS Program Reports, Broward Benchmarks Assessments 1 & 2- comparison Results, and FCAT.
6	Students placed appropriately for small group instruction	Administration and Coaches will work in collaboration with grade level teams to disaggregate reading data, collect baseline data, and create groups for differentiated instruction	Principal, Assistant Principal, and Reading Coach	Weekly Classroom Walkthroughs, Monthly teacher data chats from school wide assessments: Macmillian ongoing Mini-Bats (Monthly), the Benchmark Assessment (BAT) administered in September and December, FAIR(K - 5)/ Oral Fluency (1-5) will be analyzed to guide differentiated groups and classroom instruction. Student data chats with student and teacher will be conducted quarterly to review and revise students' goals.	Macmillian/McGraw Treasures Assessments; Mini-Benchmark Assessments, Benchmark Assessments (BA 1 & 2 and FCAT.
	Students not proficient need targeted instruction and frequent	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process.	RtI Team, ESE Specialist, Assistant Principal, Principal	Oral Reading Fluency, Macmillian/McGraw Treasures Assessments and Mini-	Oral Reading Fluency, Macmillian/McGraw Treasures

7	review and reinforcement of benchmarks	Interventions will be matched to individual student needs, evidence-based, and provided in addition to the core. The Struggling Reader's Chart will be utilized to select and prescribe interventions.	and Reading Coach	Benchmark Assessment data will be reviewed biweekly by the CPS Team for all students receiving Tier 3 targeted interventions. ILS Program reports (Destination Reading, REACH, Accelerated Reader, I-Station and FCAT Explorer) will also be reviewed.	Assessments, Mini-Benchmark Assessment data, DAR/Rigby/FAIR data, ILS Program Reports, BATs 1 & 2-comparison Results, and FCAT.
---	--	--	-------------------	--	---

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	On the 2013 FCAT, 21% (46/220) will score above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (37/220) achieved above proficiency on the 2012 Reading FCAT.	21% (46/220) will score above proficiency on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the educational needs of high achieving students	Integrate technology with reading using digital tools and strategies such as; Destination Reader, AR, FCAT Explorer, Focus Florida Achieves, I-Station, Active	Principal, Assistant Principal and Reading Coach	ILS Program Reports. Monitor the use of technology through weekly classroom walkthroughs, Teacher observation and record keeping.	Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT and

		Expression Clickers, and Promethean Boards.			ILS Program Reports
2	Lack of stamina for reading long passages	Teachers will collaboratively plan and implement instructional units that integrate science and social studies standards to incorporate content area reading passages that align application of reading skills. Monthly PLCs with Science Coach to assist in the integration of science and reading skills. Teachers will utilize the Daily 5 during the reading block to develop daily reading stamina, as well as working together to reflect on reading strategies used.	Science Coach, Reading Coach, Principal, and Assistant Principal	Monitor implementation through classroom walkthroughs to ensure that teachers are implementing the strategies. Review lesson plans to ensure that units are planned with authentic literacy centers and integration of the content area.	Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT, Daily Five Charts and ILS Program Reports
3	Students are unaware of scores and achievement levels for the next grade.	Teachers, administrators and support staff will meet with students in grades 3-5 to review data (FCAT scores, Mini-BATs, BATS 1 and 2), and discuss achievement goals and progress towards goals.	Classroom Teacher, Reading Coach, Principal, and Assistant Principal	Quarterly conferences will be conducted with students utilizing report cards and school-based student goal setting forms.	Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT and ILS Program Reports
4	Challenging higher level students	Include higher order questions during instructional delivery. A Gifted Endorsed Teacher will work with 3rd, 4th, and 5th grade teachers to develop enrichment activities through and beyond the Core Curriculum.	Principal, Assistant Principal, and Reading Coach.	Focused Weekly Classroom walkthrough to determine if "Higher Order Questions" are being asked during instruction. Lesson plans will also be reviewed for evidence of higher order questions.	Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT, ILS Program Reports)
5	Record keeping / Monitoring progress of students	Teacher data chats will be conducted with all teachers following assessments to review the progress of the core and/or intervention curricular activities. A Filemaker Pro Data Base will be utilized to record and monitor student data	Record keeping / Monitoring progress of students	Teacher data chats will be conducted with all teachers following assessments to review the progress of the core and/or intervention curricular activities. A Filemaker Pro Data Base will be utilized to record and monitor student data	Record keeping / Monitoring progress of students

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2013 FCAT, 65% (100/155) of the students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 55% (85/155) of the students made learning gains in reading.	65% (100/155) of the students 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	Lack of motivation concerning independent reading	Teachers will utilize the Daily 5 during the reading block to develop daily reading stamina, as well as working together to reflect on reading strategies used. Teachers will present students with varied leveled texts and scaffold support in a print rich environment. All students will participate in Reading Across Broward, Accelerated Reader (AR), and Book-It to encourage students to read independently for fun and work towards achieving their goals. Students will also be provided uninterrupted sustained reading time from a variety of reading materials, such as Renaissance Place (AR), Time for Kids, FCAT Explorer, and novel study will be utilized.	Reading Coach / Assistant Principal, Principal	Teacher observation and review of Daily 5 Charts, Reading Across Broward, Book-It Reading Logs, and Accelerated Reader Reports (AR). AR reports will be charted and displayed for students to track their progress. Monthly rewards will be presented to students meeting their goals.	Daily 5 Charts, Reading Across Broward, Book-It Reading Logs Accelerated Reader Reports Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2 and FCAT. ILS Program Reports
2	Record keeping / Monitoring progress of students	Teacher data chats will be conducted with all teachers following assessments to review the progress of the core and/or intervention curricular activities. A Filemaker Pro Data Base will be utilized to record and monitor student data.	Principal, Assistant Principal, Reading Coach	Teachers, Reading Coach, the CPS Team, and Administration will utilize the data base to monitor student assessment data for the effectiveness of intervention strategies.	Broward Benchmark Assessment 1 & 2 Mini-Bats, DAR, Rigby, and FCAT.

3	Time for double dosing based on the Struggling Readers Chart.	Plan supplemental instruction/intervention beyond the 90 minute reading block for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data and will include explicit instruction, modeled instruction, guided practice, and independent practice	Principal, Assistant Principal, Reading Coach	During classroom walkthroughs, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks during the extended reading block. Data will be disaggregated to determine the effectiveness of the reading Instruction model (homogeneous groupings of students)	Broward Benchmark Assessment 1 & 2 Mini-Bats, School Wide Assessments, DAR, Rigby, and FCAT
---	---	---	---	--	---

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	On the 2013, 59% (29/48) of the lowest 25% will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT, 49% (25/48) of the lowest 25% made learning gains in reading	On the 2013, 59% (29/48) of 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
Students exposed to the core curriculum and did not show progress.	Plan differentiated instruction using evidence-based instruction/interventions	Reading Coach and CPS/RtI Team, Assistant Principal, Principal	Student data will be reviewed during weekly CPS/RtI Team meetings. Bi-weekly data chats will	Macmillian/McGraw Treasures and Triumphs Assessments, RtI

1		<p>within the 90-minute reading block. After implementation of Treasures Placement Test and review of data, students will be placed in the Triumphs or Approaching Curriculum. Students will also be exposed to the Treasures Core Curriculum. Teachers will participate in professional development on the implementation of the Triumphs Curriculum</p>		<p>be conducted utilizing the Triumphs or Approaching Weekly Assessments and mini-Benchmark Assessments to determine if interventions are appropriate and to review students groupings for differentiated instruction.</p>	<p>Graphs, Broward Benchmark Assessment 1 & 2 Mini-BATs, DAR, Rigby, and FCAT.</p>
2	<p>Lack of vocabulary base</p>	<p>Teachers will integrate research-based strategies (Elements of Vocabulary, Frayer Model, Word Walls, Semantic Feature Analysis, etc. Plan differentiated instruction using evidence-based instruction / interventions within the 90-minute reading block and integrate science and social studies vocabulary</p>	<p>Reading Coach, Assistant Principal, Principal</p>	<p>Student progress will be assessed using Ongoing Progress Monitoring every 20 days. Administration, aware of daily/weekly reading strategies, will monitor implementation through weekly classroom walk-through and data chats with teachers and students</p>	<p>FAIR, Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT, and ILS Program Reports</p>
3	<p>Lack of student motivation to read</p>	<p>All students will participate in motivational reading program (AR). Teachers will work with students to set individual goals. Prizes will be awarded on the morning news to reward and encourage students to work towards attaining their goals. Teachers will present students with varied leveled texts and scaffold support through explicit instructional strategies, differentiated instruction, and a print rich environment. Students will also be provided uninterrupted sustained reading time from a variety of reading materials. Renaissance Place (AR), Time for Kids, FCAT Explorer, Daily Five, and novel study will be utilized.</p>	<p>Reading Coach, Assistant Principal, Principal</p>	<p>AR Reports will be monitored weekly to track students' progress towards their goals. Teacher observation of independent reading, classroom walk through will focus on the classroom environment for print materials, student work samples.</p>	<p>Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT and ILS Program Reports</p>
4	<p>Poor phonetic awareness</p>	<p>Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using the RtI problem-solving process. Interventions from the Struggling Reading Chart will be matched to individual student needs, and provided in addition to the core and beyond the 90-minute Reading</p>	<p>CPS/RTI Team, ESE Specialist, Assistant Principal, and Reading Coach</p>	<p>Biweekly data chats will be conducted for all students receiving targeted Tier 3 interventions. Student progression will be monitored through weekly CPS/RTI meetings with teachers, administration, ESE Specialist, and reading coach. Frequency and intensity of instruction will be adjusted as needed.</p>	<p>Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2), FCAT, DAR, DRA, and Rigby.</p>

		Block. Wilson, Foundations, and Fountas and Pinnell (LLI) will be used as a key component of the interventions			
5	Poor decoding skills	The Struggling Reading Chart will be used for proper student placement and intervention programs. Wilson, Foundations, Phonics for Reading, Fountas and Pinnell (LLI)and, REWARDS will be utilized as interventions to increase student ability to apply decoding strategies to text.	Principal, RtI Team, ESE Specialist, Assistant Principal, and Reading Coach	Biweekly Data chats will be conducted for all students receiving targeted Tier 3 interventions. Student progression will be monitored weekly by RtI team.	Macmillian/McGraw Treasures Assessments; Mini Benchmark Assessments, Benchmark Assessments (BAT 1 & 2) and FCAT, DAR, DRA, Rigby

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In the school year 2012-2013, the number of non-proficient students will be reduced by 5%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

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 of 2013, 47% (87/184) of students in the Black ethnicity subgroup will make Adequate Yearly Progress on the FCAT Reading Assessment. By June of 2013, 47%(20/43) of students in the Hispanic ethnicity subgroup will make Adequate Yearly Progress on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 36%(67/184) and Hispanic 42% (18/43) made satisfactory progress in reading. Black 64%(91/184) / Hispanic 58% (27/43) did not make satisfactory progress in reading.	Black 47%(87/184) / Hispanic 47%(20/47)

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	Meeting the needs of all students and bridging the achievement gap	Progress monitor the AYP subgroups closely. Students will be grouped homogenously based on previous FCAT scores and Treasures placement test. Weekly team data chats will be conducted to review students' progress and make adjustments as necessary.	Principal, Assistant Principal, Guidance Counselor ESE Specialist, Classroom Teachers, and Coaches	During weekly support staff and RtI meetings, student individual assessment data and goals will be reviewed. Data will also be disaggregated to determine the effectiveness of the reading instruction through homogeneous groupings of students.	Mini BATs, BATs, Treasurer's Unit Assessments, and FCAT
	Increasing achievement levels of students in all	Provide an intervention reading program for	Principal, Assistant Principal, Reading	During weekly RtI meetings, student	BAT, Mini-Bats, DAR, Treasurer's

2	subgroups by 5%	struggling readers and retained students. Utilize student assessment data to identify specific area in need of remediation then use the Broward County's Struggling Readers Chart to facilitate the decision making process.	Coach, Guidance Counselor, and ESE Specialist	individual assessment data and goals will be reviewed. Data will also be disaggregated to determine the effectiveness of the reading intervention program	Unit Assessments, and FCAT
---	-----------------	--	---	---	----------------------------

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:	On the 2013 FCAT, 38% (12/31) of ELL students will make adequate yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(9/31)of ELL students made adequate yearly progress in reading. 72% (22/31) of ELL students did not make adequate yearly progress in reading.	38%(12/31)of ELL students will make adequate yearly progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not proficient in the English Language resulting in comprehension difficulties.	Students will utilize the Destination ILS Reading program a minimum of twice weekly to help develop language proficiency. Students will have the opportunity to participate in a "Before School Academic Enrichment Program" where students will engage in reading, math, and current event (SS/Science) activities. Infuse and utilize ELL strategies, language specific dictionaries, and accommodations during instruction and assessment in the classroom with ELL students. Ensure that all classrooms are print rich and integrate technology into the teaching and learning.	Principal, Assistant Principal, LEP Committee, Testing Coordinator, and Reading Coach	Weekly Classroom walkthroughs focusing on ELL Strategies and the classroom environment. Review ILS Reports to monitor student progress. Monitor attendance at "Academic Enrichment Program".	CELLA, FAIR, Mini BATs, Oral Reading Fluency Scores, Benchmark Assessments 1 & 2
2	Use ELL strategies with all lessons	Students will be instructed using research based instructional techniques for ELLs,; graphic organizers, such as character webs, beginning middle, end charts, main idea and detail charts, and problem solution charts.	Principal, Assistant Principal, Reading Coach, LEP Committee, and Reading Coach	Review lesson plans for evidence of ELL Strategies and Weekly Classroom Walk-throughs focusing on ELL Strategies.	CELLA, FAIR, Mini BATs, Oral Reading Fluency Scores, Benchmark Assessments 1 & 2

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:	On the 2013 FCAT, 35% (12/35) of Students with Disabilities will make adequate yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(10/35)of Students with Disabilities made adequate yearly progress in reading. 71% (25/35) did not make adequate yearly progress in reading.	35%(12/35)of Students with Disabilities will make adequate yearly progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of time in the regular education classroom / pulled out for V.E. services	Tier 1: Determine core instructional needs by reviewing the DAR and Rigby Running Record for all SWDs. Plan differentiated instruction using evidence-based instruction / interventions within the 90-minute reading block. Teachers will participate in Professional development on differentiated instruction. Implementation of accommodations listed on IEP Collaboration between General Education Teacher and ESE	Principal, Assistant Principal, ESE Specialist, Reading Coach, and VE Teacher	Student progress is assessed using Ongoing Progress Monitoring every 30 days by the VE Teacher and IEP Team. Classroom Walkthroughs focusing on differentiated instruction.	Broward Benchmark Assessment 1 & 2, Mini-BATs, School Wide Assessments, and the Rigby/DAR results
2	Scheduling extra reading block during the day with the V.E. Teacher	Extend the reading block by 30 minutes daily to allow additional time for instruction and intervention for students not responding to core curriculum. VE teacher will "push - in" during the reading block to provide services. Plan targeted intervention for students not responding to core plus supplemental instruction during the extended reading block. Interventions will be matched to IEP Goals and provided in addition to the core- curriculum.	Principal, Assistant Principal, ESE Specialist, Reading Coach, and VE Teacher	Schedule a 120 minutes reading block. Review IEP Goals to ensure that services and accommodations are on target and can be accomplished during the reading block.	Broward Benchmark Assessment 1 & 2, Mini-BATs, DAR/DRA /FAIR/Rigb results, Treasurer's Assessment, and FCAT

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 of 2013, 42% (88/209) of students in the economically disadvantaged subgroup will make AYP on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40%(84/209)of students in the economically disadvantaged subgroup made AYP on the FCAT Reading Assessment.

42% (88/209)of students in the economically disadvantaged subgroup will make AYP on the FCAT Reading Assessment.

60% (126/209) of students in the economically disadvantaged subgroup did not make AYP on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Background Knowledge	Plan supplemental instruction/intervention for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Principal, Assistant Principal, Reading Coach	During classroom walkthroughs, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks. Data (DRA/Rigby/FAIR) will be disaggregated to determine the effectiveness of the reading instruction (department/level Groupings of students).	Broward Benchmark Assessment 1 & 2, Mini-BATs, DAR/DRA/Rigby/FAIR results, and Treasurers Unit Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the IFC	Reading	Reading Coach	3-5	September 2012	Classroom visits	Dr. Crowle, Princip I. Shearer , Assistant Principal, and Reading Coaci
Treasurers Training-teachers new to the grade level	Reading	Reading Coach	K-5	September/October 2012	Classroom visits	Dr. Crowle, Princip I. Shearer , Assistant Principal, and Reading Coaci
Professional Learning Community (PLC) on NGSSS/Common Core, Technology - (AR, I-Station, Renzulli) etc.	Reading	Reading Coach	K-5	September/March 2013	Classroom visits	Dr. Crowle, Princip I. Shearer , Assistant Principal, and Reading Coaci
Triumphs Training-teachers new to the grade level	Reading	Core Curriculum	1-5	September/October 2012	Classroom Visits	Dr. Crowle, Princip I. Shearer , Assistant Principal, and Reading
Rigby/DAR/FAIR	Reading	Reading Coach	K-5	September/October 2012	Classroom Visits	Dr. Crowle, Princip I. Shearer , Assistant Principal, and Reading Coaci
Florida Ready	Reading	Reading Coach	3-5	September/October 2012	Classroom Visits	Dr. Crowle, Princip I. Shearer , Assistant Principal, and Reading Coaci

DAILY 5	Reading	Team Leaders (Parks Springs)	K-5	August/ October 2012	Classroom Visit	Dr. Crowle, Princip I. Shearer, Assista Principal and Reading Coach
---------	---------	------------------------------	-----	----------------------	-----------------	--

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready-Research Based Materials	Materials for teaching training	Title I	\$939.86
Elements of Reading Vocabulary-Research Based Materials	Materials for teacher training	Title I	\$729.32
Instructional Materials for Teacher Trainings	Elements of Vocab Kit for training K-5 teachers	Title I	\$800.00
Instructional Materials for Teacher Trainings	Daily Five Set-Teacher Training	Title I	\$500.00
			Subtotal: \$2,969.18
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
Treasurers Training	Substitute coverage	Title I	\$1,000.00
Triumphs Training	Substitute coverage	Title I	\$1,000.00
PLC Literacy Leadership Trainings	Materials for Literacy Team/PLC trainings	Title	\$896.00
Professional Development DVDs	Professional Development DVDs for PLCs	Title I	\$500.00
			Subtotal: \$3,396.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FAIR Testing	Substitute coverage	Title	\$800.00
RTI Training/Family Reading Night	Materials for RTI and Reading Trainings	Title I	\$350.00
Professional Books for PLC Trainings	Professional Books-Marzano	Title I	\$1,000.00
			Subtotal: \$2,150.00
			Grand Total: \$8,515.18

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, 52% (72/137) of students will score at the proficiency level in listening/speaking on the 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in listening/speaking:	

47%(64/137) of students scored at the proficiency level in listening/speaking on the 2012 CELLA 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	Difficulty understanding and using grade-level vocabulary and limited knowledge of English grammar and conventions	Provide explicit vocabulary instruction and provide authentic opportunities for social and academic language use across the curriculum; Utilize Rosetta Stone for students who are A1	ESOL Contact Classroom Teacher Administration	Collection of formal and informal data	Teacher observation and reports, IPT-1 (Listening/Speaking), LEP Committee meetings

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:

32%(44/134) of students will score at a proficient level in reading on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in reading:

26%(35/134) of students scored at a proficient level in reading on the 2012 CELLA 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	Difficulty understanding content-area/grade-level vocabulary; increased text complexity to meet CCSS	Provide explicit vocabulary instruction and provide authentic opportunities for language use; Introduce, model, and practice reading strategies; Supplement core curriculum materials with the classroom libraries for English Language Learners; utilize technological resources and data reports: Destination Riverdeep, Rosetta Stone	ESOL Contact Classroom Teacher Administration	Collection of informal and formal student assessment data	Benchmark data points (FAIR,BAT), IPT-1 & IPT-2 (Reading), LEP Committee meetings, CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

24% (31/125) of students will achieve a proficient score in writing on the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in writing:

19%(24/125) of students achieved a proficient score in writing on the 2012 CELLA 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	Difficulty understanding grade-level vocabulary and limited knowledge and application of English grammar and conventions	Provide explicit vocabulary instruction and incorporate language objectives across the content areas, provide on-going modeling of the writing process and authentic purposes for writing	ESOL Contact Administration Classroom Teachers	Collection of informal and formal student assessment data	Benchmark data points (writing prompts), IPT-1 & IPT-2 (Writing), LEP Committee meetings

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be assessed using the IPT to determine language classification for the ESOL program.	Purchase of IPT 1 & 2	School Budget	\$1,700.00
			Subtotal: \$1,700.00
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: \$1,700.00

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:	On the 2013 FCAT, 25%(56/222) will score at proficiency (Level 3) in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(43/222)scored at proficiency (Level 3) in math.	25% (56/222)will score at proficiency (Level 3) 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	Keep math center updated for each lesson	Math Coach will guide and assist team in utilizing center activities during math. Teacher Center Samples will be developed during weekly team planning and PLCs.	Principal, Assistant Principal, Math Coach	Bi-weekly classroom walk-throughs during math instruction will focus on: Grab & Go kits progress monitoring assessments will be utilized to determine effectiveness of center activities. Quarterly data chats will be conducted between student and teacher to review classroom data.	Center products, math journals, Mini-BATs, BAT 1 & 2, and FCAT
2	Students aware of their achievement levels on the FCAT	Teachers, administrators and support staff will meet with students in grades 3-5 to conduct data chats: Go Math Assessments, FCAT scores, Mini-BATs (1 & 2). Achievement goals will be developed with students based on current level of performance.	Principal, Assistant Principal, Math Coach, Classroom teacher	Quarterly teacher student conferences to discuss student assessment data and set achievement goals; Quarterly teacher data chats with administration and Math Coach focusing on student goals and achievement.	Student and Teacher Goal Setting Form, Mini Benchmark Assessments, Benchmark Assessments 1 and 2, and FCAT.
3	All students are not meeting mastery in grade level skills	All teachers will use concrete skill building drills for foundation and number sense, including Mad Minutes or flashcards. Students will be given additional forms for skills assessment. (MINI BATS/Go Math Assessments)	Principal, Assistant Principal, Classroom teacher, Team Leaders, and Math Coach	Math Coach will assist teachers in locating materials and implementation. Progress will be discussed during Team Leader Day.	Results of Mad Minutes and Drill Practice Assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
--	----

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	On the 2013 FCAT, 18%(40/222) will score above proficiency (Levels 4 and 5)in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(26/222)scored above proficiency (Levels 4 and 5) in math.	18% (40/222)will score above proficiency (Levels 4 and 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	Providing enrichment opportunities in the Go Math series	Teachers and students will utilize the BEEP Enrichment resources as the enrichment ancillary materials and Grab and Go kits in the Go Math series and online resources.	Math Teacher, Math Coach, Assistant Principal, and Principal	Data Chats- teams will meet monthly with administration to discuss student progress and adjust instructional focus when necessary.	Go Math Assessments/ Mini-Bats, BAT (1 and 2), and FCAT. Math trends and assessmer data will guide the grade level IFCs.
2	Difficulty in multi-step algebra problems	Students will practice this skill using the online program "First in Math" program.	Math Teacher, Math Coach, Assistant Principal, and Principal	Monthly data chats with administration. Focus- First in Math Reports / Utilizing reports in students conferences.	First in Math Reports- utilize trends- strengths/improvemer areas for groupings with the Go Math series
3	Time to meet with students who would benefit from enrichment activities.	Small group and center activities will be provided to the students weekly and after school.	Principal, Assistant Principal, Team Leader, Classroom Teacher, and Math Coach	Classroom Walkthroughs to monitor student engagement and higher ordering questioning. Lesson Plans, Data Chats focusing on Level 4 and 5 Students.	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:	
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2013 FCAT, 55%(86/156) of the students will make learning gains in math.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (70/156)of the students made learning gains in math.	55% (86/156) of the students will make 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	Monitor progress from Go Math Assessments	Maintain a record of strategies and interventions utilized with students. Utilize the data room on a consistent basis with students to review individual data. After reviewing data, teachers will modify learning center activities.	Principal, Assistant Principal, and Math Coach	Review student data reports to ensure teachers are assessing students accordingly to the Beep Instructional Focus Calendars. Conduct bi-weekly student chats to monitor progress between assessments.	BAT 1 & 2 student progress.
2	Limited understanding of mathematics vocabulary	Word walls and interactive activities will be used to build math vocabulary skills in K-5.	Principal, Assistant Principal, Teachers and Math Coach	Bi-weekly CWT Focus: Evidence of math word wall and interactive activities.	Learning Center work, student samples and Mini BATs
3	Gaps in prerequisite mathematics skills	Students will participate in small group Strategic or Intensive Intervention lessons from Go Math. Students will alternate participation in small group instruction and Go Math online intervention lessons based on weaknesses identified during team data chats.	Principal, Assistant Principal, and Math Coach	Data Chats Biweekly CWT Focus: Evidence of implementation of intervention lessons and online resources	Go Math intervention student work, Go Math online intervention report, Mini Benchmark Assessments / Acaletics Assessments
4	Not all students have mastered multiplication facts	Students will participate in a Mad Minute Math Activity or flashcards daily until all facts are mastered.	Principal, Assistant Principal, Teachers, and Math Coach	Student Progress Chart	Student Progress Chart
	Time to Conduct Spiral	Schedule spiral review	Principal, Assistant	Student Data	Go Math

5	Review Lessons	lessons within Math instructional block. Utilize Essential Questions from beginning of each Go Math Lesson (Show What You Know) and discuss the vocabulary.	Principal, Teachers, and Math Coach		Assessments, Skills, and Practice Data
6	Students lack of utilizing interactive math journals	Professional Development for instructional staff on interactive math journals.	Principal, Assistant Principal, and Math Coach	Classroom Walkthroughs, Evidence of Student Work	Rubric

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
The lowest 25% made 47% (22/48) learning gains in math.	On the 2013 Math FCAT, the lowest 25% will make 57% (28/48) learning gains in math. The lowest 25% will make 57%(28/48) 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	Difficulty mastering NGSSS	Tier 1: Determine core instructional needs by reviewing Mini-BATs, BAT data, and Acaletics progress assessments. Plan differentiated instruction using evidence based/ interventions within the math instructional blocks.	Principal and Assistant Principal	Grade-level teams will review results of the mini-assessments data every 4 weeks to determine progress toward benchmark (75% of mastery). Teachers plan and implement intervention activities to be used in small groups and centers.	Mini-Assessments Data chats will be scheduled based upon immediate needs. Student progress will be reviewed during quarterly data chats with administration,

					teachers, and support staff.
2	Difficulty mastering NGSSS	Tier 2: Plan supplemental instruction/intervention (Acaletics groups with math coach) for students not responding to core instruction. Focus on instruction is determined by the Ongoing Progress Monitoring data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Principal and Assistant Principal	Grade-level teams will review results of the mini-assessment data every 4 weeks to determine progress toward benchmark (75% of mastery). Teachers make an action plan to remediate students not making progress utilizing Go Math online Intervention/ Destination Math.	Mini-Assessments, BAT (1 & 2), FCAT, and usage/mastery reports of Destination Math Data chats will be scheduled based upon immediate needs. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.
3	Difficulty mastering NGSSS	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, evidence-based, and provided in addition to the core. individual student needs, evidence-based, and provided in addition to the core.	RtI Team, Math Coach, and Principal	Grade-level teams will review results of the mini-assessments data every 4 weeks to determine progress toward benchmark (75% of mastery). Follow RTI process for students	Mini-BATs, BAT (1 & 2), and FCAT Data chats will be scheduled based upon immediate needs. Student progress will be reviewed during quarterly data chats with administration, teachers, and support staff.
4	Low Reading Levels will impact student ability to complete higher-level mathematical problem solving questions.	Utilization of Destination Success for math vocabulary concept building problem solving. Incorporate the use of the Go Math glossary with pictures for visual representation (manipulatives), and teacher student communication and dialogue.	Principal, Assistant Principal, Classroom Teacher, and Math Coach	Weekly and Bi-Weekly Reports and Assessments	Results of Drill Practice Assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In the school year 2012-2013, the number of non-proficient students will be reduced by 6%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37	43%	48%	54%	60%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June of 2013, 39%(64/163) of students in the Black ethnicity subgroup will make Adequate Yearly Progress on the FCAT Math Assessment. By June of 2013, 47%(20/43) of students in the Hispanic ethnicity subgroup will make Adequate Yearly Progress on the FCAT Math Assessment.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 25%(40/163)/ Hispanic 44%(19/43) made Adequate Yearly Progress. Black 75% (122/163) and Hispanic 56% (24/43)that did not make Adequate Yearly Progress on the FCAT Math Assessment.	Black 39% (64/163) Hispanic 47% (20/43) will make Adequate Yearly Progress on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Selecting appropriate interventions	Teachers will utilize the Go Math Strategic Intervention Materials to provide remediation.	Principal , Assistant Principal, teachers, and Math Coach	Review of Go Math Intervention Assessments - Weekly CWT Focus: During classroom walkthroughs, administrators will focus their attention to the frequency of explicitly teaching to the math benchmarks during the block.	Mini-BATs, BAT (1 & 2), FCAT, Go Math Chapter and skill assessments , Data will be disaggregated to determine the effectiveness of the math instruction (homogeneous groupings of students)
2	Difficulty grasping math concept	Use math manipulatives and ILS Software-Destination Math to understand the concept being taught	Principal, Assistant Principal, teachers, and Math Coach	Evidence of implementation of intervention lessons and a computer schedule from Destination Math usage reports. Biweekly CWT Focus: Mini Benchmark instruction- Hands on experiences and Focus on the learner- Working with hands- on materials.	BAT / ILS Reports / Mini-Bat Based -Pull apart ILS programs/ analyze and critique the report and create an action plan for enrichment and remediation.
3	Students have limited academic vocabulary	Math Picture Dictionary in math series (can be outside approved additional resource)	Principal, Assistant Principal, teachers, and Math Coach	Observation and Weekly Assessments	Chapter assessments, Mini BATS, BAT 1 and 2, FCAT Math Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June of 2013, 33%(10/31) of students in the English Language Learners subgroup will make Adequate Yearly Progress on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (8/31) made Adequate Yearly Progress on the FCAT Math Assessment. 74% (23/31) did not make Adequate Yearly Progress on the FCAT Math Assessment.	33% (10/31) will make Adequate Yearly Progress on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty grasping math concepts and vocabulary	Push-in with teacher assistant/ Utilize Calves materials and Go Math	Principal, Assistant Principal, ESOL Contact, and Math	Bi-weekly Classroom walkthroughs will focus on: review student	Ongoing progress monitoring- Mini-Bats / BAT-

1		Intervention activities, and Destination Math	Coach	progress, interactive multimedia and multimodal strategies and testing accommodations used in the classroom with ELL students. Student progress will be reviewed during bi-weekly data chats with administration, teachers, and support staff Review ILS Reports to monitor student progress.	September and December / Acaletics Assessments
2	Students have limited academic vocabulary	Math Picture Dictionary in math series (can be outside approved additional resource)	Principal, Assistant Principal, teachers, and Math Coach	Observation and Weekly Assessments	Chapter assessments, Mini BATS, BAT 1 and 2, FCAT Math Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June of 2013, 29%(11/39) of students in the SWD subgroup will make Adequate Yearly Progress on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (4/37) made Adequate Yearly Progress on the FCAT Math Assessment. 89% (33/37) did not make Adequate Yearly Progress on the FCAT Math Assessment.	29% (11/39) will make Adequate Yearly Progress on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Connecting abstract ideas to concepts	Increase the use of centers, Utilize diagnostic math assessment, Key Math to determine interventions needed from the Struggling Math Chart, Interventions from the GO Math Series, and hands-on supplemental materials.	Assistant Principal/VE Teacher, Math Coach	Bi-weekly Classroom walkthroughs Focus: Evidence of implementation of intervention lessons	BAT & Mini-Bats FCAT Go Math Chapter Assessments
2	Gaps in prerequisite mathematics skills	Students will participate in small group Strategic or Intensive Intervention lessons using Touch Math. Students will alternate participation in small group instruction in the classroom and with the VE Teacher.	Assistant Principal/VE Teacher, Math Coach	Bi-weekly Classroom walkthroughs Focus: Evidence of implementation Touch Math lessons	BAT & Mini-Bats FCAT Go Math Chapter Assessments/ Touch Math Activities
3	Meeting the individual needs of students with disabilities	Teachers will confer with the ESE specialist and ESE teacher to align classroom instruction with ESE strategies. Implementation of Go Math Series Reteach/Interventions activities.	ESE Specialist, VE teacher, classroom teacher, Assistant Principal, and Math Coach	Conference with ESE team, to include teacher observations, administration, and parent feedback and input.	Classroom Assessments, TEMA-3, Key Math 3

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June of 2013, 41%(87/211) of students in the Economically Disadvantaged subgroup will make Adequate Yearly Progress on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (63/211) made Adequate Yearly Progress on the FCAT Math Assessment. 70% (147/211) did not make Adequate Yearly Progress on the FCAT Math Assessment.	41% (87/211) will make Adequate Yearly Progress on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Record Keeping- a portfolio for RTI	Maintain a record of strategies and interventions utilized with students for RTI.	Principal, Assistant Principal, Math Coach, and teachers	Bi-weekly CWT Focus: Review student data reports to ensure teachers are assessing students accordingly to the Beep Instructional Focus Calendars To meet with the student and update the record folder with update / review with teachers concerning RTI	BAT 1 & 2- student progress / RTI Folder
2	Students aware of achievement levels	Student achievement chats will be conducted with all students to review scores from assessments.	Principal, Assistant Principal, Math Coach and teachers	Focus: Using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.	Student Quaterly Data Chats: Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

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
Professional Learning Community (PLC)	Math	Literacy Team/Math Coach	K-5	September 2012/March 2013 Bi-weekly learning communities	Follow-up lessons / Classroom Visits-remediation and enrichment lessons and activities / Data Chats	L. Crowle, Principal, I. Shearer , Assistant Principal,
Technology-Riverdeep Math	Math	Denyse Henry	K-5	October 2012/January 2013	Monitoring reports / pulling data / review usage reports	L. Crowle, Principal, I. Shearer , Assistant Principal,

Common Core / Big Ideas Math	Math	Core Curriculum	K-5	On-going	Classroom Visits-remediation and enrichment lessons and activities / Data Chats / Progress Monitoring	L. Crowle, Principal, I. Shearer , Assistant Principal, Pete Policastro, Math Coach
Renzulli Computer Program	Math	Math Coach	K-5	September 2012/June 2013	Classroom Visits/Monitoring reports	L. Crowle, Principal, I. Shearer , Assistant Principal, Pete Policastro, Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Summer Training	Summer 2012/2013 ; Teacher Professional Development	Title I	\$7,500.00
Reading, Math, and Science Trainings	Substitutes for teachers attending trainings	Title I	\$3,994.00
Common Core/Marzano PLCs	Teacher Leader (Facilitator) and participants stipend	Title 1	\$700.00
			Subtotal: \$12,194.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math, Reading, and Science Family Nights	Salaries for teacher presenters (hourly) + 1/2 hour planning for presentation	Title 1	\$443.00
			Subtotal: \$443.00
			Grand Total: \$12,637.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	On the 2013 Science FCAT, 36% (28/78) of the fifth grade students will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (20/78) of fifth grade students achieved proficiency.	36% (28/78) of fifth grade student will score a level 3 or higher.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New teachers on different grade levels and unfamiliar with the curriculum.	Morrow will implement professional learning communities and professional development opportunities focusing on unwrapping the standards and utilizing test specifications.	Principal, Assistant Principal, and Science Coach	Using data from school assessments (core curriculum), ongoing monthly Mini-BATs, the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide instruction	Data Analysis / Student Data Forms / Classroom Walkthroughs Monthly Mini-BATs , BAT (1 & 2) and FCAT
2	Student Record keeping / Progress Monitoring of Assessments and science journals.	Data chats will be conducted with all students to review scores from assessments and student work from interactive student journals and teachers will receive professional development opportunities.	Principal, Assistant Principal, Science Coach, Teachers	Administrators will review science journals for student achievement chats during classroom walkthroughs. Teachers, Administration, and science coach will conduct data chats with students.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful. *Rubric utilized with science interactive journals.
3	Lack of Background Knowledge-students	Provide real-word science experiments and engaging activities. Teachers will be required to incorporate United Streaming into lessons to create virtual field trips. Additional trips will be arranged through the Museum of Discovery of Science, Science Fusion/Think Central, and South Florida Science	Principal, Assistant Principal, Science Coach	Weekly Classroom Walk-Throughs will be conducted and teachers will receive feedback during weekly team planning. Review lesson plans to ensure that science articles are included as part of the homework assignments.	Improvement on Science BAT-Sept. and Dec. / Science Mini-Assessments. FCAT
4	Scientific Process / non-proficiency of students	Utilize hands-on laboratory experiments weekly using the science kits, infusing science flip chart experiments to align with content, and Broward County Hands-on Customized Science Kits. (Departmentalize 5th grade- Science).	Principal, Assistant Principal, Science Coach	Monitor IFC's and the pacing of the correlation chart of the science kits and/or flip chart experiments with fidelity (will be monitored by the Principal). Assessments will be administered bi-weekly for ongoing progress monitoring (process for determining effectiveness).	Improvement on Science BAT-Sept. and Dec. / Science Mini-Assessments. Utilize interactive science journals for understanding and mastery of the effectiveness of the hands-on laboratory experiments.
5	Students struggling with science content	Integrate the science series in small groups during the reading block.	Principal, Assistant Principal, Science Coach	Using data from school assessments (core curriculum), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide instruction	Improvement on Science BAT-Sept. and Dec. / Science Mini-Assessments.

6	Students struggling with science vocabulary	Integrate the science vocabulary into the hallways. Fifth grade students will create the definition and/or picture for the essential vocabulary concepts.	Principal, Assistant Principal, Science Coach	Administrators will review interactive science journals for essential vocabulary concepts during classroom walkthroughs. Teachers, Administration, and science coach will conduct data chats with students.	Rubrics utilized with science journals
---	---	---	---	---	--

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

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:	On the 2013 Science FCAT, 10% (8/78) of the fifth grade students will score a level 4 or higher.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
5% (4/78) of fifth grade students achieved above proficiency (Levels 4 and 5) in science.	10% (8/78) of the fifth grade students will score above proficiency in science.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Connecting ideas through the scientific process.	All students will complete hands-on lab activities during the science block and record findings in interactive science journal for documentation of hands-on investigations.	Principal, Assistant Principal, Teachers, Science Coach	Grade-level teams will review results of common assessments (placement, mid-year assessments from the science textbook, activities from the science kits). Review interactive science journals daily and	Assessments tied to Florida Science Standards administered weekly / Science Mini-Assessments/Science Journals/BATs 1 and 2, FCAT

				data from other assessments every three weeks to determine progress towards mastery of benchmarks.	
2	Additional resources for high achieving students.	Students will utilize FCAT Explorer, Florida Achieve, activities from Science Fusion and iStation to ensure enrichment. Students will attend after school science camp focusing on hands-on experiments.	Principal, Assistant Principal, and Science Coach,	Administrators will review data and conduct chats during classroom walk-throughs.	FCAT Explorer Reports / Florida Achieve / Science Fusion Assessments, BATs 1 and 2, FCAT, iStation
3	Background knowledge on science benchmarks	Provide real-word science experiments and engaging activities utilizing Science Fusion and Hands-on Science Kits. All grade levels will collaborate to conduct vertical alignment of previous benchmark skills to ensure student mastery prior to 5th grade.	Science Coach /Assistant Principal	Teachers will be required to incorporate United Streaming into lessons to create virtual field trips. Additional trips will be arranged through the Museum of Discovery of Science and South Florida Science Museum to provide activities. Homework will also include science articles, and teachers will monitor the homework.	Improvement on Science Bat- Sept. and Dec. / Science Mini-Assessments / Science Journals / 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:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Series Training	K-5	Core Curriculum	K-5	September/October 2012	Walk-throughs/Data Chats / Science Journals-review notebooks and provide feedback to students.	Principal, Assistant Principal, and Science Coach
Science Kits	K-5	Science Coach	K-5	September 2012	Walk-throughs/provide feedback on journal writing/word wall activities, and remediation/enrichment / Data Chats	L. Crowle, Principal / I. Shearer , Assistant Principal/ Science Coach

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 Writing FCAT, 92% (70/76) of fourth grade students will score 4.0 and higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (62/76) of students at 3.0 and higher.	92% (70/76) of students scoring 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	Scheduling students for writing instruction	A daily writing lesson will be taught through journaling in every class. Writing will be taught in all 4th grade classrooms with instruction delivered during a daily 1-hour uninterrupted writing block. Students are grouped to ability level. Writer's workshop and BEEP lessons will be used as a school-wide writing program. Additional strategies will include implementation of focus lessons, interactive words walls, The Writer's Institute exemplary texts, the Fundamental Writing Program lessons, journal writing, and centers.	Principal, Assistant Principal, 4th Grade Team Leader, and Reading Coach	On-going analysis of students writing abilities through out the school year. The students will utilize a Writer's notebook that will be reviewed by the students and teachers during teacher and student conferences in order to provide feedback to students and give students the opportunity to revise, edit, and publish their writing.	Four quarterly prompts will be given. Feedback will be given to students before they create a published sample. The new FLDOE Writing Assessment changes will be used as a rubric and evaluation tool for ongoing progress monitoring.
2	Consistency of writing instruction throughout all grade levels.	An instructional focus calendar with accompanying lessons will be used. Analyzed benchmarks will identify specific grade level skills from kindergarten-fifth grade. Strategies will include analyzing data to revise the IFCs to include remediation and enrichment.	Principal, Assistant Principal, 4th Grade Team Leader, and Reading Coach	Support staff and administration will conduct weekly scheduled walkthroughs. Bi-weekly Data analysis meetings will be held with grade level teams to give feedback and realign instruction as needed. Feedback will be given to teachers on how to remediate and enrich.	Analyze progress between the Pretest Prompt and Mid-year prompt. The new FLDOE Writing Assessment changes will be used as a rubric and evaluation tool for ongoing progress monitoring. Ongoing Student data chats and classroom walkthroughs.
3	Monitoring student progress / data collection.	Fourth grade students will be given a monthly writing prompt that will be analyzed by teachers and administration. Instruction will be adjusted based on the trends of the student data.	Principal, Assistant-Principal, 4th Grade Team Leader, and Reading Coach,	The Writing Institute exemplary text and the Fundamental Writing Program will be utilized. Teachers will evaluate writing samples to determine appropriate samples to determine appropriate focus lessons for classroom instructions.	Ongoing Student data chats and classroom walkthroughs. Lesson plans will be reviewed by the Principal, Assistant Principal, and Team Leaders.
4	New teachers on grade level and unfamiliar with the writing curriculum	Morrow will implement writing PLCs and a quarterly school wide writing assessment to monitor student progress. Utilize BEEP instructional focus calendars to ensure students are receiving appropriate writing instruction.	Principal, Assistant Principal, Reading Coach, and 4th Grade Team Leader	Using data from monthly writing prompts and the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide instruction.	Data Analysis/ Student Data Forms / Classroom Walkthroughs
	Limited grade level vocabulary impedes students' ability to write using strong word choice.	Enhance vocabulary development with Elements of Reading Vocabulary from the Struggling Readers Chart and Focus	Principal, Assistant Principal, Reading Coach, 4th Grade Team Leader	Weekly classroom walkthroughs and students' writing journals data will be reviewed and discussed during Monthly Data	Analyze progress between the Pretest Prompt and Mid-year prompt. The new FLDOE Writing

5		lessons from BEEP. Teachers will use interactive word wall, text talk for 2nd Grade. 3rd to 5th graders will use Elements of Vocabulary.		Chat Meetings.	Assessment changes will be used as a rubric and evaluation tool for ongoing progress monitoring. Ongoing Student data chats and classroom walkthroughs
6	Lack of quantity and quality of student published work	Teachers will utilize the Writer's Institute exemplary texts, the Fundamental Writing Program lessons, journal writing, centers, and writing conferences in order to facilitate students to publish final drafts. Students will engage in quarterly Writing Competitions where Administration will select final winners to participate in quarterly Principal's challenge celebration.	Principal, Assistant Principal, Reading Coach, 4th Grade teachers, and Team Leader	On-going analysis of students writing abilities through out the school year. The students will utilize a Writer's notebook that will be reviewed by the students and teachers during teacher and student conferences in order to provide feedback to students and give students the opportunity to revise, edit, and publish their writing.	Monthly scored writing prompts. Feedback will be given to students before they create a published sample. The new FLDOE Writing Assessment changes will be used as a rubric and evaluation tool for ongoing progress monitoring.
7	Students having difficulty with sentence structure, fluency, grammar and punctuation	Students will be encouraged to speak using complete sentences. Students will write in complete sentences when writing in journals.	Principal, Assistant Principal,	On-going analysis of students writing abilities through out the school year. The students will utilize a Writer's notebook that will be reviewed by the students and teachers during teacher and student conferences in order to provide feedback to students and give students the opportunity to revise, edit, and publish their writing.	Monthly scored writing prompts. Feedback will be given to students before they create a published sample. The new FLDOE Writing Assessment changes will be used as a rubric and evaluation tool for ongoing progress monitoring.

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs on New Writing Curriculum: The Writing Institute Exemplary Texts	K-5	Reading Coach and 4th Grade Team Leader	K-5 / teachers new to the grade level or District	September 2012- February 2013	Common planning minutes and grade level release time will be provided to ensure data trends are discussed and lesson plans are developed. Classroom Walkthroughs will utilize as a strategy for follow-up and monitoring.	L. Crowle/ Principal /I. Shearer, Assistant Principal / A. Stanley, Reading Coach
PLCs on The Writing Fundamental Writing Program	K-4	Reading Coach and 4th Grade Team Leader	K-4	September- February 2013	Walk-throughs- provide feedback on journal writing, word wall activities, and remediation/enrichment / Data Chats	L. Crowle/ Principal /I. Shearer, Assistant Principal / A. Stanley, Reading Coach
The Writing Process	K-4	4th Grade Team Leader	K-4 teachers	September- February 2013	Common planning minutes and grade level release time will be provided to ensure data trends are discussed and lesson plans are developed. Classroom Walkthroughs will utilize as a strategy for follow-up and monitoring.	L. Crowle/ Principal /I. Shearer, Assistant Principal / A. Stanley, Reading Coach
The Writing Process	K-4	4th Grade Team Leader	K-4 teachers	September- February 2013	Common planning minutes and grade level release time will be provided to ensure data trends are discussed and lesson plans are developed. Classroom Walkthroughs will utilize as a strategy for follow-up and monitoring.	L. Crowle/ Principal /I. Shearer, Assistant Principal / A. Stanley, Reading Coach

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 expected daily attendance rate will be 98% (517)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.1 (515)	98% (517)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
27% (142)	20% (104)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
19% (102)	14% (75)

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	Chronic accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence.	Administrator/ Attendance Clerk/ Social Worker	Review attendance record, BTIP Process, and the requirement of a Doctor's Note for excessive absences.	Decrease in number of chronic excused absences. Decreases in number of students with chronic excused absences
2	Increase in absences on days before a holiday and / or planning day	Create incentive for attendance on days immediately preceding a holiday. Personal telephone call to parents to discuss absence.	Administrator with support from teachers	Review attendance record	Less incidences of absence on days immediately preceding a planned day off.
3	Students' tardiness	Parent Link, staff telephone call, letter to parent, parent conference with administrator. Incentive plan for students to receive points for being on time for cafeteria treats.	Administrator/ Attendance Clerk/ Teacher	Attendance record review	Compare to previous year: Reduction in number of days tardy and a reduction in number of tardy minutes.

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, the in-school and out-of school suspensions will decrease by 25%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4% (17)	3% (12)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

3% (15)	2% (10)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1% (5)	0.5% (3)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4% (4)	3% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers implementing the CHAMPS program in all classrooms.	Mini-inservice to "refresh" strategies	Assistant Principal /Math and Science Coach /CHAMPS Trainer	Classroom Walkthroughs and observations of student behavior outside the classroom setting	Rubric and Time on Task Instrument Referral Data Base Suspension Data Base
2	Teachers less consistent during the month of December	Teachers to review classroom rules, expectations, and procedures daily. Increase positive reinforcement of correct behaviors.	Team Leader	Classroom Walk-Through	Student disciplinary referrals by Teacher / CHAMPS Rubric and Basic 5
3	Teachers following the school discipline plan with fidelity	"CHAMPS" refresher presented to review discipline plan and strategies	Assistant Principal/ESE Specialist	Classroom Walk-Through	CHAMPS Rubric/ Basic Five

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:		By June 2013, at least 40% (207) of parents will participate in parent education activities supporting their child's education as documented by attendance at parent trainings, meetings, and conferences.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
35% (182)		40% (207)			
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	Communication between parents and school	Parent compact will be reviewed during SAC and Title I parent meeting. The compact will be a signed commitment of teamwork between the school and home life. An agenda and communication folder to be utilized as a daily communication tool between home and school.	Title I Liaison / Assistant Principal / Principal	Collection of school compacts / participation data / Agendas / Communication Folders	Parent Survey- results
2	Inform parents on school events and the progress of their	Parent Link messages in all languages, newsletters with	Title I Liaison / Assistant Principal	Parent Survey	Sign-in sheets / Parent Attendance

children at school.	updates, and parent evenings		
---------------------	------------------------------	--	--

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
Parent/Student Communication Folder	Communication folders for parents and students	Title I	\$450.00
Agendas as a communication tool	Student Agendas	Title I	\$1,400.00
Parent Newsletter	Homeschool connection for parents	Title I	\$300.00
Annual Parent Seminar	Registration for 10 parents	Title I	\$400.00
			Subtotal: \$2,550.00
			Grand Total: \$2,550.00

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:		Teachers and students will increase their knowledge of STEM literacy			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student knowledge	Create real-world problems; come up with process of how to solve.	Science Coach Classroom Teacher	Weekly Classroom Walk-Throughs will be conducted and teachers will receive feedback during weekly team planning.	Bat- Sept. and Dec. / Science Mini-Assessments / Science Journals / Teacher Created Assessments
2	Teacher knowledge	Teachers will infuse project-based learning.	Administration	Monthly focused classroom walk-throughs. Review lesson plans to ensure that teachers are integrating project-based activities in lessons.	Bat- Sept. and Dec. / Science Mini-Assessments / Science Journals / Teacher Created Assessments
3	Classroom teachers limited background knowledge of science curriculum and project based learning	District trainers will provide project based learning professional development.	Administration	Teachers will integrate project-based learning activities. Students will complete at one project-based learning activity. homework will also science activities.	Bat- Sept. and Dec. / Science Mini-Assessments / Science Journals / Teacher Created Assessments

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Ready-Research Based Materials	Materials for teaching trainig	Title I	\$939.86
Reading	Elements of Reading Vocabulary-Research Based Materials	Materials for teacher training	Title I	\$729.32
Reading	Instructional Materials for Teacher Trainings	Elements of Vocab Kit for training K-5 teachers	Title I	\$800.00
Reading	Instructional Materials for Teacher Trainings	Daily Five Set-Teacher Training	Title I	\$500.00
CELLA	Students will be assessed using the IPT to determine language classification for the ESOL program.	Purchase of IPT 1 & 2	School Budget	\$1,700.00
				Subtotal: \$4,669.18
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Treasurers Training	Substitute coverage	Title I	\$1,000.00
Reading	Triumphs Training	Substitute coverage	Title I	\$1,000.00
Reading	PLC Literacy Leadership Trainings	Materials for Literacy Team/PLC trainings	Title	\$896.00
Reading	Professional Development DVDs	Professional Development DVDs for PLCs	Title I	\$500.00
Mathematics	Teacher Summer Training	Summer 2012/2013 ; Teacher Professional Development	Title I	\$7,500.00
Mathematics	Reading, Math, and Science Trainings	Substitutes for teachers attending trainings	Title I	\$3,994.00
Mathematics	Common Core/Marzano PLCs	Teacher Leader (Facilitator) and participants stipend	Title 1	\$700.00
				Subtotal: \$15,590.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FAIR Testing	Substitute coverage	Title	\$800.00
Reading	RTI Training/Family Reading Night	Materials for RTI and Reading Trainings	Title I	\$350.00
Reading	Professional Books for PLC Trainings	Professional Books-Marzano	Title I	\$1,000.00
Mathematics	Math, Reading, and Science Family Nights	Salaries for teacher presenters (hourly) + 1/2 hour planning for presentation	Title 1	\$443.00
Parent Involvement	Parent/Student Communication Folder	Communication folders for parents and students	Title I	\$450.00
Parent Involvement	Agendas as a communication tool	Student Agendas	Title I	\$1,400.00
Parent Involvement	Parent Newsletter	Homeschool connection for parents	Title I	\$300.00
Parent Involvement	Annual Parent Seminar	Registration for 10 parents	Title I	\$400.00
				Subtotal: \$5,143.00
				Grand Total: \$25,402.18

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> NA
---	--	--	-------------------------------------

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/18/2012)

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
support ELO programs for FCAT camp Support technology for students	\$2,619.00

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

The School Advisory Council (SAC) has an important function for the success of Morrow Elementary. Listed below are some of the functions of the SAC.

- Reach out to the community to increase parent involvement
- Organize Curriculum Family Nights
- Increase business partnerships within the community
- Assist the school to create and analyze school climate surveys for parents and students

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 MORROW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	52%	95%	33%	239	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	48%			113	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?	64% (YES)	55% (YES)			119	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					471	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District MORROW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	65%	92%	31%	247	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	60%	49%			109	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?	63% (YES)	53% (YES)			116	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					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested