FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIRROR LAKE ELEMENTARY SCHOOL

District Name: Broward

Principal: Cindy M. Dean

SAC Chair: Theresa Nichols

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Principal of Mirror Lake Elementary, Plantation, Florida 33313 Grade B Reading Mastery 55% Math Mastery 55% Writing Mastery 79% Science Mastery 47% 2010-2011 Principal of Mirror Lake Elementary, Plantation, Florida 33313 Grade A Reading Mastery 72 % Math Mastery 70% Writing Mastery 94% Science Mastery 56% AYP Criteria not met 2009-2010 Principal of Mirror Lake Elementary, Plantation, Florida 33313 Grade A Reading Mastery 74% Math Mastery 70% Writing Mastery 78% Science Mastery 56% AYP Criteria not met 2008-2009 Assistant Principal of Virginia S. Young Elementary Montessori Magnet: Grade A, Reading Mastery 92%, Math Mastery 94%, Writing Mastery 80%, Science 76%, AYP Met Criteria 2007-2008 Grade A Reading Mastery 90%, Math Mastery 92%, Writing Mastery 70%, AYP: Met Criteria

	Principal	Cindy Dean	AA – Business Administration, Florida Technological University (Now, UCF) Orlando, Fl 10 BS – Elementary Education/Florida International Univ., Miami, Fl 1984 – Florida Atlantic University, Boca Raton, Fl, 1988 Specialist Degree – Educational Leadership, Nova Southeastern University, 1996	3	10	2006- 2007 Grade A Reading Mastery 91%, Math Mastery 89%, Writing Mastery 66% AYP: Met Criteria 2005-2006 Grade A Reading Mastery ___ Math Mastery ___, Writing Mastery 54% AYP: Met Criteria Assistant Principal of Plantation Park Elementary, Plantation, Fl 2004-2005 Grade: B, Met AYP criteria 2004-2005 Grade A Met AYP criteria 2002-2003 Grade A, Met AYP criteria Wingate Oaks Center 1999-2002 Exempt from FCAT/AYP The Quest Center, 1998-1999 Exempt from FCAT/AYP Program Specialist for District – Advanced Academics (no grades) Prior to 1997 Teacher at various elementary schools including Quiet Waters, North Andrews Gardens, Tropical, Atlantic West and Dade County, Florida.Science 76%, AYP Met Criteria 2007-2008 Grade A Reading Mastery 90%, Math Mastery 92%, Writing Mastery 70%, AYP: Met Criteria 2006- 2007 Grade A Reading Mastery 91%, Math Mastery 89%, Writing Mastery 66% AYP: Met Criteria 2005-2006 Grade A Reading Mastery ___ Math Mastery ___, Writing Mastery 54% AYP: Met Criteria Assistant Principal of Plantation Park Elementary, Plantation, Fl 2004-2005 Grade: B, Met AYP criteria 2004-2005 Grade A Met AYP criteria 2002-2003 Grade A, Met AYP criteria Wingate Oaks Center 1999-2002 Exempt from FCAT/AYP The Quest Center, 1998-1999 Exempt from FCAT/AYP Program Specialist for District – Advanced Academics (no grades) Prior to 1997 Teacher at various elementary schools including Quiet Waters, North Andrews Gardens, Tropical, Atlantic West and Dade County, Florida.
	Assis Principal	Joan Rosa	Bachelor' of Science Degree in Physical Education K-12. Master's Degree in Educational Leadership in 1998. Certifications include Physical Education K-12, Health K-12, Adaptive Physical Education Endorsement K-12, Exceptional Student Education K-12 and Educational Leadership All Levels.	11	11	2011-2012 Assistant Principal of Mirror Lake Elementary, Plantation, Florida 33313 Grade B Reading Mastery 55% Math Mastery 55% Writing Mastery 79% Science Mastery 47% 2010-2011 Grade A Reading Mastery 72 % Math Mastery 70% Writing Mastery 94% Science Mastery 56% AYP Criteria not met 2009-2010 Grade A Reading Mastery 74% Math Mastery 70% Writing Mastery 78% Science Mastery 56% AYP Criteria not met - Blacks and Economically Disadvantaged did not make AYP in Reading; Blacks, Economically Disadvantaged and Hispanics did not make AYP in Math. 2008-2009 Grade B Reading Mastery: 74% Math Mastery: 76% Writing Mastery: 84% Science Mastery: 30% AYP: SWD did not make AYP in Reading; Whites, Hispanics and SWD did not make AYP in Math. 2007-2008: Grade B Reading Mastery: 71% Math Mastery: 72% Writing Mastery: 85% Science Mastery: 27% AYP: SWD did not make AYP in Reading; Blacks, SWD and Economically Disadvantaged did not make AYP in Math. 2006-2007: Grade B Reading Mastery: 70% Math Mastery: 71% Writing Mastery: 84% Science Mastery: 36%

					AYP: All subgroups made AYP in Reading; Blacks & SWD did not make AYP in Math. 2005-2006: Grade A Reading Mastery: 76& Math Mastery: 72% Writing Mastery: 91% Science Mastery: NA AYP: All subgroups made AYP. 2004-2005: Grade A Reading Mastery: 74% Math Mastery: 73% Writing Mastery: 95% Science Mastery: NA AYP: SWD did not make AYP in Reading or Math.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Hend Hafez	Specialist in Educational Leadership Masters Degree in ESE, Bachelors in PE (K-12) Reading Endorsement, Autism Endorsement, ESOL, Elementary Ed (K-6)	11	2	2011-2012 Grade B Reading Mastery 55% Math Mastery 55% Writing Mastery 79% Science Mastery 47% 2010-2011 Grade A Reading students did not make AYP in any subgroup. 72% of students in met high standards in Reading; 59% of students made learning gains in Reading; 51% of students in 3-5 in the lowest 25% made learning gains.
Autism	Shelley Lewis	Masters Degree, Certified in Elementary. Ed., ESE, ESOL	11	9	2011-2012 Grade B Reading Mastery 55% Math Mastery 55% Writing Mastery 79% Science Mastery 47% 2010-2011 Grade A SWD students did not make AYP in Reading or Math. 40% of SWD students met high standards in Reading; 43% of SWD students met high standards in Math. 2009-2010 Grade A SWD students made AYP in Reading and Math. 2008-2009 Grade B SWD students did not make AYP in Reading or Math 2007-2008 Grade B SWD students did not make AYP in Reading or Math 2006-2007 Grade B SWD students made AYP in Reading. SWD students did not make AYP in Math. 2005-2006 Grade A SWD students made AYP in Reading and Math 2004-2005 Grade A AYP students did not make AYP in Reading or Math.

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. Administrator meets with new staff for orientation and scheduled meetings.	Principal and/or Assistant Principal	Ongoing	
2	2. Regularly scheduled meetings are held with new teachers, the cooperating teacher and support staff.	NESS Coach	Ongoing	
3	3. iObservations, consultations and modeling for new and experienced teachers	Administrators and Resource Teachers	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	4.3%(2)	10.6%(5)	36.2%(17)	46.8%(22)	46.8%(22)	100.0%(47)	6.4%(3)	23.4%(11)	100.0%(47)

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
Joy Dykan	Jessica Sanchez	Joy Dykan has been teaching for 28 years. Ms. Sanchez is new to the grade level.	Mrs. Dykan will meet with Ms. Sanchez as needed to discuss planning and implementation of the curriculum. Mentors will provide teaching strategies and modeling.
Robin Yassen	Crystal Ortega	Robin Yassen has been teaching for 12 years and she is a team leader. Ms. Ortega is new to the grade level.	Mrs. Yassen will meet with Ms. Ortega as needed to discuss planning and implementation of the curriculum. Mentors will provide teaching strategies and modeling.
Hend Hafez	Vianca Villalta	Hend Hafez has been teaching for 11 years and she is the reading	Ms. Hafez will meet with Ms. Villalta as needed to discuss planning and implementation of the curriculum. Mentors will

		coach. Ms. Villalta is a new teacher.	provide teaching strategies and modeling.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A-This primarily provides additional funding for additional instructional positions to promote student achievement, staff development and parent training. Additional materials and supplies are also purchased for staff and parent training along with some classroom materials. A variety of providers offer supplemental education services (SES) on and off campus to help low level achieving students.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Funds cover one teacher salary.

Title III

District provides supplemental materials to assist in instruction of ELL students.

Title X- Homeless

Homeless District homeless social worker provides resources (clothing, school supplies, social services referrals) 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)

Funds pay for part of a salary for a teacher who works with students in the lowest quartile.

Violence Prevention Programs

We follow the county's Anti Bullying Process and the Guidance Counselor conducts several student groups including the Mediators. The Local Police Department participates within the school to provide the Gang Resistance and Drug Education (GRADE) program to our fifth graders. A Plantation Police Officer teaches weekly lessons for ten weeks.

Nutrition Programs

Nutrition is taught through health, Science, food service personnel and PE. We also have a school nurse who assists in special cases.

Housing Programs

NA

Head Start

Head Start provides funds for the teacher and paraprofessional in the Head Start Class. Preschoolers are accepted based on income. They are taught social skills and readiness skills to prepare them for Kindergarten.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

The Mental Health Department provides The I'm Thumbody Program. Volunteers teach lessons on self-esteem and diversity to Kindergarten and second grade students.
A local pediatric ophthalmology office annually provides vision screenings for early detection annually to students in Kindergarten, first and third grades. VPK provided an opportunity to participate from 2-pm to assist parents with child care.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Cindy Dean, Principal
Joan Rosa, Assistant Principal
Gigi McIntire, Guidance Counselor and RtI Coordinator
Luke Balchaitis, ESE Specialist
Michael Demestichas, School Psychologist, Determines a child's intellectual and emotional functioning
Eva Merrill Social Worker - Evaluates a child's developmental history and home environment, acting as a liaison between the school, home and the community.
Jane Cowan, Bilingual Social Worker, Evaluates ELL children's developmental history and home environment acting as a liaison between the school, home and the community.
Hend Hafez-Reading Specialist, Assesses a child's academic levels to determine strengths and weaknesses so an academic plan can be developed. Meets with teachers, model, offers feedback and helps develop instructional strategies.
Shelley Lewis-Autism Coach, Works with the students and teachers in the autism cluster. Meets collaboratively with teachers to set up classes and arrange classrooms. Meets with teachers, models, offers feedback and monitors implementation of autism strategies. Provides staff development for ESE and general education teachers.
Nancy Ribbler - Speech Pathologist, Classroom Teacher

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

The team meets on a bimonthly basis to discuss individual students who have been identified by classroom teachers, other educators or parents. The team analyzes data, including anecdotal, academics, social-emotional issues and home environment. The progression of assistance ranges from classroom support, small group support, parent assistance, and community resource involvement to further assessment that could result in a formal screening. Members of the team are assigned to work with students to improve academics or behavior and strive for higher student achievement. All teachers will be trained using new district BASIS forms and will turn in the Tier 1 sheet for those students who are not successful with Tier 1
strategies in their classroom. Teachers will be trained to input interventions in Virtual Counselor. Once a student is discussed at an RTI meeting, a case manager will be assigned from the team.
The case manager will meet with the teachers to fill out Tier 2 or Tier 3 forms in a face-to-face meeting.

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?

Several mechanisms are in place to allow the stakeholders to participate in the school improvement planning process. Members of the Leadership Team are responsible for insuring that staff is aware of and involved in developing the SIP. This is usually done at faculty meetings or content area meetings. As the SAC reviews the SIP, the members are notified, through the SAC minutes, of any revisions. Information is provided to the RTi leadership team about subgroups for students who scored Level 1 or Level 2 on the FCAT, so that strategies and activities can be implemented to address increasing student achievement for these students. The focus of the team is to develop a broad understanding of students in the school who are in need of support, what support/interventions are underway, and suggest additional resources.
Possible methods of communication:
School website
CAB

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), Broward Assessment Test (BAT 1 for reading and math), Florida Comprehensive Assessment Test (FCAT), Narrative and Expository Writing Prompts, District-Approved Science Assessment
Progress Monitoring: PMRN, Mini Assessments, BAT 2, Easy CBM
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading, BAT 2 for reading and math, District-Approved Science Assessment
End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis
All Tier 1 forms are stored in a notebook alphabetically in the guidance office. An Excel sheet is set up for all students being tracked with meeting dates for all tiers and follow-up dates with the case manager. This Excel sheet is shared with all members of the Rti team at each meeting and on the computer. Case managers are chosen depending on their expertise. They assist with data collection on individual students and suggest possible interventions for the classroom. Teachers will focus in on one area of Reading, Math, Writing or Science based on the most recent assessment. The monitoring tool will be chosen from the Struggling Reading or Math charts or other District-approved materials. Data charting will be done collaboratively with the classroom teacher and the case manager to determine success.

Describe the plan to train staff on MTSS.

The school psychologist and guidance counselor (coordinator of RtI) will present a training for staff on RtI using new district forms after the first district-wide assessment is scored. Data chats with teachers and administration will begin during the month of October.

Describe the plan to support MTSS.

Michael Demestichas, District School Psychologist will attend a special BASIS training for school psychologists and train the MTSS team. This will be a train the trainer model to roll out the new BASIS electronic system for teacher input. Each grade level has a liason on the MTSS team who will train the team and serve as case manager.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Reading Coach, 1 teacher representative from each grade level K-5, an ESE teacher representative, an ELL teacher representative, an Autism Cluster teacher representative, and a teacher of the Gifted.

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

The LLT has a chair, a co-chair and a secretary. The team meets monthly. It is responsible to assist in writing the reading section of the SIP and monitor its implementation. The committee also reviews the analysis of the reading data to determine the effectiveness of instruction. Based on that, the committee also makes suggestions for professional development for the staff. In addition the committee shares best practices that promote literacy in the school. The committee members assist the reading resource specialist in facilitating professional development and parent workshops.
Information will be shared during Team Leader/Support Staff meetings, and then disseminated to individual grade level teams. Some information will be shared during on-site staff development as well.

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

This year the LLT will focus on differentiated instruction in all grades and Montessori strategies in Kindergarten to ensure that all students' needs are met.
The LLT will also focus on students who scored Level 1 or Level 2 in Reading. In addition, the focus in grades K-5 will be strategies to improve comprehension skills.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Flyers are distributed to private preschools for distribution to parents. A series of tours are set up in the spring for parents, preschool groups, and our own pre-school students. An orientation is held the Friday before school begins for incoming kindergarteners and other students new to the school. At that time, parents meet their child's teacher and the students go to their classrooms with their teachers to ease the transition. Parents are informed about the Kindergarten curriculum both during tours and during orientation, depending on which event the parents attend. In addition, if there are any Kindergarten parents who did not take a tour or attend the orientation, the Kindergarten curriculum is reviewed again during Open House. 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.

NA

*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?

NA

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?

NA

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

NA

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:	We will increase the percent of students scoring level 3 or above in Reading from 25% to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
%25 (50)	30% (62)

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 in grades K-5 have difficulty inferring and drawing conclusions.	Students in grades K-5 will be taught to use higher order thinking skills through inquiry based learning. Students in pre-K -1 will be instructed using grade level material in the area of listening comprehension to develop inferring and drawing conclusion skills. Reading groups in K-5 will be fluid, focusing on specific skill needs based on assessment results. Visual cues will be displayed in the classroom to assist the students with meta-cognition. Students in K-5 should practice using short and extended responses using text support. Students in K-5 will be grouped according to their needs using various intervention programs and materials. Teachers will display essential questions in lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by	Administration Reading Coach Data Trans-disciplinary Team	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K-5 FAIR Assessment 1-5 FAIR assessment(below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program Specific assessments

		a scale that describes level of performance relative to the learning goal for the students. K-2 will use unit plans covering the Common Core Standards(CCSS). 3rd-5th will use stem questions covering the essential benchmarks based on IFC/Curriculum Maps.			
2	Students in grades K-5 have difficulty transferring skills to areas other than Reading.	Teachers will integrate reading strategies when instructing students in the content areas. Teachers will use informational text, in additional to the basal, for reading instruction.	Administration Reading Coach Data Trans-disciplinary Team	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations. The trend report of the snapshot, formal and informal i-observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K-5 FAIR Assessment 1-5 FAIR Assessment for below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmarks Program specific assessments.
3	Students are not familiar with the National Education Technology Standards. Pre-K-1 students have difficulty with phonemic and phonological awareness. Students in K-5 have difficulty with reading comprehension. Students have difficulty identifying main idea and details. Students in grades K-5 have difficulty comprehending complex text.	Teachers in grades K-5 will incorporate technology standards into daily lessons. Students Pre-K-1 will use various phonemic awareness programs. Earobics will be used by K-1 for selected students. Students in K-5 will use programs such as FCAT Explorer, Accelerated Reader, and Starfall. Students will use or create electronic graphic organizers. Teachers will increase the cognitive complexity of instruction by utilizing higher order question with all groups	Administration Reading Coach Data Trans-disciplinary Team	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K-5 FAIR Assessment 1-5 FAIR Assessment (for below level students.) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	39% (4) The percentage of students scoring 4,5,and 6 decreased to 12.5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1)	43% (8)

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 ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students struggle with grade level reading materials. Students have a limited ability to stay focused. Students have a decreased motivation to participate in academic activities.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will use picture walks to assist students in making predictions of a reading selection. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use evidence-based intervention materials. Teachers will use small-group, skill-specific, intervention groupings. Teachers will use diagnostic assessments to identify appropriate interventions.	Principal Autism Coach	Monitor progress of IEP goals. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, snapshot, formal and informal iObservations.	DAR Program specific assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students scoring Level 4 or above will increase from 28.8% to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.8% (57)	29% (60)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3-5 have difficulty analyzing and evaluating information.	Students in 3-5 will be taught skills for processing information through inquiry-based learning using literature and informational texts. Students in 3-5 will participate in literature circles and/or skill groups based on students' needs. 3rd-5th grade teachers will use stem questions covering the essential benchmarks based on the IFC's/Curriculum Maps. K-2 will use Unit plans covering the CCSS.	Administration Reading Coach Data Trans-disciplinary team	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	3-5 BAT 1 & BAT 2 3-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percent of students scoring a level 7 or above will increase from 62.5% to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.5% (8)	63% (8)

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 ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students struggle with grade level reading materials. Students have a limited ability to stay focused. Students have a decreased motivation to participate in academic activities.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will use picture walks to assist students in making predictions of a reading selection. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida	Principal Autism Coach	Monitor progress of IEP goals. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	DAR K FAIR Assessments 1-5 FAIR (for below grade level students. Program Specific assessments.

		Alternate Assessment. Teachers will use evidence-based intervention materials. Teachers will use small-group, skill-specific, intervention groupings. Teachers will use diagnostic assessments to identify appropriate interventions.			

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:	The percent of students showing learning gains in reading will increase from 73% to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (95)	75% (107)

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 have difficulty making annual learning gains.	Teachers will incorporate graphic organizers across all areas of Reading. Teachers of students K-5 will analyze data continuously and consistently to insure that specific areas in need are being targeted through differentiated instruction.	Administration Reading Coach Data Trans-disciplinary team	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K FAIR Assessment 1-5 FAIR Assessment (below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics
2	Students have difficulty applying information.	Students will apply information from graphic organizers to cross-curricular activities to increase comprehension.	Administration Reading Coach Data Trans-disciplinary team	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K FAIR Assessment 1-5 FAIR Assessment (for below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics
	Students in K-5 have difficulty determining meanings of unfamiliar words.	Students will learn specific strategies for determining of unfamiliar words including, but not	Administration Reading Coach Data Trans-disciplinary team	The trend report of the snapshot, formal and informal iObservations will be used to modify	K FAIR Assessment 1-5 FAIR Assessment (for below level

3		limited to, using prefixes/suffixes, text-embedded examples and definitions, words that compare or contrast, and spelling patterns that make up words.		needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percent of students making learning gains in Reading on the FAA will increase from 71% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (7)	72% (8)

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 ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students struggle with grade level reading materials. Students have a limited ability to stay focused. Students have a decreased motivation to participate in academic activities.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will use picture walks to assist students in making predictions of a reading selection. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use evidence-based intervention materials. Teachers will use small-group, skill-specific, intervention groupings. Teachers will use diagnostic assessments to identify appropriate interventions.	Principal Autism Coach	Monitor progress of IEP goals. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	DAR K FAIR Assessent 1-5 FAIR Assessment (for below level students) Program Specific assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lowest 25% making learning gains in reading will increase from 71.3% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.3% (23)	75% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with literal comprehension (higher level questions as well as lower-level questions).	Student instruction will include graphic organizers. Teachers of students K-5 will use guided questioning, visualizing, making connections, note-taking, and talk about it.	Administration Reading Coach Data Trans-disciplinary team	The Trend Report of a Snapshot, formal and informal I observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K FAIR Assessment 1-5 FAIR Assessment (for below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics
2	Students have difficulty applying information.	Students will apply information from graphic organizers to arrange information from a variety of texts. Students will receive double-dosed instruction in their areas of greatest need. Students will use inquiry-based learning. Students will be instructed in appropriate research techniques. Students will utilize “FINDS”.	Administration Reading Coach Data Trans-disciplinary team	The Trend Report of a Snapshot, formal and informal iobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	K FAIR Assessment 1-5 FAIR Assessment (for below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics
3	Students in K-2 have difficulty in the area of phonemic awareness. Students in 3-5 have difficulty in the area of phonics, particularly in decoding multi-syllabic words.	Students in K-2 will be instructed using strategies to develop to develop phonemic awareness. Students in 3-5 will be instructed using a phonics program designed for intermediate students to assist in decoding multisyllabic words.	Administration Reading Coach Data Trans-disciplinary team	The Trend Report of a Snapshot, formal and informal iOobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	K FAIR Assessment 1-5 FAIR Assessment (for below level students.) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific

				Evidence in lesson plans, Snapshot, formal and informal iObservations.	assessments Teacher-created rubrics

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 # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	58%	63%	67%	71%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of ethnic subgroups not making satisfactory progress in Reading will be reduced from an overall of 47.2% to an overall of 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 48%(20) Black 48.3%(43) Hispanic 45.2%(19) Overall 47.2% (85)	White 30% (14) Black 48%(46) Hispanic 37% (17) Overall 41% (77)

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 in K-5 have a limited vocabulary.	Students will learn synonyms and antonyms for the word, discuss multiple meanings, use in sentences and discuss or add prefixes and suffixes to the word. Use context clues, semantic mapping and comparisons, analogies, synonyms, visual imagery and other associations to teach meaning when teaching vocabulary in reading and all content areas. Teachers will incorporate African-American and Hispanic literature to increase vocabulary and engage students. Teachers will train students in grades K-5 to use word wall through out their day. Teachers will use the National Vocabulary list	Administration Reading Coach	The Trend Report of a Snapshot, formal and informal I observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iobservations.	K FAIR Assessment 1-5 FAIR Assessment(below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

		and activities to increase students' repertoire of vocabulary.			

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:	The percent of students not making satisfactory progress in Reading will be reduced from 75% to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (12)	53% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students in K-5 have a limited vocabulary beyond survival and everyday words.	ELL Students will use programs developed to increase vocabulary for English Language Learners. Teachers will teach word meaning before, during and after reading. Students will be instructed using strategies to develop vocabulary from the ESOL Instructional Strategies Matiex, but not limited to: Categorize Vocabulary, Interactive Word Walls, and Vocabulary Improvement Strategies (VIS).	Administration Reading Coach Data Trans-disciplinary team	The Trend Report of a Snapshot, formal and informal iobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K FAIR Assessment 1-5 FAIR Assessment (for below level students) 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percent of SWDs not making satisfactory progress in Reading will be reduced from 77.7% to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.7% (35)	57% (23)

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	SWD students have difficulty learning new vocabulary.	SWD Students will be instructed using research-based district approved programs designed to increase vocabulary. These programs have built-in strategies and will be used with fidelity.	Administration Reading Coach ESE Specialist Data Trans-disciplinary team	General Education teachers will consult with ESE teachers and ESE teachers will consult with the Autism Coach and ESE Support Staff to continually monitor progress. The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Peabody Picture Vocabulary Test Receptive 1 Word Vocabulary Test K-5 FAIR Assessment 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics
2	SWD students have difficulty decoding.	SWD Students will be instructed research-based, district-approved programs designed to teach and reinforce decoding skills. These programs have built-in strategies and will be used with fidelity.	Administration Reading Coach ESE Specialist Data Trans-disciplinary team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Phonics for Reading K-5 FAIR Assessment 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of economically disadvantaged students not making satisfactory progress in Reading will be reduced from 51.7% to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51.7% (75)	46% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are lacking in prior knowledge and experiences, lack of proficiency in basic reading skills.	Students will go on field trips to enrich their background knowledge and experience.	Administration Reading Coach Data Trans-disciplinary team	Ongoing Progress Monitoring will help determine the effectiveness of the strategies.	K FAIR Assessment 1-5 FAIR Assessment (for below level students)

1		Students will use United Streaming videos and video conferencing opportunities to expand their background knowledge.		The Trend Report of a Snapshot, formal and informal iobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark Program-specific assessments Teacher-created rubrics

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and B.E.E.P.	K-5	Literacy Leadership Team	K-5 Teachers		Sharing of Best Practices	Reading Coach
IFCs	K-5	DTT Teams	K-5 Teachers		The trend report of the snapshot, formal, and informal iObservations will be used to modify needed areas of improvement.	Administration
Essential Question / Learning Goal	K-5	DTT Teams	K-5 Teachers		The trend report of the snapshot, formal, and informal iObservations will be used to modify needed areas of improvement.	Administration
Treasures Treasures and Triumphs (intervention program for Treasures Reading series)	K-5	H. Hafez	K-5 Teachers	Ongoing	The trend report of the snapshot, formal, and informal iObservations will be used to modify needed areas of improvement.	Principal and Reading Coach
Differentiated Instruction	K-5	PLC members	K-5 Teachers	Once a month	The trend report of the snapshot, formal, and informal iObservations will be used to modify needed areas of improvement.	Principal and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a quality intervention for struggling readers.	Soar to Success	State Adopted Instructional Materials Funding	$300.00
Provide a quality intervention for struggling readers.	Reference Guide to QAR strategies and student activity books Elements of Reading consumable student books Rally! Reading Cards	Reading Instructional Materials Funding	$1,400.00

To monitor progress on a yearly basis.	IPT Tests	General	$200.00
			Subtotal: $1,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide instruction to students in small groups according to skill levels, utilizing different modalities according to students' learning styles.	Accelerated Reader	Media Funds	$1,600.00
			Subtotal: $1,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers to attend the appropriate trainings that will equip them to differentiate instruction and meet the demands of the Common Core State Standards.	Trainings on Differentiated Instruction and Common Core Standards.	Professional Development/Title 1 Funds to cover sub costs	$1,350.00
			Subtotal: $1,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,850.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percent of ELL students scoring at a proficiency level in the area of Speaking and Listening on the CELLA in 2013 will increase to 55%.
2012 Current Percent of Students Proficient in listening/speaking:	
51% (32) of the ELL students in Grades K-5 who took the CELLA were proficient in the area of Listening and Speaking.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	K-5 ELL students have a limited vocabulary beyond survival and everyday words.	ELL students will use programs developed to increase vocabulary for English Language Learners. Students will be instructed using grade level material in the area of listening comprehension to develop and drawing conclusion skills. Teachers will teach	Administration Reading Coach ESOL laison	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Teacher Created Assessments

		word meaning before, during and after reading.			

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:	The percent of ELL students scoring at a proficiency level in the area of Reading on the CELLA in 2013 will increase to 42%.
2012 Current Percent of Students Proficient in reading:	
37% (23) of the ELL students in grades K-5 who took the CELLA scored at a proficiency level in the area of 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	ELL students have limited background knowledge.	Teachers will use United Streaming videos, internet websites, BEEP, field trips and video conferencing. Teachers will use multicultural literature to develop and enhance reading comprehension.	Administration Reading Coach ESOL laison	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	K-5 FAIR Assessment 3-5 BAT 1 & BAT 2 1-5 Mini-Benchmark

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percent of ELL students scoring at a proficiency level in the area of Writing on the CELLA in 2013 will increase to 37%.
2012 Current Percent of Students Proficient in writing:	
32% (20) of the ELL students in grades K-5 taking the CELLA scored at a proficiency level in the area of Writing.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited use of support and elaboration techniques.	Teachers will model elaboration techniques using student samples, providing feedback during student/teacher conferences.	Administration Reading Coach ESOL laison	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to	Student writing samples

				help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To engage ELL in reading activities.	Multicultural Library Books	Media Funds	$200.00
Celebrate multiculturalism within the school.	Multicultural Library Books	Media Funds	$200.00
			Subtotal: $400.00
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: $400.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students scoring a Level 3 or above will increase to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.1% (54)	29% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of math vocabulary terms.	Primary and intermediate grades will incorporate math vocabulary daily through lessons. Teachers will use graphic organizers for vocabulary lessons and centers. Teachers will assess students in vocabulary through mid-chapter checkpoints. Teachers will display essential questions in lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal to the students. 3rd-5th grade teachers will use stem questions covering the essential benchmarks based on the IFCs/curriculum maps. K-2 will use unit plans covering the CCSS.	Administration Data Trans-disciplinary Team	Teacher will use Go-Math mid-chapter and chapter assessment vocabulary sections to determine effectiveness of strategy. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iobservations. Free Math FACT website http://sbbc-ccss.com	Vocabulary Assessments Calendar Math Go Math Assessments
2	Student have limited basic number sense.	Select students will have opportunities to attend FACT Camp. Teachers will use 5-minute operational drills in centers on a weekly basis. Teachers (3-5) will use on-line assessment practice Florida	Administration Data Trans-disciplinary Team	FACT drills Level of points The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data	Go Math Assessments Mini-Bats

		Focus.Achieve		analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	
3	Students have limited problem-solving skills	Teachers will incorporate various problem-solving strategies through Go Math lessons. K-2 will use Common Core Standard (CCSS)lessons for additional problem solving.	Administration Data Trans-disciplinary Team	Mini- Benchmark Test given after instruction on benchmark and used to re-teach. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Chapter Tests, BAT Test, Problem-Solving sections in each of the Go Math lessons. Mini-BATS.
4	Students have difficulty maintaining engagement	Students will use iTools, MegaMath, and FCAT Explorer(Grades 4 and 5) during Math Camps and in classrooms.	Administration Tech PLC Data Trans-disciplinary Team	Teacher will use ongoing student progress reports in Mega Math, Compass Odyssey, and FCAT Explorer (Grades 4 and 5) to determine effectiveness of strategy. If student does not master a skill, they will be assigned a remedial path until he/she has attained mastery. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Program-specific 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:	38.8% (18) The percentage of students scoring level 4,5 or 6 increased to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.1% (4)	62.5% (8)

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students struggle with grade level math materials. Students have a limited ability to stay focused. There has been a failure to use diagnostic assessment data effectively to determine specific areas of need.	Teachers will present instruction using multi-sensory modalities. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use evidence-based intervention materials. Teachers will use small-group, skill-specific intervention groupings. Teachers will use diagnostic assessments to identify appropriate interventions. Teachers will provide manipulatives, visuals, and assistive technology to teach math concepts.	Principal Autism Coach	Monitor progress of IEP goals. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	G Made Keymath 3 Program Specific Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring at Level 4 or above will increase to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.6% (53)	29% (60)

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 have a limited ability to use critical thinking skills to answer higher order questions	Students will prove their answers through writing responses.	Administration Data Trans-disciplinary Team	Teacher will use student responses to the H.O.T. in Go Math(Higher-Order Thinking) problem-solving questions in each of the daily lessons to determine effectiveness of strategy. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data	Problem-solving and write-in math sections of the daily Go-Math lessons Mini-BAT

				analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	
2	Incorporating enrichment into the curriculum has been limited.	Teachers will provide differentiated instruction through centers, projects and cooperative learning.	Administration Data Trans-disciplinary Team	Teachers will use enrichment center rubrics to determine strategy effectiveness. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Go Math enrichment Product samples Written responses Mini-BAT

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:	16.6% (18) The percentage of students scoring 7 or higher increased to 37.5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.8% (3)	38% (8)

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 ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students struggle with grade level math materials. Students have a limited ability to stay focused. There has been a failure to use diagnostic assessment data effectively to determine specific areas of need.	Teachers will present instruction using multi-sensory modalities. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use evidence-based intervention materials. Teachers will use small-group, skill-specific intervention groupings. Teachers will use diagnostic assessments to identify appropriate	Principal Autism Coach	Monitor progress of IEP goals. Teachers will make observations of students participation during lessons.	G Made Keymath 3 Program Specific Assessments FAA Assessment

		interventions. Teachers will provide manipulatives, visuals, and assistive technology to teach math concepts.			

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:	The percent of students making learning gains in mathematics will increase from 74.6% to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74.6% (97)	77% (112)

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 have difficulty maintaining engagement	Students will have access to high-interest resources such as the Go Math Real World videos, United Streaming and literature related to real life to maintain their engagement. Students will use the Go-Math manipulatives during lesson and center activities.	Administration Data Trans-disciplinary Team	Teachers will make observations of student participation during lessons. Teachers will also listen to oral responses to questions during lessons. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Student responses to questions related to the specific high-interest resources used. Mini-BATS
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 group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percent of students making learning gain in mathematics on the FAA will increase from 88.6% to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.6% (7)	89% (8)

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 ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students struggle with grade level math materials. Students have a limited ability to stay focused. There has been a failure to use diagnostic assessment data effectively to determine specific areas of need.	Teachers will present instruction using multi-sensory modalities. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use evidence-based intervention materials. Teachers will use small-group, skill-specific intervention groupings. Teachers will use diagnostic assessments to identify appropriate interventions. Teachers will provide manipulatives, visuals, and assistive technology to teach math concepts.	Principal Autism Coach	Monitor progress of IEP goals. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations. Teachers will make observations of student participation during lessons.	G Made Keymath 3 Program Specific Assessments FAA Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lowest 25% making learning gains will increase to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.3% (19)	60% (22)

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 have a lack of knowledge of math vocabulary terms.	Students will use graphic organizers to illustrate vocabulary for vocabulary lessons and centers. Students will use math journals to reflect on daily work using appropriate vocabulary terms. Students will use the Go-Math manipulatives during lesson and center activities.	Administration Data Trans-disciplinary Team	Teacher will give weekly journal checks to assess the proper use of the vocabulary words. Teacher will observe proper use of vocabulary in students' oral and written responses. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement.	Vocabulary section of Go-Math Mid-Chapter and End of Chapter Tests

				Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	
2	Student have limited basic number sense.	Students will have access to high-interest resources such as the Go Math Real World videos, United Streaming and literature related to real life to maintain their engagement. Students will use the Go-Math manipulatives during lesson and center activities. Teachers will use 5-minute operational drills and centers on a weekly basis. Go Math online intervention.	Administration Data Trans-disciplinary Team	Teachers will use chapter tests, Compass Odyssey and Go Math. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Mini- Benchmark Assessments
3	Students have difficulty reading word problems and understanding how to use problem solving skills effectively to respond to the word problems correctly.	Teachers will model think alouds by incorporating various problem-solving strategies. Use guided questions throughout lessons.	Administration Data Trans-disciplinary Team	Teachers will give Mini-Benchmark assessments after instruction on benchmarks and use the results to reteach and differentiate instruction for students needing additional interventions. The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Go-Math Chapter Tests Mini- Benchmark Assessments
4					

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	58%	63%	67%	71%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of ethnic students not making satisfactory progress in mathematics will decrease from 48% to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 38% (16) Black 54.4%(49) Hispanic 45.2% (19) Overall 48% (84)	White 31% (14) Black 49% (47) Hispanic 40% (19) Overall 42% (80)

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 have a lack of knowledge of math vocabulary terms.	Teachers will use visuals and cue cards. Teachers will introduce vocabulary prior to introducing new concepts. Teachers will use graphic organizers, such as 4 Squares, for vocabulary lessons and centers.	Administration Data Trans-disciplinary Team	Teachers will observe proper use of vocabulary in students' oral and written responses to real world problems. The trend report of the snapshot, formal and informal i-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iobservations.	Vocabulary section of Go Math Mid-Chapter and End of Chapter Tests
2	Students have difficulty comprehending a math concept from the concrete level to the abstract	Teachers will activate prior knowledge. Teachers will incorporate FCAT Explorer in the curriculum for 4th and 5th grade. Go Math online intervention.	Administration Data Trans-disciplinary Team	Teachers will observe students' responses to problem solving questions in the Go Math lessons to determine if the students effectively used prior knowledge to respond to these real world questions. Teachers will use FCAT Explorer progress reports to measure student mastery and assign learning paths for those students needing interventions. The trend report of the snapshot, formal and informal i-Observations will be used to modify needed areas of improvement.	Go-Math Chapter Tests Mini- Benchmark Assessments

				Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iobservations.	
3	Students have difficulty reading word problems and understanding how to use problem-solving skills effectively to respond to the word problems correctly.	Teachers will incorporate learning groups in instruction and center activities	Administration Data Trans-disciplinary Team	Teachers will use center scales to determine if students effectively worked in cooperative learning groups. Teachers will use students' responses to problem solving sections of the Go Math lesson to determine if the strategy is effective. The trend report of the snapshot, formal and informal i-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iobservations.	Center Rubrics Mini BATS

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent of ELL students not making satisfactory progress in mathematics will decrease to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70.5% (12)	67% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack knowledge of math vocabulary terms.	Teachers will incorporate the Go Math online glossary. Teachers will use graphic organizers for vocabulary lessons and centers. Students will use math journals to reflect on daily work using appropriate vocabulary terms.	Administration Data Trans-disciplinary Team	Teachers will observe students' oral and written responses to cue cards and visuals. Teacher will check students' journals to determine if students are using the math vocabulary terms appropriately. Teachers will use the vocabulary section of the G0 Math mid chapter and end of chapter tests to determine effective use	Vocabulary section of Go Math Mid-Chapter and End of Chapter tests

1				of vocabulary. The Trend Report of a Snapshot, formal and informal iobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	
2	Students have difficulty comprehending a math concept from the concrete level to the abstract	Teachers will use visuals, front load vocabulary and repeat and paraphrase.	Administration Data Trans-disciplinary Team	Teacher will ask questions orally during lessons and determine the accuracy of student responses. Teachers will then give Go-Math Chapter Tests, Compass Odyssey assessments, Mini-Benchmark assessments to determine if the student was able to comprehend the concept from the concrete level to the abstract. The Trend Report of a Snapshot, formal and informal iobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Go-Math Chapter Tests Mini- Benchmark Assessments
3	Students have difficulty reading word problems and understanding how to use problem-solving skills effectively to respond to the word problems correctly.	Teachers will guide students to identify clue words to determine the operation to use.	Administration Data Trans-disciplinary Team	Teachers will use student responses to the real world problem solving sections of the Go Math Series and mini-Benchmark test results to determine the effectiveness of the strategy. The Trend Report of a Snapshot, formal and informal iobservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Go-Math Chapter Tests Mini- Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of SWDs not making satisfactory progress in mathematics will decrease 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.7% (35)	52% (21)

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 have limited basic number sense.	Teachers will use 5-minute drills and centers on a weekly basis. Teachers will use modeling and multisensory techniques. Teachers will instruct using Touch Math. Students in 4-5 will use FCAT Explorer.	Administration ESE Specialist Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Mini- Benchmark Assessments Go Math Assessments
2	Students have a lack of knowledge of math vocabulary terms.	Teachers will provide center activities targeting specific vocabulary terms. Teachers will use graphic organizers for vocabulary lessons and centers. Teachers will assess students in vocabulary through mid-chapter checkpoints. Teachers will instruct using Touch Math. Students in grades 4-5 will use FCAT Explorer.	Administration ESE Specialist Data Trans-disciplinary Team	Teacher will look at student responses and responses to center activities to determine effective use of vocabulary. The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Vocabulary section of Go Math mid chapter and end of chapter tests.
	Students have difficulty comprehending a math concept from the concrete level to the abstract	Students will use hands-on manipulatives . Teachers will instruct using Touch Math.	Administration ESE Specialist Data Trans-disciplinary Team	Teacher will check student work samples in order to determine the effectiveness of the strategy. The Trend Report of a	Mini BAT Assessments and Go Math series Chapter Tests

3				Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	
4	Students have difficulty reading word problems and understanding how to use problem-solving skills effectively to respond to the word problems correctly.	Teachers will provide multi sensory activities centers Teachers will develop stem questions by unwrapping the benchmarks listed in the IFCs/Curriculum Maps. These will be revised, created and monitored based on need every 23 day rotation.	Administration ESE Specialist Data Trans-disciplinary Team	Teacher observations of student responses to center activities. Teacher will look at student responses to problem solving sections of Go Math lessons. The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Go-Math Chapter Tests Mini- Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of Economically Disadvantaged students not making satisfactory progress in mathematics will decrease to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53.4% (78)	47% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a limited Home/School Connection	The school will provide Parent Trainings/ Math Night/ Parent Conferences.	Administration	Conferences, progress reports, Interims, Completed Homework	Parent Survey

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
Strategies for incorporating math vocabulary during daily lessons	K-5	Math Committee	School Wide		Incorporation into lesson plans; evidence in snapshot, formal and informal iobservations	Administration
Differentiated Instruction	K-5	Math Committee	K-5 Teachers	Once a Month	Sharing of best practices Evidence in Snapshot, formal and informal iobservations.	Administration
Curriculum Mapping / IFCs	K-5		K-5 Teachers		Evidence in Snapshot, formal and informal iobservations.	Administration
Go Math Big Idea Training	K-5	District	School Wide	Ongoing	Incorporation into lesson plans. Evidence in Snapshot, formal and informal iobservations.	Administration
Essential Questions / Learning Goal / Scales	K-5		K-5 Teachers		Incorporation into lesson plans. Evidence in Snapshot, formal and informal iobservations.	Administration
Math in B.E.E.P	K-5	Math Committee	K-5 Teachers		Sharing of best practices	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Number Sense	V Math Live school site license	General Funds	$3,500.00
			Subtotal: $3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend the appropriate trainings that will equip them to differentiate instruction and meet the demands of the Common Core State Standards	Trainings on Differentiated Instruction and Common Core Standards.	Title 1 Professional Development Funds to cover sub cost	$1,350.00
			Subtotal: $1,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,850.00

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:	The percent of proficient students will increase to
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.8% (24)	35% (24)

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 entering fifth grade have limited science vocabulary.	Students in K-5 will be instructed using the Florida Fusion Program and grades 3-5 Science Snapshots. Students in 3-5 will be instructed using science text from K-12Reader.com to integrate Science/Reading skills. K-5 students will utilize Treasures Science leveled readers. Teachers will display essential questions in lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal to the students. Students will be required to complete performance-based tasks. Teacher will instruct how to record data in their science journals. Teacher will instruct using High Yield Strategies. 3rd-5th grade teachers will use stem questions covering the essential benchmarks based on the IFCs/curriculum maps. K-2 will use Unit plans	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	3-5 mini-Benchmarks Science Journals Science Fusion Assessments Teacher-Created Assessments 5th Grade-Focus Assessments Performance based projects.

		covering the CCSS.			
2	Students in fifth grade have limited mathematical application skills needed to complete scientific processes	K-5 students will utilize District-recommended activities and manipulatives at centers.	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	3-5 Mini Benchmarks Performance-Based Tasks Science Journals Teacher Created Assessments 5th Grade-Focus Assessments.
3	Students entering fifth grade have limited measuring skills.	K-5 students will utilize hands-on laboratory experiments through the Florida Science Program, as well as activities from the Delta Kits using the 5E model of instruction. Teachers will utilize STEM inquiry based strategies.	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	3-5 Mini Benchmarks Performance-Based Tasks Science Journals Teacher Created Assessments
4	Students are not familiar with the National Education Technology Standards.	Students and teachers in grades K-5 will incorporate technology standards into daily lessons. Students will use word-processing and/or spreadsheet, keynote, imovie and/or garage band.	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Final Product samples using teacher created 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The percentage of students scoring at a level 4,5, and 6 in Science on the FAA will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (4)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will use small-group, skill-specific, intervention groupings. Teachers will present instruction using multi-sensory modalities. Teachers will provide real objects for tactile exploration and recognition of basic concepts during science activities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use thematically-based language groups infusing science access points.	Principal Autism Coach	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Teacher made assessments. Program specific assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students scoring at a level 4 or above will increase to
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.2% (8)	16% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students entering fifth grade have limited inquiry skills	Students in K-5 will utilize the Science Lab to develop inquiry skills. Students in K-5 will complete performance-based tasks across content areas. Teachers will display essential questions in	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness.	Student observation Scales Products Lab Sheets Mini-Bats

1		lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal to the students.		Evidence in lesson plans, Snapshot, formal and informal iObservations.	
2	Students entering fifth grade have limited understanding of the scientific method.	Students in 3-5 will utilize the science lab to develop inquiry skills. Students in K-5 will complete performance based tasks across content areas.	Administration Data Trans-disciplinary Team	Teachers will use the 5E model of instruction and student notebooks to evaluate effectiveness. The Trend Report of a Snapshot, formal and informal I observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iobservations.	Products Lab Sheets Mini-BATS
3	Students do not have background knowledge	Students will be instructed using the Florida Science Fusion Program, Snapshots, United Streaming and Science Alive to integrate content area with technology.	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Student observations Scales Products Lab Sheets Mini-Bats
4	Students do not have in-depth research skills.	Gifte/High Achiever Students will participate in higher-order project-based learning, performance tasks and/or contracts for independent learning.	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Student observations Scales Products Lab Sheets Mini-Bats
	Students have limited exposure to technology components of science programs.	Students will use technology to access curriculum by utilizing the Science component of	Administration Data Trans-disciplinary Team	The Trend Report of a Snapshot, formal and informal iObservations will be used to modify needed areas of	Student observations Scales Products Lab Sheets

5		Riverdeep, FCAT Explorer or suggested sites from database. Science Fusion online lessons.		improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	

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:	The percent of students scoring level 3 or higher will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (3)	25% (4)

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 ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will use small-group, skill-specific, intervention groupings. Teachers will present instruction using multi-sensory modalities. Teachers will provide real objects for tactile exploration and recognition of basic concepts during science activities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as on the Florida Alternate Assessment. Teachers will use thematically-based language groups infusing science access points.	Principal Autism Coach	The trend report of the snapshot, formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness. Evidence in lesson plans, Snapshot, formal and informal iObservations.	Program specific assessments. Teacher made 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
Curriculum / IFCs	K-5		K-5 Teachers		Evidence in lesson plans, Shapshot, formal and informal l observations.	Administration
Essential Question / Learning Goal / Scale	K-5		K-5 Teachers		Evidence in lesson plans, Shapshot, formal and informal l observations.	Administration
Science and B.E.E.P	K-5	Science Committee	K-5 Teachers		Sharing best practices	Administration

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Replenish consumable Science lab materials.	Order consumables as needed through Delta Science.	Science Lab Funding	$680.00
			Subtotal: $680.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers to attend the appropriate training that will equip them to differentiate instruction and meet the demands of the Common Core State Standards.	Trainings on Differentiated Instruction and Common Core Standards.	Title 1 Professional Development Funds to cover sub costs	$1,350.00
			Subtotal: $1,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,030.00

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:	The percent of students scoring 4.0 will be 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (51) achieved 3.0 or higher 24% (16) achieved 4.0 or higher 50% (34) achieved 3.5 or higher	70% will achieve 4.0 or higher 90% will achieve 3.5 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	Students entering 4th grade lack self-monitoring skills to analyze the effectiveness of their writing.	Third and fourth grade students will use FCAT writing rubric the entire year for all writing instruction. Fourth grade teachers will schedule individual conferences with students to teach them to analyze their writing using 1-6 rubric scoring procedures (Focus, Organization, Support, Conventions) Fourth grade students will participate in the district 2012 FCAT 2.0 Writing Field Test on December 4 & 5, 2012 to provide additional experience with the FCAT writing rubric and self-monitoring skills. Teachers will display essential questions in lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly accompanied by a scale that describes level of performance relative to the learning goal for the students. 3rd-5th grade teachers will use stem questions covering the essential benchmarks based on the IFCs/curriculum maps. K-2 will use Unit plans covering the CCSS.	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness	FCAT Rubric
	Students entering 4th grade lack appropriate conventions (grammar, sentence structure and spelling skills.)	Students in grades 1-5 will be utilizing the daily grammar components of the language arts curriculum and/or daily grammar activities.	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement.	Grammar Assessments FCAT Rubric

2		Teachers will model appropriate grammar, sentence structure and spelling on a daily basis. Students will participate in morning announcements focusing on specific grammar standards. Literacy Centers (e.g. Daily Five, Spelling & Vocabulary city.com, Daily Language Practice) will provide further practice in phonics, work work and grammar components of the language curriculum.		Teachers will use data analysis meetings to help focus on areas of strength and weakness	
3					
4	Students in K-5 have limited vocabulary.	Teachers will actively incorporate Word Walls,mentor author books and the Oral/Written Vocabulary component from the curriculum. Students will have increased exposure to different genres of literature by using book reports, accelerated reader, and author studies. Teachers will use modeling, multi-sensory strategies, vocabulary development/building activities, (National Vocabulary Program) incorporate the use of context clues, categorizing, explaining key concepts, visual supports and word banks. Teachers will use supplementary vocabulary materials including on-line 'premium' Vocabulary SpellingCity.com actiities, Daily Five and books on tape to model expanded vocabulary usage.	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness	Writing Journals Writing Samples FCAT Rubric
	Students struggle with using supportive details and elaboration techniques.	Teachers will model use of elaboration techniques including: sensory details, similes/metaphors, vivid verbs, emotions, and precise nouns. Teachers will use samples from BEEP lessons, mentor authors an student samples to compare and contrast	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness	Writing Samples FCAT Rubric

5		effective and ineffective elaboration techniques. Teachers will provide feedback during student/teacher conferences, and provide an additional writing class and/or after-school camp for select students. Select teachers will visit other schools with similar student populations to explore additional writing strategies/resources to increase student achievement.			
6					
7	Students have limited background knowledge.	Teachers will use field trips and supplement with technology resources including United Streaming Videos, internet websites, and video conferencing. Teachers will expose students to informational texts using social studies and science content areas.	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness	Writing Samples FCAT Rubric
8	There is limited parental involvement.	The school will encourage parents in grades K-5 to attend training workshops and participate in Book Exchange.	Assistant Principal Data Trans-disciplinary Team	Parent Feedback Forms	Tracking Parent Attendance
9	ELL Students have limited exposure to English at home.	Students will use the Odyssey Software Program. Students will check out books from the media center, including books on tape, and Book Exchange.	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness	Writing Samples FCAT Rubric
10	Students have difficulties with phonics and phonemic awareness.	Teachers will provide phonics strengthening activities, such as "Words Their Way" and "Fundations".	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strength and weakness	Writing Samples FCAT Rubric
11	Students have difficulty with organization of their ideas.	Teachers will use a variety of planning tools and graphic organizers using multi-sensory approaches to demonstrate efficient ways to organize ideas. Teachers will use student samples to determine if ideas were	Assistant Principal Data Trans-disciplinary Team	The Trend Report of the Snapshot Formal and Informal I-Observations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of	Writing Samples FCAT Rubric

		sequenced in an organized manner. Teacher and peer conferencing will be used to increase student monitoring of organization strategies.		strength and weakness	

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:	The percentage of students scoring 4 or higher will increase to 100% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused. Fine motor and motor planning delays interfere with written output.	Teachers will implement differentiated instruction in classrooms. Teachers will infuse practice for visual motor planning. Teachers will include supplemental materials in addition to core materials. Teachers will use small-group, skill-specific, intervention groupings. Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and prints. Teachers will engage students in using picture cards to create sentences and paragraphs on a topic. Teachers will allow students to dictate a response. Teachers will give students opportunities for continuous repetition and practice. Teachers will provide students with visual choices as presented in the Florida Alternative	Principal Autism Coach	Monitor progress of IEP goals.	Writing Samples

		Assessment.			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	PLC Co-Chairs	K-5 Teachers	8/14/12	Lesson Plans	Administration
District Writing Trainings Daily Five Staff Inservice Daily Five District Training	K-5 K-5	PLC Co-Chair ESE Teacher 3rd grade teacher Reading Resource Spec ESE Teacher		10/24/12, 10/30/12, 11/7/12 10/15/12 11/28/12		

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Promote increased use of correct grammar, sentence structure and spelling.	Daily Language Practice Book. One per grade level, grades 1 - 4	General Funds	$30.00
Promote literacy and vocabulary expansion through Daily Five Program.	Teachers Manuals: The Daily Five and The CAFE' Book: Engaging All Students in Daily Literature.	Teacher Training Funds	$280.00
			Subtotal: $310.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students to access Premium Vocabulary activities on-line for centers, homework reinforcement, etc.	Vocabulary-SpellingCity.com site license.	General Funding & LLD Funding	$525.00
			Subtotal: $525.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers to attend trainings that will equip them to differentiate instruction and meet the demands of the Common Core State Standards.	Differentiated Instruction Training. Common Core Training.	Title 1 Professional Development Funds to cover sub costs.	$1,350.00
			Subtotal: $1,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,185.00

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:	We would like to reduce the number of students with excessive absences and tardies. Letters to parents and phone contact will be used to explain and document tardy and attendance policies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (567)	95% ()
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
% (15)	% ()
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
135	115

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unaware of the importance of regular attendance.	The school will continue to communicate with parents about the importance of regular attendance. We will work with parents to make them aware of the BTIP process.	IMT	Attendance Data checked daily	Attendance data
2	Parents are unaware of the importance of timely arrival.	The school will continue to communicate with parents that instruction begins promptly at 7:50. We will make parents aware that we will adhere to county policy on tardies.	IMT	Tardies tracked daily	Data on tardiness

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
Letters to inform parents of attendance issues.	Postage	BTIP Funds	$94.00
			Subtotal: $94.00
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
To communicate with parents regarding student attendance guidelines and truancy policies.	BTIP Coordinator - supplement pay for additional responsibility.	BTIP Funding	$2,400.00
			Subtotal: $2,400.00
			Grand Total: $2,494.00

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:	We continue to be proactive in working with students. The number of students serving suspensions is not high, but we will work to reduce it.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
48	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	4

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Even though our suspension rate is low, there are areas for improvement.	The school will implement a new behavior plan, which will reduce the number of suspensions as well as other inappropriate behaviors. We will post Guidelines for Success and Expectations school-wide. The plan was developed by the Leadership Team in the summer and the faculty was trained during pre-planning week.	Assistant Principal	Tracking number of suspensions and students involved.	Suspension data

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Mirror Lake will increase its percentage of parents who participate in school activities from 78.3% to 80%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
78.3% (421)	80% (430)

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	Information is in the PIP.	Information is in the PIP	Information is in the PIP.	Information is in the PIP.	Information is in the PIP.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase student involvement in STEM events, such as Science Fair and Science and Math competitions.

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 have difficulty applying higher-order thinking skills in Math and Science.	Students in grades K-5 will be taught to use higher-order thinking skills through inquiry-based learning. Teachers will display essential questions in lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal for the students. Teachers will use stem	Administration Data Trans-disciplinary Team Support Staff Science Liaison	The trend report of the Snapshot formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strengths and weaknesses. Evidence in lesson plans, Snapshot, formal and informal iObservations.	BAT 3-5 Mini-Benchmarks

		questions covering the essential benchmarks, based on the IFCs.			
2	Students have difficulty using technology in creative and innovative ways to solve problems and apply knowledge in Math and Science.	Students will participate in higher-order project-based learning and performance tasks. Teachers will display essential questions in lesson plans and visually for students. Teachers will present the learning goals in the lesson plan and will state the goal clearly, accompanied by a scale that describes level of performance relative to the learning goal for the students. Teachers will use stem questions covering the essential benchmarks, based on the IFCs.	Administration Data Trans-disciplinary Team Support Staff Science Liaison	The trend report of the Snapshot formal and informal iObservations will be used to modify needed areas of improvement. Teachers will use data analysis meetings to help focus on areas of strengths and weaknesses. Evidence in lesson plans, Snapshot, formal and informal iObservations.	BAT 3-5 Mini-Benchmarks

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
STEM Inquiry-Based Learning	K-5	Science Contact	K-5 Teachers	Open, pending attendance at the district training by the science contact.	Lesson Plans	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student involvement in STEM events.	Science boards and other supplies students need to participate in the Science Fair.	General Funds	$150.00
Increase student involvement in STEM events by encouraging students to participate in Science and Math competitions.	Provide transportation to competitions utilizing SBBC buses.	Internal funds	$264.00
			Subtotal: $414.00
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: $414.00

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	Provide a quality intervention for struggling readers.	Soar to Success	State Adopted Instructional Materials Funding	$300.00
Reading	Provide a quality intervention for struggling readers.	Reference Guide to QAR strategies and student activity books Elements of Reading consumable student books Rally! Reading Cards	Reading Instructional Materials Funding	$1,400.00
Reading	To monitor progress on a yearly basis.	IPT Tests	General	$200.00
CELLA	To engage ELL in reading activities.	Multicultural Library Books	Media Funds	$200.00
CELLA	Celebrate multiculturalism within the school.	Multicultural Library Books	Media Funds	$200.00
Science	Replenish consumable Science lab materials.	Order consumables as needed through Delta Science.	Science Lab Funding	$680.00
Writing	Promote increased use of correct grammar, sentence structure and spelling.	Daily Language Practice Book. One per grade level, grades 1 - 4	General Funds	$30.00
Writing	Promote literacy and vocabulary expansion through Daily Five Program.	Teachers Manuals: The Daily Five and The CAFE' Book: Engaging All Students in Daily Literature.	Teacher Training Funds	$280.00
Attendance	Letters to inform parents of attendance issues.	Postage	BTIP Funds	$94.00
STEM	Increase student involvement in STEM events.	Science boards and other supplies students need to participate in the Science Fair.	General Funds	$150.00
STEM	Increase student involvement in STEM events by encouraging students to participate in Science and Math competitions.	Provide transportation to competitions utilizing SBBC buses.	Internal funds	$264.00
				Subtotal: $3,798.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide instruction to students in small groups according to skill levels, utilizing different modalities according to students' learning styles.	Accelerated Reader	Media Funds	$1,600.00
Mathematics	Number Sense	V Math Live school site license	General Funds	$3,500.00
Writing	Students to access Premium Vocabulary activities on-line for centers, homework reinforcement, etc.	Vocabulary-SpellingCity.com site license.	General Funding & LLD Funding	$525.00
				Subtotal: $5,625.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers to attend the appropriate trainings that will equip them to differentiate instruction and meet the demands of the Common Core	Trainings on Differentiated Instruction and Common Core Standards.	Professional Development/Title 1 Funds to cover sub costs	$1,350.00

	State Standards.			
Mathematics	Teachers will attend the appropriate trainings that will equip them to differentiate instruction and meet the demands of the Common Core State Standards	Trainings on Differentiated Instruction and Common Core Standards.	Title 1 Professional Development Funds to cover sub cost	$1,350.00
Science	Teachers to attend the appropriate training that will equip them to differentiate instruction and meet the demands of the Common Core State Standards.	Trainings on Differentiated Instruction and Common Core Standards.	Title 1 Professional Development Funds to cover sub costs	$1,350.00
Writing	Teachers to attend trainings that will equip them to differentiate instruction and meet the demands of the Common Core State Standards.	Differentiated Instruction Training. Common Core Training.	Title 1 Professional Development Funds to cover sub costs.	$1,350.00
				Subtotal: $5,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	To communicate with parents regarding student attendance guidelines and truancy policies.	BTIP Coordinator - supplement pay for additional responsibility.	BTIP Funding	$2,400.00
				Subtotal: $2,400.00
				Grand Total: $17,223.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority | Focus | Prevent | NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Members will vote at a later date the use of Accountability Funds. Awaiting carryover of funds from 2011-2012. At that time technology needs will be discussed and then voted on. Fund amount only an estimate until budget is updated.	$7,000.00

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

The SAC will monitor the implementation of the SIP. Provide workshops for SAC members on topics such as but not limited to: data analysis, consensus building, needs assessments, and making decisions on use of SAC funds.

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 MIRROR LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	70%	94%	56%	292	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	59%	63%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	61% (YES)			112	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					526	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MIRROR LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	70%	78%	56%	278	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	70%	62%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	70% (YES)			130	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					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested