

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: THURGOOD MARSHALL ELEMENTARY SCHOOL

District Name: Broward

Principal: Olivia E. Vega

SAC Chair: Tamela Willams

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 School Grade: C Reading Mastery: 36% Math Mastery: 40% Science Mastery: 40% Writing Mastery: 69% Learning Gains Reading: 61% Learning Gains Math: 63% Lowest 25% Reading: 76% Lowest 25% Math: 75%  2010-2011 School Grade: B Reading Mastery: 59% Math Mastery: 71% Science Mastery: 65% Writing Mastery: 93% Learning Gains Reading: 55% Learning Gains Math: 73% Lowest 25% Reading: 40% Lowest 25% Math: 71% AYP: The subgroup English Language Learners did not make AYP in Reading; although the subgroups of Total, Black, and

Principal	Olivia E. Vega	<p>B.S. Elem Ed.,          CW Post College          MS Elem Ed.          Queens College          Certification          Administration &amp;          Supervision;          Educational          Leadership          Brooklyn College          ESOL          Endorsement</p>	6	24	<p>Economically Disadvantaged made Safe Harbor AYP in reading. The subgroups Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p> <p>2009-2010          School Grade: B          Reading Mastery: 50%          Math Mastery: 66%          Science Mastery: 24%          Writing Mastery: 88%          Learning Gains Reading: 58% Learning Gains Math: 78% Lowest 25% Reading: 60%          Lowest 25% Math: 87%          AYP: The subgroups of Total, Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged made Safe Harbor AYP in Math; the subgroups of English Language Learners and Students with Disabilities did not make AYP in Math.</p> <p>2008-2009          School Grade: C          Reading Mastery: 54%          Math Mastery: 57%          Science Mastery: 33%          Writing Mastery: 93%          Learning Gains Reading: 68% Learning Gains Math: 56% AYP: The subgroups of Total, Black, Economically Disadvantaged and English Language Learners did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p> <p>2007-2008          School Grade: B          Reading Mastery: 58%          Math Mastery: 62%          Science Mastery: 40%          Writing Mastery: 98%          Learning Gains Reading: 64% Learning Gains Math: 68% Lowest 25% Reading: 66% Lowest 25% Math: 61%          AYP: The subgroups of Total, Black, Economically Disadvantaged Students did not make AYP in Reading; the subgroup of Black students did not make AYP in Math.</p>
					<p>2011-2012          School Grade: C          Reading Mastery: 36%          Math Mastery: 40%          Science Mastery: 40%          Writing Mastery: 69%          Learning Gains Reading: 61%          Learning Gains Math: 63%          Lowest 25% Reading: 76%          Lowest 25% Math: 75%</p> <p>2010-2011          School Grade: B          Reading Mastery: 59%          Math Mastery: 71%          Science Mastery: 65%          Writing Mastery: 93%          Learning Gains Reading: 55%          Learning Gains Math: 73%          Lowest 25% Reading: 40%          Lowest 25% Math: 71%          AYP: The subgroup English Language Learners did not make AYP in Reading; although the subgroups of Total, Black, and Economically Disadvantaged made Safe Harbor AYP in reading. The subgroups Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p>

Assis Principal	Claudia McGrath	B.A. - Elementary Ed./Early Childhood Ed., Florida Atlantic University M.S. - Early Childhood Ed. Queens College Certification - Ed. Leadership - Florida Atlantic University ESOL Endorsement	6	19	<p>2009-2010 School Grade: B Reading Mastery: 50% Math Mastery: 66% Science Mastery: 24% Writing Mastery: 88% Learning Gains Reading: 58% Learning Gains Math: 78% Lowest 25% Reading: 60% Lowest 25% Math 87% AYP: The subgroups of Total, Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged made Safe Harbor AYP in Math; the subgroups of English Language Learners and Students with Disabilities did not make AYP in Math.</p> <p>2008-2009 School Grade: C Reading Mastery: 54% Math Mastery: 57% Science Mastery: 33% Writing Mastery: 93% Learning Gains Reading: 68% Learning Gains Math: 56% AYP: The subgroups of Total, Black, Economically Disadvantaged and English Language Learners did not make AYP in Reading; the subgroups of Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP in Math.</p> <p>2007-2008 School Grade: B Reading Mastery: 58% Math Mastery: 62% Science Mastery: 40% Writing Mastery: 98% Learning Gains Reading: 64% Learning Gains Math: 68% Lowest 25% Reading: 66% Lowest 25% Math: 61% AYP: The subgroups of Total, Black, Economically Disadvantaged Students did not make AYP in Reading; the subgroup of Black students did not make AYP in Math.</p>
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Elementary Curriculum	Jaan Roegge	B.S. - Elementary Education - Texas A & M M.S. - Reading - Florida International University ESOL	6	19	<p>2011-2012 School Grade: C Reading Mastery: 36% Science Mastery: 40% Writing Mastery: 69% Learning Gains Reading: 61% Lowest 25% Reading: 76%</p> <p>2010-2011 School Grade: B Reading Mastery: 59% Writing Mastery: 93% Learning Gains Reading: 55% Lowest 25% Reading: 40% AYP: The subgroup English Language Learners did not make AYP in Reading; although the subgroups of Total, Black, and Economically Disadvantaged made Safe Harbor AYP in reading.</p> <p>2009-2010 School Grade: B Reading Mastery: 50% Writing Mastery: 88 % Learning Gains Reading: 58 % Lowest 25% Reading: 60 % AYP: The subgroups of Total, Black, Economically Disadvantaged, English</p>

		Endorsement Certified: Elementary Education; M.S. Reading		Language Learners, and Students with Disabilities did not make AYP in Reading.  2008-2009: School Grade: C Reading Mastery: 54% Writing Mastery: 93% Learning Gains Reading: 68% Lowest 25% Reading: 70% AYP: The subgroups of Total, Black, Economically Disadvantaged, english Language Learners did not make AYP in Reading.  2007 - 2008: School Grade: B Reading Mastery: 58% Writing Mastery: 98% Learning Gains Reading: 64% Lowest 25% Reading: 66% AYP: The subgroups of Total, Black, Economically Disadvantaged, english Language Learners did not make AYP in Reading.
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## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Monthly meetings of teachers new to school/grade with Principal	Olivia E. Vega, Principal	4/22/13	
2	Partnering teachers new to the school/grade with veteran staff.	Ileana Muniz, New Educator Support System (NESS) Coordinator	9/28/12	
3	Instructional Coach will meet with teachers new to the school/grade.	Claudia McGrath, Asst. Principal	9/28/12	

## 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
(7.1%[2]) Interim Substitutes - Grades K and 2	- Grade K Interim Substitute will be working until Nov. 9, 2012 when highly qualified teacher may be hired or interim will become regular and begin taking courses to meet requirements for highly qualified status. Interim is receiving professional development and mentoring opportunities. - Grade 2 Interim Substitute is working in place of Highly Qualified teacher on medical leave until January 2013. When school learned that regular teacher would be out on medical leave plans to provide Interim with professional development and mentoring opportunities were enacted.

## 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
28	14.3%(4)	3.6%(1)	14.3%(4)	71.4%(20)	46.4%(13)	92.9%(26)	25.0%(7)	3.6%(1)	82.1%(23)

## 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
Arbrenda Shelton-Wiggins	Jacqueline Wise	The mentor is an experienced grade 4 teacher; the mentee is new to the grade.	*Provide grade level content limitations and Sunshine State Standards for grade 4. *Conduct Monthly Meetings *Provide Professional Development *Observations
Arbrenda Shelton-Wiggins	Stephanie Horne	The mentor is an experienced grade 4 teacher; the mentee is new to the school.	*Provide grade level content limitations and Sunshine State Standards for grade 4. *Conduct Monthly Meetings *Provide Professional Development *Observations
Marlene Hunt	Barry Mock	The mentor is an experienced coach grade 5 teacher. The mentee is new to the school.	*Provide grade level content limitations and Sunshine State Standards for grade 5. *Conduct Monthly Meetings *Provide Professional Development *Observations
Jacqueline Cummings Powell	Lee Greenidge	The mentor is an experienced reading coach; the mentee is new to this school.	*Provide Common Core Standards for grade K. *Conduct Monthly Meetings *Provide Professional Development *Observations
Lynn Raymond	Antonette Chestnut	The mentor is an experienced primary teacher; the mentee is new to this school.	*Provide Common Core Standards grades 1 & 2. *Conduct Monthly Meetings *Provide Professional Development *Observations
Elizabeth Gibbs	Debbie Darby	The mentor is reading coach; the mentee is new to this school.	*Provide Common Core Standards for grades K & 1. *Conduct Monthly Meetings *Provide Professional Development *Observations
Yanick Malbranche	Guerlane Louis-Jeune	The mentor is an experienced an grade 3 teacher; the mentee is new to this school.	*Provide grade level content limitations and Sunshine State Standards for grade 3. *Conduct Monthly Meetings *Provide Professional Development *Observations
		The mentor is an experienced grade 2 teacher; the	*Provide grade level content limitations and Sunshine State Standards

Lynn Raymond

Kedlie  
Cassius

mentee is an  
interim  
substitute  
filling in for a  
teacher on  
medical leave  
until January  
2013.

for grade 2.  
\*Conduct Monthly  
Meetings  
\*Provide Professional  
Development  
\*Observations

## 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 - Services provide additional funding for teachers to assist students, particularly low performing students, during the instructional day. Parental activities are planned and a Community Liaison is also provided to assist parents in improving the academic performance of their children. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district Dropout Prevention Programs.

#### Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

#### Title III

Services are provided through the district for educational materials; English Language Learner (ELL) district support services are specifically provided to improve the education of immigrants and English Language Learner students.

#### Title X- Homeless

N/A

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are used to provide additional tutoring after school and for additional instructional support for students during the school day. Approximately 50% of a teacher is provided through this budget.

#### Violence Prevention Programs

The school uses the district anti-bullying protocol; counseling is provided by the school counselor, referrals are made for counseling through Starting Place, Inc., Chrysalis Center, and Children's Home Society.

#### Nutrition Programs

The school has been awarded the USDA Fresh Fruit and Vegetable Program Grant for the fourth year that provides students with snacks of fruits or vegetables three times per week.

#### Housing Programs

N/A

#### Head Start

The school operates one Head Start program that provides educational, health, social, and psychological services to four year old students.

## Adult Education

N/A

## Career and Technical Education

N/A

## Job Training

N/A

## Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team consists of the following members:

RtI Coordinator/Guidance Counselor, Rita Lawrence  
Principal, Olivia E. Vega/Assistant Principal, Claudia McGrath  
School Psychologist, Dr. Carol Wartenberg  
Exceptional Student Education Specialist, Kathleen Smallwood  
School Social Worker, Eder Petit-Clair  
Reading Coach, Jaan Roegge  
Classroom Teachers(s) of the student, TBA  
Parent of Student, TBA

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 MTSS/Response to Intervention Leadership Team (RtI), utilizes a diagnostic and prescriptive process. The guidance counselor coordinates the MTSS/RtI meetings, maintains a database, and assigns management of cases to the team members. The guidance counselor also works as liaison between schools to provide additional resources and data to the MTSS/RtI team in order to provide more comprehensive interventions for referred students. Following review and analysis of data, interventions are recommended for students who have been referred for academic, behavioral, emotional, and health related concerns. Data are used to make decisions regarding modifications needed to the core curriculum and/or management of student behavior.

Members of the MTSS/RtI team meet once per week to review academic and/or behavioral data on referred students. Following review of referral and preliminary analysis of data the team RtI/CPST team employs the three tier intervention model which is outline below:

\*Tier 1 students are those students who are demonstrating success with core curriculum in reading and math and/or with regular classroom or behavior management techniques.

\*Tier 2 students are those students who score below proficient levels on universal screenings, other assessments, or who are not successful with regular classroom or behavior management techniques. At the Tier 2 level, teachers utilize the district-specific interventions and monitor progress or lack thereof. If data demonstrate that the interventions are not viable, a meeting with the RtI/CPST will be held to develop and implement Tier 3 interventions.

\*Tier 3 students are those students who continue to demonstrate non-proficiency in academics and/or behavior despite precise implementation of Tier 2 Interventions. The MTSS/RtI team will continue to meet regarding the student. At said meeting, teachers provide information pertaining to the employed Tier 2 intervention(s) and the progress monitoring status; data are reviewed. Based on the consensus of the team, existing interventions will be modified or new interventions will be developed based on area(s) of need. Additional data may be requested in the form of observations and diagnostic testing which will be assigned to RtI/CPST members. When teachers have a minimum of four data points, the MTSS/RtI will reconvene. Data from all sources will be reviewed and graphed to determine next steps. If the interventions have been successful, continued maintenance will ensue or interventions will be delivered with decreased intensity or faded. If the interventions are not viable, new interventions will be determined and subsequently progress monitored. Additionally, at this juncture, the MTSS/RtI team may, through consensus, render a decision to refer the student for a comprehensive educational evaluation.

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?

Members of the MTSS/RtI team contribute to the development and implementation School Improvement Plan through the inspection of Tier I academic and behavioral data. Data are used to make decisions about core curriculum and behavior management strategies for all students. These same data area also used to screen for at-risk students who may be in need of Tier II and Tier III interventions; all such students are referred to the MTSS/RtI team for consideration on how best to proceed.

#### 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.

The following data sources are accessed in the course of MSTT/ RtI implementation:

- Reading: Florida Comprehensive Assessment Test (FCAT)/Stanford Diagnostic Test (SDT), Florida Assessment in Reading (FAIR) results, Diagnostic Reading Inventory (DRA), Rigby Progress Monitoring, Benchmark Assessments, chapter and unit tests from Treasures, Ongoing Progress Monitoring Tool Kit, Florida Center for Reading Research (FCRR) lessons, center activities, and benchmark assessments
- Math: Q BATS, BATS, FCAT, chapter and unit tests, benchmark assessments, easycbm.com for progress monitoring, assessments provided in the Go Math Series, Riverdeep, and Florida Achieves.
- Science: Chapter and unit tests, benchmark assessments, Florida Achieves, and student interactive notebooks (5th)
- Writing: Broward Enterprise Educational Portal (BEEP) lesson projects, other writing samples scored with Six Traits Rubric, editing activities/assessments, Reading and Literature Response Logs.
- Behavior: Disciplinary Referrals are routinely inspected. Daily or weekly behavior progress report/charts, motivation check lists, ABC charts, observations, frequency charts, FBA (Functional Behavioral Assessment), PBIP (Positive Behavioral Intervention Plan) are also sources.

The iStation program is used to diagnose and prescribe interventions for students in need of RtI. Data is managed in accordance with RtI Tiers and are as follows for each tier:

- Tier 1: Intervention Checklist
- Tier 2: Document Tier 2 Intervention Plan
- Tier 3: School generated RtI/CPST forms – paperwork tracking, note taking, RtI/CPST Student Folders

Describe the plan to train staff on MTSS.

Initial I RtI training was conducted for administration and support staff in the Spring of 2010. Additional RtI training was conducted for Team Leaders and other staff for six full days in June, 2011 with assistance from district personnel both in person and via a webinar. At aforementioned trainings, the RtI process was presented and administration and staff developed the plan for implementation of the RtI process at this school using appropriate interventions, data points, and graphs aligned to each tier. Teachers were debriefed on the RtI/CPST tracking forms and other essential paperwork; forms and paperwork were distributed at the pre-planning in August 2011. On-going training will continue for RtI staff members by the school psychologist at RtI/CPST and faculty meetings in the course of addressing student needs and working through the tier process. Reading, math, science and writing professional learning communities will continue to address this topic throughout the school year on a monthly basis.

Describe the plan to support MTSS.

MTSS/RtI efforts will be supported through iStation. Teachers will use the iStation program to ascertain the level of performance of their students. Following the determination of levels and the identification of areas of deficiency interventions that are aligned with deficient areas will be implemented.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

- Principal, Olivia Vega/Assistant Principal, Claudia McGrath
- Reading Coach, Jaan Roegge
- Teacher Grade K, Elizabeth Gibbs
- Teacher Grade 1, Tamela Williams
- Teacher Grade 2, Doris Valentine
- Teacher Grade 3, Juanita Bateman



- Teacher Grade 4, Arbrenda Shelton-Wiggins
- Teacher Grade 5, Marlene Hunt
- English Language Learner(ELL)/Magnet Coordinator, Illeana Muniz
- Media Specialist, Sandra Crawford Walden

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

The goal of the school based LLT team is to promote enhancement of literacy and proficiency of the reading at this school. The team meets monthly or more if needed. Team members will monitor the implementation of the Instructional Focus Calendars and the secondary instructional focus calendar to ensure that teachers will have addressed and assessed all reading benchmarks prior to the delivery of FCAT for grades 3 - 5 or end of year testing. The team will also monitor the implementation of the Curriculum Frameworks for grades K – 2 to ensure Common Core Standards' Implementation. The information from the LLT will be disseminated via grade level and faculty meetings. The team will also analyze data from the Benchmark Assessment Test (BAT) to determine the foci needed and instructional times. The roles, functions and selection criteria of the team members are as follows:

- The administrators promote a culture of reading and learning throughout the school, monitor instructional fidelity, student achievement and provide feedback to teachers regarding their reading instruction.
- The reading coach provides assistance in the interpretation of reading assessment data, observes reading lessons and reports on grade level and schoolwide trends to determine areas of strengths and weaknesses and assists with determinations of needed curriculum changes to facilitate differentiated instruction and progress monitoring as indicated in the response to Intervention (RTI) Literature. Additional functions of the coach include: providing or arranging necessary professional development; securing reading resources that are aligned with Common Core standards; modeling instructional delivery; providing parent trainings and assisting in the implementation of the School Improvement Plan.(SIP)
- The classroom teacher representatives, from each grade level, serve to share information regarding reading instructional delivery, student reading assessments, reading program(s) strengths and weaknesses, etc. to the LLT; the LLT provides information for the classroom teacher representatives to share with their teams based on interpretation of student assessment data to drive reading instruction.
- The ELL/Magnet Coordinator provides necessary information regarding ELL students/strategies/ materials and assists in the integration of the school's magnet theme (Public and Government Affairs) into the reading curriculum.
- The Media Specialist provides information regarding the Accelerated Reader program; provides media resources to the members of the staff, and works to secure materials and resources that are aligned with Common Core standards.

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

The LLT team initiatives this year will primarily focus on the implementation of activities that promote Common Core College and Career Readiness and increase student achievement. The initiatives are follows:

- Continue to use data to analyze instructional effectiveness and adjust instruction and resources to meet student learning and intervention needs.
- Closely monitor the implementation of Common Core Standards in grades K, 1 and 2. Begin infusion of Common Core Standards in Grades 3 - 5.
- Provide students with many opportunities to engage in reading and listening to complex texts materials.
- Continue to provide Common Core Staff Development for all grades throughout the school year through PLC's.
- Heavily emphasize instruction in phonemic awareness and phonics skills cited in the TDI portion of the K-2 FAIR Assessment.
- Fully implement istation or Response to Intervention (Rti).
- Continue to increase Read Alouds to enhance vocabulary, listening comprehension and background.
- Continue to have all teachers label objects in classrooms.

## 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.

Thurgood Marshall Elementary School houses three preschool units; two Exceptional Student Education (ESE) Pre-Kindergarten units and one Head Start (HS) unit, respectively. With regard to the logistics of registration of the pre-kindergarten students at the elementary schools, the HS and ESE Pre-kindergarten staffs ensure a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the programs. The preschool family services support teams, classroom teachers, and Exceptional Student Education Specialist (ESE) provide ongoing guidance to the families of preschool students by indicating the corresponding home schools of the

students, immunization requirements, and dates scheduled for kindergarten roundups, if applicable, at prospective schools. Communication can occur between community childcare centers and this school via school newsletters, flyers, the website of the school, and additionally through the child care centers that directly service our students in after care programs.

To ensure school readiness, the Head Start (HS) Program implements a literacy, math, and science curricula. 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 the ongoing assessment of students, is placed in the cumulative folders to familiarize kindergarten teachers with the progress of HS students in the program.

To ensure school readiness, the Exception Student Education (ESE) Pre-Kindergarten programs implement the Creative Curriculum Early Literacy Program, Skills Streaming in Early Childhood, and education in Social Skills. ESE Pre-Kindergarten students continued to be closely monitored in kindergarten in accordance with their Individual Education Plan (IEP).

Thurgood Marshall Elementary offers a Pre-Kindergarten program inventory for kindergarten. This is administered to all preschoolers as an initial diagnostic to determine the specific skills and knowledge of students and as a final assessment tool as students prepare to transition to kindergarten. Upon promotion to kindergarten, The Florida Kindergarten Readiness Screening (FLKRS), the Diagnostic Reading Assessment (DRA) and the Florida Assessments for Instruction in Reading (FAIR) are administered.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

### \*High Schools Only

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

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

n/a

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

n/a

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

n/a

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	To increase the percentage of students meeting proficiency in Reading on the Florida Comprehensive Test 2.0 (FCAT) at Level 3 by six percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(40)	30% (50)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to keep up with the pacing of the Instructional Focus Calendars.	Students at will be taught in accordance with Instructional Focus Calendar (IFC)pacing; secondary benchmarks and instructional scaffolding will be provided; additionally teachers will unwrap benchmarks to bridge gap between grade level standards and performance level of students.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Mini Assessment Progress Monitoring and IFC pacing monitoring will be conducted by the Instructional Coach; information will be shared with with administrators; monthly Data Chats by administrators with teachers will ensue.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
2	Students are unable to answer and perform text-dependent questions that require students to demonstrate that they can not only follow the details of what is explicitly stated but also make valid claims that are based on evidence in the texts.	Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
3	Students have had less experiences with informational text than with literary texts.	Students will be instructed through a balanced reading program that includes informational materials as well as literary texts; teachers will balance instruction to include both informational and literary texts selections.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal, Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
	Students lack knowledge of Academic/Tier 2	Students will be given extensive opportunities	Olivia E. Vega, Principal; Claudia	Classroom observations /snapshots	Effectiveness will be determined by

4	words.	to build vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps, Word-of-the-Week by Grade, Theme Words, or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.	McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	will be conducted by administrators/coach respectively.	the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
5	Students have difficulty comprehending complex text.	Teachers will begin implementing and modeling Close Reading techniques.	Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrator/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
6	Students lack critical reading and writing skills.	Students will be instructed in "Treasures," the core reading program and be provided with small group instruction, focusing on text-based answers, making inferences with supporting evidence, through the use of thinking maps and text responses with each "Treasures" selection, and Question Answer Relationships. (QAR) - Questioning, predicting, inferring.	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
7	Students lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions.	Students in this school at all grade levels will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Jaan Roegge, Instructional Coach	Teachers will guide students in establishing the agreed upon rules for listening and speaking; the teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses.

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a There were no students at FAA Levels of 4, 5, and 5 in reading.	n/a	n/a	n/a	n/a

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	To increase the percentage of students meeting proficiency in reading on the Florida Comprehensive Test 2.0 (FCAT) at Levels 4 and 5 by three percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (16)	13% (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 are not consistently able to answer and perform text-dependent questions that require students to demonstrate that they can not only follow the details of what is explicitly stated but also make valid claims that are based on evidence in the texts.	Students will be instructed on how to answer text-dependent questions through scrutiny of texts; students will be instructed on how to make specific references to evidences from the texts to that support answers	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
2	Students lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions.	Students in this school at all grade levels will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples	Jaan Roegge, Instructional Coach	The reading teachers will guide students in establishing the agreed upon rules for listening and speaking; the Teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses
3	Students lack firm knowledge of Academic/Tier 2 words.	Students will be given opportunities to build vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
	Students have limited proficiency with	Students will be instructed	Jaan Roegge, Instructional Coach	Classroom snapshots will be conducted by the	Effectiveness will be determined by

4	structural analysis and vocabulary development.	in affixes, prefixes, suffixes, and base words; additionally, students in grade 5 will be instructed in Greek and Latin roots.		Instructional Coach	the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
5	Students are unable to identify, analyze, and apply knowledge of elements at more complex levels in a variety of literary texts to develop thoughtful responses to literary/informational selections.	Students will be engaged in discussion groups using a variety of fiction and non-fiction texts at a greater complexity level (i.e. novels, informational texts, short stories, poetry, periodicals) to determine the intention of the author's use of literary devices, text patterns, and vocabulary. (i.e. foreshadowing, imagery, and mood)	Jaana Roegge, Instructional Coach	Teachers will facilitate their students in collaborative discussions to construct meaning; students will interact with the texts culminating in the recording of their responses in Reading Response Logs, students' responses, as well as explanations; student data chats will follow lessons.	Effectiveness will be determined by variety of responses (i.e. Free Form maps; Role Audience Format Topic (RAFT), Broward Assessment Tests (BAT I & II), and Test-Maker Pro Assessments.
6	Students lack strategies that can consistently enable them to comprehend complex text.	Teachers will begin implementing and modeling Close Reading techniques.	Claudia McGrath, Asst. Principal; Jaana Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrator/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	To maintain the proficiency of the student scoring at Level 7 at the current level in reading on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	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	The cognitive level of the student determines level of performance.	The student will be instructed in multi-sensory reading, sight word improvement, and providing repetition of skills previously taught while adding new skills.	Kathleen Smallwood, Exceptional Student Education Specialist.	Progress monitoring will be used.	Effectiveness will be determined by Informal assessments and IEP Goals Progress Report Card.

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

3a. FCAT 2.0: Percentage of students making learning

gains in reading. Reading Goal #3a:	To increase the percentage of students making Learning Gains in reading on the Florida Comprehensive Test 2.0 (FCAT) by three percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (67)	66% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to apply grade level phonics skills to reading text.	Lower performing students will be provided with intensive small group instruction using intervention materials from the Struggling Readers Chart of the district (i.e Phonics for Reading) and the Florida Center for Reading Research. (FCRR)	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Teachers will implement the programs with fidelity and monitor student achievement/progress through the use of "Check-Ups" at six lesson intervals; additionally, the teachers will conduct data chats; the Administrators and Instructional Coach will conduct observations/snapshots, respectively.	The effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
2	Students lack critical reading and writing skills.	Students will be instructed in "Treasures," the core reading program and be provided with small group instruction, focusing on literal and inferred main idea, through the use of Thinking Maps/graphic organizers and text responses with each "Treasures" selection, and Question Answer Relationships. (QAR)	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Teachers will implement the program with fidelity and monitor effectiveness through the use of student-generated responses/explanations (literal and inferred main idea), graphic organizers, text responses, and student-generated questions and answers for QAR; the administrators and reading coach will conduct classroom observations/walkthroughs, respectively.	Effectiveness will be determined by the main idea section of the min benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments.
3	Students are unable to identify, analyze, and apply knowledge of elements at more complex levels in a variety of literary texts to develop thoughtful responses to literary/informational selections.	Higher performing students will be afforded with opportunities to participate in discussion groups using a variety of fiction and non-fiction texts at a greater complexity level (i.e. novels, informational texts, short stories, poetry, periodicals) to determine the intention of the author's use of literary devices, text patterns, and vocabulary. (i.e. foreshadowing, imagery, and mood)	Jaan Roegge, Instructional Coach	Teachers will facilitate their students in collaborative discussions to construct meaning; students will interact with the texts culminating in the recording of their responses in Reading Response Logs, students' responses, as well as explanations; student data chats will follow lessons.	Effectiveness will be determined by a variety of responses (i.e. Free Form maps; Role Audience Format Topic (RAFT), Broward Assessment Tests (BAT I & II), and Test-Maker Pro Assessments.
4	Students have limited proficiency with structural analysis and vocabulary development.	Higher performing students will be instructed in affixes, prefixes, suffixes, and basewords; additionally, students in grade 5 will be instructed in Greek and Latin roots	Jaan Roegge, Instructional Coach	Teachers will determine effectiveness through student work samples.	Effectiveness will be determined by mini assessments, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and

					Test-Maker Pro Assessments.
5	Students lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions.	Students will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Jaen Roegge, Instructional Coach	Teachers will guide students in establishing the agreed upon rules for listening and speaking; the teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses
6	Students have difficulty comprehending complex text.	Teachers will begin implementing and modeling Close Reading techniques.	Claudia McGrath, Asst. Principal; Jaen Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrator/coach repectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Min Benchmark Assessmets, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a There was only one student taking FAA - no comparative data.	n/a	n/a	n/a	n/a

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	To increase the percentage of students in the Lowest 25% making Learning Gains in reading on the Florida Comprehensive Test 2.0 (FCAT) by four percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(23)	82% (24)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to apply grade level phonics skills to reading text.	Students will be provided with intensive small group instruction using intervention materials from the Struggling Readers Chart of the district. (i.e Phonics for Reading) and the Florida Center for Reading Research (FCRR).	Olivia E. Vega, Principal; Jaan Roegge, Reading Coach	Teachers will implement the programs with fidelity and monitor student achievement/progress through the use of "Check-Ups" at six lesson intervals; additionally, the reading teachers will conduct data chats; the administrators and reading coach will conduct observations/walkthroughs, respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
2	Students are unable to use language structure to decode multisyllabic and polysyllabic words in grade level texts.	Students will be instructed in the 6 different types of Syllabication to facilitate automaticity of letter/sound correlations.	Jaan Roegge, Instructional Coach	Teachers will use Timed Drills to facilitate automaticity of sound/letter correlations.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & II, and Test-Maker Pro Assessments.
3	Students lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions.	Students will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Jaan Roegge, Instructional Coach	Teachers will guide students in establishing the agreed upon rules for listening and speaking; the teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses.

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 # To reduce the Annual Measurable Objective (AMO) in reading by two percentage points. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34	36	45	51	56	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To decrease the percentage of students in the subgroup of black students not meeting proficiency in reading on the Florida Comprehensive Assessment Test 2.0. (FCAT) by seven percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (101) Black	62%(92) Black

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may be unable to keep up with the pacing of the Instructional Focus Calendars.	Students at will be taught in accordance with Instructional Focus Calendar (IFC) pacing; secondary benchmarks and instructional scaffolding will be provided; additionally teachers will unwrap benchmarks to bridge gap between grade level standards and performance level of students.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Mini Assessment Progress Monitoring and IFC pacing monitoring will be conducted by the Instructional Coach; information will be shared with with administrators; monthly Data Chats by administrators with teachers will ensue.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
2	Students may be unable to answer and perform text-dependent questions that require students to demonstrate that they can not only follow the details of what is explicitly stated but also make valid claims that are based on evidence in the texts.	Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
3	Students may have had less experiences with informational text than with literary texts.	Students will be instructed through a balanced reading program that includes informational materials as well as literary texts; teachers will balance instruction to include both informational and literary texts selections.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal, Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
4	Students may lack knowledge of Academic/Tier 2 words.	Students will be given extensive opportunities to build vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
5	Students may have difficulty comprehending complex text.	Teachers will begin implementing and modeling Close Reading techniques.	Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrator/coach repectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
	Students may lack	Students will be	Olivia E. Vega,	Classroom	Effectiveness will

6	critical reading and writing skills.	Instructed in "Treasures," the core reading program and be provided with small group instruction, focusing on text-based answers, making inferences with supporting evidence, through the use of thinking maps and text responses with each "Treasures" selection, and Question Answer Relationships. (QAR) - Questioning, predicting, inferring.	Principal; Jaan Roegge, Instructional Coach	observations /snapshots will be conducted by administrators/coach respectively.	be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
7	Students may lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions.	Students will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Jaan Roegge, Instructional Coach	Teachers will guide students in establishing the agreed upon rules for listening and speaking; the teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses.
8	Students may have limited proficiency with structural analysis and vocabulary development.	Higher performing students will be instructed in affixes, prefixes, suffixes, and basewords; additionally, students in grade 5 will be instructed in Greek and Latin roots.	Jaan Roegge, Instructional Coach	Classroom snapshots will be conducted by the Instructional Coach	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
9	Students may be unable to identify, analyze, and apply knowledge of elements at more complex levels in a variety of literary texts to develop thoughtful responses to literary/informational selections.	Higher performing students will be engaged in discussion groups using a variety of fiction and non-fiction texts at a greater complexity level (i.e. novels, informational texts, short stories, poetry, periodicals) to determine the intention of the author's use of literary devices, text patterns, and vocabulary. (i.e. foreshadowing, imagery, and mood)	Jaan Roegge, Instructional Coach	Teachers will facilitate their students in collaborative discussions to construct meaning; students will interact with the texts culminating in the recording of their responses in Reading Response Logs, students' responses, as well as explanations; student data chats will follow lessons.	Effectiveness will be determined by variety of responses (i.e. Free Form maps; Role Audience Format Topic (RAFT), Broward Assessment Tests (BAT I & II), and Test-Maker Pro Assessments.
10	Students may be unable to apply grade level phonics skills to reading text.	Lower performing students will be intensively instructed in small groups using intervention materials from the Struggling Readers Chart of the district (i.e Phonics for Reading) and the Florida Center for Reading Research. (FCRR)	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Teachers will implement the programs with fidelity and monitor student achievement/progress through the use of "Check-Ups" at six lesson intervals; additionally; teachers will conduct data chats; the administrators and reading coach will conduct observations/snapshots, respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
	Students may be unable to use language structure to decode	Students in the lowest quartile will be instructed in the 6 different types	Jaan Roegge, Instructional Coach	Teachers will use Timed Drills to facilitate automaticity of	Effectiveness will be determined by the Program Post

11	multisyllabic and polysyllabic words in grade level texts.	of Syllabication to facilitate automaticity of letter/sound correlations.	sound/letter correlations.	Test, Treasures Assessments, BAT I & II, and Test-Maker Pro Assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	To decrease the percentage of students in the subgroup of English Language Learner (ELL) students not meeting proficiency in reading on the Florida Comprehensive Assessment Test 2.0 (FCAT) by seven percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (21)	84%% (19)

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 may be unable to keep up with the pacing of the Instructional Focus Calendars.	Students at will be taught in accordance with Instructional Focus Calendar pacing; secondary benchmarks, ELL strategies, and instructional scaffolding will be provided ; additionally teachers will unwrap benchmarks to bridge gap between grade level standards and performance level of students.	Ileana Muniz, ELL Coordinator; Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Mini Assessment Progress Monitoring and IFC pacing monitoring will be conducted by the Instructional Coach; information will be shared with with administrators; monthly Data Chats by administrators with teachers will ensue.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II) and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
	Students may be unable to answer and perform text-dependent questions that require students to demonstrate that they can not only follow the details of what is explicitly stated but also make valid claims	Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the	Ileana Muniz, ELL Coordinator; Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II)

2	that are based on evidence in the texts.	texts to that support answers.			and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
3	Students may have had less experiences with informational text than with literary texts.	Students will be instructed through a balanced reading program that includes informational materials as well as literary texts; teachers will balance instruction to include both informational and literary texts selections.	Ileana Muniz, ELL Coordinator; Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II); and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
	Students may lack knowledge of Academic/Tier 2 words.	Students will be given extensive opportunities to build vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps or other tools e.g. Semantic Gradients, that depict	Ileana Muniz, ELL Coordinator; Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II); and Test- Maker Pro

4		"shades of meaning" of words and synonyms may also be used.			Assessments, Florida Assessmen in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
5	Students may have difficulty comprehending complex text.	Teachers will begin implementing and modeling Close Reading techniques.	Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessmen in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
	Students may lack critical reading and writing skills.	Students will be instructed in "Treasures," the core reading program and be provided with small group instruction, focusing on text-based answers, making inferences with supporting evidence, through the use of thinking maps and text responses with	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessmen

6		each "Treasures" selection, and Question Answer Relationships. (QAR) - Questioning, predicting, inferring.			in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
7	Students may lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions. Students will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Students will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Ileana Muniz, ELL Coordinator; Jaan Roegge, Instructional Coach	Snapshots will be conducted.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessments in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
	Students may have limited proficiency with structural analysis and vocabulary development.	Higher performing students will be instructed in affixes, prefixes, suffixes, and base words; additionally, students in grade 5 will be instructed in Greek and Latin roots.	Ileana Muniz, ELL Coordinator; Jaan Roegge, Instructional Coach	Snapshots will be conducted.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessments in Reading (FAIR), Idea Oral Language

8					Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
9	Students may be unable to apply grade level phonics skills to reading text.	Lower performing students will be intensively instructed in small groups using intervention materials from the Struggling Readers Chart of the district (i.e Phonics for Reading) and the Florida Center for Reading Research. (FCRR)	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
	Students may be unable to use language structure to decode multisyllabic and polysyllabic words in grade level texts.	Students in the lowest quartile will be instructed in the 6 different types of Syllabication to facilitate automaticity of letter/sound correlations.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and



10				Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	To decrease the percentage of students in the subgroup of Students with Disabilities (SWD) not meeting proficiency in reading on the Florida Comprehensive Assessment Test 2.0 (FCAT) by ten percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(25)	73% (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 may be unable to apply grade level phonics rules	Students in the lowest quartile, will be serviced by the Exceptional Student Education (ESE) teacher in small groups for highly intensive instruction using ESE materials from the Struggling Readers Chart of the district, including word building activities and the Florida Center for Reading Research (FCRR); the General Education teacher will provide supplemental differentiated core reading instruction in accordance with the Individual Educational Plans (IEP's) for ESE Students.	Kathleen Smallwood, Exceptional Student Education (ESE) Specialist; Jaan Roegge, Instructional Coach	Teachers will conduct Progress Monitoring every fifth lesson; data will be graphed, evaluated and used to drive instruction and determine effectiveness of strategies; data will also be shared with students.	Effectiveness will be determined by the ESE Program Assessments and general education assessments i.e Broward Assessment Tests (BAT's), Test-Maker Pro Assessments, Florida Assessment in Reading FAIR, Treasures Assessments in accordance with Individual Educational Plans (IEP's) and include appropriate collaboration and accommodations for flexible setting, time, etc.
	Students may be unable to use language structure to decode multisyllabic and polysyllabic words in grade level texts.	Students will be instructed Phonics for Reading, the 6 Types of Syllabication, and Multisyllabic Speed Drills to facilitate automaticity of sound/letter	Kathleen, Exceptional Student Education (ESE) Specialist; Jaan Roegge, Instructional Coach	Teachers will progress monitor passages, graphing progress every fifth lesson and use Time Drills to facilitate automaticity of sound/symbol correlations.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & BAT II, and Test-Maker Pro

2		correlations in accordance with the IEP of the students.			Assessments in accordance with Individual Educational Plans (IEP's) and include appropriate collaboration and accommodations for flexible setting, time, etc.
3	Students may lack critical reading and writing skills.	Students will be instructed in "Treasures," the core reading program and be provided with small group instruction, focusing on literal and inferred main idea, through the use of graphic organizers and text responses with each "Treasures" selection, and Question Answer Relationships (QAR) in accordance with the IEP of the students.	Kathleen Smallwood, Exceptional Student Education (ESE) Specialist; Jaan Roegge, Instructional Coach; Olivia E. Vega, Principal	Teachers will implement the program with fidelity and monitor effectiveness through the use of student-generated responses/explanations (literal and inferred main idea), graphic organizers, text responses, and student-generated questions and answers for QAR; the administrators and reading coach will conduct classroom observations/walkthroughs, respectively.	Effectiveness will be determined by the main idea section of the min benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test-Maker Pro Assessments in accordance with Individual Educational Plans (IEP's) and include appropriate collaboration and accommodations for flexible setting, time, etc.
4	Students may lack the experience of having literature read aloud to them; students may also lack opportunities to be engaged in literary discussions.	Students in this school at all grade levels will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Jaan Roegge, Instructional Coach	Teachers will guide students in establishing the agreed upon rules for listening and speaking; the teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses in accordance with Individual Educational Plans (IEP's) and include appropriate collaboration and accommodations for flexible setting, time, etc.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To decrease the percentage of students in the subgroup of Economically Disadvantaged (ED) students not meeting proficiency in reading on the Florida Comprehensive Assessment Test 2.0 (FCAT) by six percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (108)	60%(98)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students may be unable	Students will be taught in	Olivia E. Vega,	Mini Assessment Progress	Effectiveness will

1	to keep up with the pacing of the Instructional Focus Calendars.	accordance with Instructional Focus Calendar (IFC) pacing; secondary benchmarks and instructional scaffolding will be provided; additionally teachers will unwrap benchmarks to bridge gap between grade level standards and performance level of students.	Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Monitoring and IFC pacing monitoring will be conducted by the Instructional Coach; information will be shared with administrators; monthly Data Chats by administrators with teachers will ensue.	be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
2	Students may be unable to answer and perform text-dependent questions that require students to demonstrate that they can not only follow the details of what is explicitly stated but also make valid claims that are based on evidence in the texts.	Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support answers.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
3	Students may have had less experiences with informational text than with literary texts.	Students will be instructed through a balanced reading program that includes informational materials as well as literary texts; teachers will balance instruction to include both informational and literary texts selections.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal, Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
4	Students may lack knowledge of Academic/Tier 2 words. used.	Students will be given extensive opportunities to build vocabulary by instructing them to focus strategically on comprehension of pivotal and commonly found academic words"; Thinking Maps or other tools e.g. Semantic Gradients, that depict "shades of meaning" of words and synonyms may also be used.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
5	Students may have difficulty comprehending complex text.	Teachers will begin implementing and modeling Close Reading techniques.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrator/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
6	Students may lack critical reading and writing skills.	Students will be instructed in "Treasures," the core reading program and be provided with small group instruction, focusing on text-based answers, making inferences with supporting evidence, through the use of thinking maps and	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Classroom observations /snapshots will be conducted by administrators/coach respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.

		text responses with each "Treasures" selection, and Question Answer Relationships. (QAR) - Questioning, predicting, inferring.			
7	Students may lack the experience of having literature read aloud to them; students also lack opportunities to be engaged in literary discussions.	Students will be afforded many opportunities to listen to literary selections and respond orally, following agreed upon rules for discussion; students will also be taught to respond to literature through pictures and/or writing samples.	Jaan Roegge, Instructional Coach	Teachers will guide students in establishing the agreed upon rules for listening and speaking; the teachers will preview texts to determine topics for "think alouds" and discussion as well as prompts for students' oral and written responses.	Effectiveness will be determined by teacher confirming understanding of text read aloud by evaluation of student conversations and written responses.
8	Students may have limited proficiency with structural analysis and vocabulary development.	Higher performing students will be instructed in affixes, prefixes, suffixes, and base words; additionally, students in grade 5 will be instructed in Greek and Latin roots.	Jaan Roegge, Instructional Coach	Classroom snapshots will be conducted by the Instructional Coach	Effectiveness will be determined by the Program Post Test, Treasures Assessments, Mini Benchmark Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
9	Students may be unable to identify, analyze, and apply knowledge of elements at more complex levels in a variety of literary texts to develop thoughtful responses to literary/informational selections.	Higher performing students will be engaged in discussion groups using a variety of fiction and non-fiction texts at a greater complexity level (i.e. novels, informational texts, short stories, poetry, periodicals) to determine the intention of the author's use of literary devices, text patterns, and vocabulary. (i.e. foreshadowing, imagery, and mood)	Jaan Roegge, Instructional Coach	Teachers will facilitate their students in collaborative discussions to construct meaning; students will interact with the texts culminating in the recording of their responses in Reading Response Logs, students' responses, as well as explanations; student data chats will follow lessons.	Effectiveness will be determined by variety of responses (i.e. Free Form maps; Role Audience Format Topic (RAFT), Broward Assessment Tests (BAT I & II), and Test-Maker Pro Assessments.
10	Students may be unable to apply grade level phonics skills to reading text.	Lower performing students will be intensively instructed in small groups using intervention materials from the Struggling Readers Chart of the district (i.e Phonics for Reading) and the Florida Center for Reading Research. (FCRR)	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal Jaan Roegge, Instructional Coach	Teachers will implement the programs with fidelity and monitor student achievement/progress through the use of "Check-Ups" at six lesson intervals; additionally; teachers will conduct data chats; the administrators and reading coach will conduct observations/snapshots, respectively.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & BAT II Assessments, and Test-Maker Pro Assessments.
11	Students may be unable to use language structure to decode multisyllabic and polysyllabic words in grade level texts.	Students in the lowest quartile will be instructed in the 6 different types of Syllabication to facilitate automaticity of letter/sound correlations.	Jaan Roegge, Instructional Coach	Teachers will use Timed Drills to facilitate automaticity of sound/letter correlations.	Effectiveness will be determined by the Program Post Test, Treasures Assessments, BAT I & II, and Test-Maker Pro Assessments.

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 State Standards Overview	English Language Arts	District	K - 2	June 2012	Observations/Snapshots	Principal
Treasures	Reading	District	Selected teachers - e.g. teachers new to school, new to grade, formerly a math teacher	TBA	Observations/Snapshots	Principal
Text Complexity	English Language Arts	Asst. Principal	K - 5	March 2012	Observations/Snapshots	Principal
English/Language Arts Literacy	English Language Arts	Principal, Asst. Principal, Reading Coach	K - 5	August 13, 2012; August 14, 2012; August 16, 2012; August 17, 2012; September 27, 2012; October 25, 2012; January 18, 2013 February 7, 2013 March 22, 2013 May 24, 2013	Observations/Snapshots	Principal
Marzano Model	K - 5	Principal	K-5 New staff	Oct. 2012	Observations/Snapshots	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Florida Books	School Budget	\$783.00
Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Social Studies Weekly	School Budget	\$768.00
Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Scholastic	School Budget	\$1,197.00
Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support the texts.	Leadership Resources	School Budget	\$1,386.00
Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how	STARS Reading	School Budget	\$5,954.00

to make specific references to evidences from the texts to that support the texts.

Students in the lowest quartile, will be serviced by the Exceptional Student Education (ESE) teacher in small groups for highly intensive instruction using ESE materials from the Struggling Readers Chart of the district, including word building activities and the Florida Center for Reading Research (FCRR); the General Education teacher will provide supplemental differentiated core reading instruction in accordance with the Individual Educational Plans (IEP's) for ESE Students.	Academic Therapy	School Budget	\$908.00
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Students in the lowest quartile, will be serviced by the Exceptional Student Education (ESE) teacher in small groups for highly intensive instruction using ESE materials from the Struggling Readers Chart of the district, including word building activities and the Florida Center for Reading Research (FCRR); the General Education teacher will provide supplemental differentiated core reading instruction in accordance with the Individual Educational Plans (IEP's) for ESE Students.	Pearson	School Budget	\$2,130.00
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Subtotal: \$13,126.00

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Renaissance Learning		\$2,067.00

Subtotal: \$2,067.00

**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: \$15,193.00**

*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:	To increase the percentage of students five percentage points in Listening and Speaking on the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	

45% (14)

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 come from homes where no English is spoken; students come from economically disadvantaged households.	Students will be provided with instruction that includes flexible settings and pacing, the Language Experience Approach, Interactive Word Walls, Audio Books, and bilingual support.	I. Muniz, ELL Coordinator; Jaan Roegge, Instructional Coach.	Data Chats and Snapshots will be conducted.	Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language, use of approved dictionary, etc. in accordance with State Board Education Rule 6A-6.09091.

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:

To increase the percentage of students five percentage points in Reading on the CELLA.

2012 Current Percent of Students Proficient in reading:

40% (12)

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 come from homes where no English	Students will be provided with	Ileana Muniz, ELL Coordinator; Jaan	Data Chats and Snapshots will be	Effectiveness will be determined by

1	is spoken; students come from economically disadvantaged households.	instruction that includes captioning, language masters, modeling, illustrations, and chunking.	Roegge, Instructional Coach	conducted.	mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR), Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language, use of approved dictionary, etc. in accordance with State Board Education Rule 6A-6.09091.
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	To increase the percentage of students five percentage points in Writing on the CELLA.
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2012 Current Percent of Students Proficient in writing:

13% (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
	Students come from homes where no English is spoken; students come from economically disadvantaged households.	Students will be provided with instruction that includes pictures, labels, story maps, T-Charts, use of cognates, content writing clues, flow chart, thinking maps, retelling, and dictation.	Ileana Muniz, ELL Coordinator; Jaan Roegge, Instructional Coach.	Data Chats and Snapshots will be conducted.	Evaluation Tool Effectiveness will be determined by the mini benchmarks, Treasures Assessments, Broward Assessment Tests (BAT I and BAT II), and Test- Maker Pro Assessments, Florida Assessment in Reading (FAIR),



1					Idea Oral Language Proficiency Test (IPT) and Comprehensive English Language Learner Assessment (CELLA); appropriate statewide accommodations will be provided including flexible scheduling, setting, additional time, assistance in heritage language, use of approved dictionary, etc. in accordance with State Board Education Rule 6A-6.09091.
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be provided with instruction that includes flexible settings and pacing, the Language Experience Approach, Interactive Word Walls, Audio Books, and bilingual support.	Ballard & T	School Budget	\$1,036.00
			Subtotal: \$1,036.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,036.00

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	To increase the percentage of students meeting proficiency in mathematics on the Florida Comprehensive Test 2.0 (FCAT) at Level 3 by six percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (43)	32% (53)

## 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 firm knowledge of operations of numbers. (addition, subtraction, multiplication, and division)	Students will be provided with small group instruction that is followed up by centers with activities that reinforce knowledge of mathematical operations.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by Go Math Assessment; BAT & BAT II; Test-Maker Pro Assessments.
2	Students lack automaticity of basic number facts impeding their ability to perform multi-step word problems.	Students will be provided with a Basic Skills Center daily: students will routinely recite basic facts.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments.
3	Students are deficient in the areas of identifying, describing, and applying division and multiplication as inverse operations.	Students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
4	Students lack the ability to comprehend word-problems, dissect concepts within solving problems; students lack basic reading skills.	Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by Go Math Assessment; BAT & BAT II; Test-Maker Pro Assessments.
5	Students lack the proficiency to create, analyze, and represent patterns and relationships using, words, variables and graphs.	Students will be instructed in small groups with heightened use of manipulatives and hands-on activities to reinforce mathematical concepts.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by the GO Math Assessments, and BAT I and BAT II; Test-Maker Pro Assessments; Test-Maker Pro 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:	To increase percentage of students at Levels 4, 5, 6 by twenty-five percentage points on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	75% (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	The cognitive level of the students determines level of performance.	The students will be instructed in multi-sensory math, e.g Touch Math, and be provided with repetition of skills previously taught while adding new skills.	Kathleen Smallwood, Exceptional Student Education Specialist.	Progress monitoring will be used.	Effectiveness will be determined by Informal assessments and IEP Goals Progress Report Card.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	To increase the percentage of students meeting proficiency in mathematics on the Florida Comprehensive Test 2.0 (FCAT) at Levels 4 and 5 by four percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (21)	17% (28)

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 reading and fully comprehending word problems despite being generally proficient in grade level math concepts.	Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving to maintain/increase proficiency.	Olivia E. Vega, Principal; Claudia McGrath, Asst.	Data Chats, Classroom Observations and snapshots will be conducted. .	Effectiveness will be determined by the GO Math Assessments; BAT I & BAT II; Test-Maker Pro Assessments.
2	Students have difficulty dissecting concepts in order to successfully solve word problems despite being generally proficient in math.	Students will be provided with daily practice in analyzing and dissecting word problems.	Olivia E. Vega, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by Go Math Assessment; BAT & BAT II; Test-Maker Pro Assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	To increase percentage of students at Level 7 by twenty-five percentage points on the Florida Alternative Assessment
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Mathematics Goal #2b:	(FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	73% (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	The cognitive level of the students determines level of performance.	The students will be instructed in multi-sensory math, e.g. Touch Math, and be provided with repetition of skills previously taught while adding new skills.	Kathleen Smallwood, Exceptional Student Education Specialist.	Progress monitoring will be used.	Effectiveness will be determined by Informal assessments and IEP Goals Progress Report Card.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase the percentage of students making Learning Gains in mathematics on the Florida Comprehensive Test 2.0 (FCAT) by five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(70)	70% (75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in knowledge of basic number facts.	Students will be provided with small group instruction using hand-held and virtual manipulatives.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
2	Students lack the ability to comprehend word-problems, dissect concepts within solving problems; students lack basic reading skills.	Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by Go Math Assessment; BAT & BAT II; Test-Maker Pro Assessments.
3	Students lack automaticity of basic number facts impeding their ability to perform multi-step word problems.	Students will be provided with a Basic Skills Center daily; students will routinely recite basic facts.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments.
	Students lack the	Students will be	Olivia E. Vega,	Data Chats, Classroom	Effectiveness will

4	proficiency to create, analyze, and represent patterns and relationships using, words, variables and graphs.	instructed in small groups with heightened use of manipulatives and hands-on activities to reinforce mathematical concepts using BEEP website.	Principal; Claudia McGrath, Asst. Principal	Observations and snapshots will be conducted.	be determined by the GO Math Assessments, and BAT I and BAT II; Test-Maker Pro Assessments; Test-Maker Pro Assessments.
5	Students are deficient in the areas of identifying, describing, and applying division and multiplication as inverse operations.	Students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
6	Students need more opportunities to practice previously taught skills.	Students will be provided with center activities as outlined in the GO Math Intervention/Problem Solving workbooks to accelerate achievement toward proficiency.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
7	Students have difficulty dissecting concepts in order to successfully solve word problems despite being generally proficient in math	Higher performing students will be provided with daily practice in analyzing and dissecting word problems.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, Classroom Observations and snapshots will be conducted.	Data Chats will be conducted. The effectiveness will be determined by the GO Math Assessments; BAT I & BAT II; Test-Maker Pro Assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a There was only one student taking FAA - no comparative data.	n/a	n/a	n/a	n/a

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	To increase the percentage of students in the Lowest 25% making Learning Gains in mathematics on the Florida Comprehensive Test 2.0 (FCAT) by six percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (23)	85% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are critically deficient in knowledge of basic number facts.	Students will be provided with intensive small group and/or one-on-one instruction using hand-held and virtual manipulatives.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, classroom observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
2	Students critically lack sufficient reading skills to comprehend math word problems.	Students will be directly instructed in intensive small group settings with guided and modeled instruction that emphasizes math vocabulary and sequential strategies to solve math word problems.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, classroom observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments.
3	Students need multiple opportunities to practice previously taught skills.	Students will be provided center activities as outlined in the GO Math Intervention/Problem Solving workbooks.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	To reduce the Annual Measurable Objective (AMO) gap in math by ten percentage points.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	40	58	63	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	To decrease the percentage of students in the subgroup of black students meeting proficiency in mathematics by seven percentage points on the Florida Comprehensive Assessment Test 2.0 (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (92) Black	55% (82) Black

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 may be deficient in the areas of identifying, describing, and applying division and multiplication as inverse operations.	The subgroup of black students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
2	Students may lack the proficiency to create, analyze, and represent patterns and relationships using, words, variables and graphs.	The subgroup of black students will be instructed in small groups with heightened use of manipulatives and hands-on activities to reinforce mathematical concepts using BEEP website.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by the GO Math Assessments, and BAT I and BAT II; Test-Maker Pro Assessments; Test-Maker Pro Assessments.
3	Students may lack the ability to comprehend word-problems, dissect concepts within solving problems; students may lack basic reading skills.	The subgroup of black students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success; students needing more assistance in reading will be directly instructed in small groups focusing on math vocabulary and strategies to solve problems to accelerate achievement toward proficiency.	Jaan Roegge, Instructional Coach; Claudia McGrath, Asst. Principal	Data Chats, classroom observations and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
4	Students may be deficient in knowledge of basic number facts.	The subgroup of black students will be provided with intensive small group and/or one-on-one instruction using hand-held and virtual manipulatives.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
5	Students may lack firm knowledge of operations of numbers. (addition, subtraction, multiplication, and division)	The subgroup of black students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
6	Students may lack automaticity of basic number facts impeding their ability to perform multi-step word problems.	The subgroup of black students will be provided with a Basic Skills Center daily: students will routinely recite basic facts.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, classroom observations, and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	To decrease the percentage of students in the of English Language Learner (ELL) subgroup not meeting proficiency in mathematics on the Florida Comprehensive Assessment Test 2.0 (FCAT) by ten percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96%(22)	86% (20)

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 may lack the proficiency to create, analyze, and represent patterns and relationships using words, variables and graphs.	The subgroup of ELL students will be instructed in small groups with heightened use of manipulatives and hands-on activities to reinforce mathematical concepts using BEEP website and ESOL strategies.	Jaana Roegge, Instructional Coach; Ileana Muniz, ELL Coordinator	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math Assessments Tests; Test-Make Pro Assessments - appropriate statewide accommodations will be given including flexible scheduling setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091
2	Students may lack the ability to comprehend word-problems, dissect concepts within solving problems; students may lack basic reading skills.	The subgroup of ELL students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success; students needing more assistance in reading/language will be directly instructed in small groups focusing on math vocabulary and strategies to solve problems; the use of ESOL strategies and available ESOL materials provided by the district to facilitate instruction will be an integral component of this process.	Jaana Roegge, Instructional Coach; Ileana Muniz, ELL Coordinator	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math Assessments Tests; Test-Make Pro Assessments - appropriate statewide accommodations will be given including flexible scheduling setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091
	Students may be	The subgroup of ELL	Jaana Roegge,	Data Chats and	Effectiveness



3	deficient in knowledge of basic number facts.	students will be provided with intensive small group and/or one-on-one instruction using hand-held and virtual manipulatives and ESOL strategies.	Instructional Coach; Ileana Muniz, ELL Coordinator	snapshots will be conducted.	will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math Assessments Tests; Test-Make; Pro Assessments - appropriate statewide accomodations will be given including flexible scheduling setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091
4	Students may lack automaticity of basic number facts impeding their ability to perform multi-step word problems.	The subgroup of ELL students will be provided with a Basic Skills Center daily; students will routinely recite basic facts.	Jaan Roegge, Instructional Coach; Ileana Muniz, ELL Coordinator	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math Assessments Tests; Test-Make; Pro Assessments - appropriate statewide accomodations will be given including flexible scheduling setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.
5	Students may lack firm knowledge of operations of numbers. (addition, subtraction, multiplication, and division)	The subgroup of English Language Learner (ELL) students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations using English Speakers Other Languages (ESOL) strategies and available ESOL materials provided by the district to facilitate instruction.	Ileana Muniz, ELL Coordinator; Claudia McGrath, Asst. Principal	Data Chats, classroom observations, and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math Assessments Tests; Test-Make; Pro Assessments - appropriate statewide accomodations will be given including flexible scheduling setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091.

6	Students may need more opportunities to practice previously taught skills.	The subgroup of ELL students will be provided with center activities as outlined in the GO Math Intervention/Problem Solving workbooks.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math Assessments Tests; Test-Maker Pro Assessments - appropriate statewide accommodations will be given including flexible scheduling setting, additional time, assistance in heritage language use of approved dictionary, etc. in accordance with State Board Education Rule 6A 6.09091
7	Students may be deficient in the areas of identifying, describing, and applying division and multiplication as inverse operations.	The subgroup of ELL students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series and ESOL strategies.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro 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:	To decrease the percentage of students in the subgroup of Students with Disabilities (SWD) not meeting proficiency in mathematics on the Florida Comprehensive Assessment Test 2.0 (FCAT) by five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (22)	68% (20)

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 may be unable to perform grade level mathematical functions	The Exception Student Education (ESE) teacher will provide intensive small group and one-on-one instruction using ESE materials (i.e "Touch Math"); the General Education teacher will provide intensive small group instruction using the ESE materials from the Go Math series in accordance with the Individual Educational Plans (IEP's) for ESE	Kathleen Smallwood, Exceptional Student Education (ESE) Specialist; Claudia McGrath, Asst. Principal	Data Chats and snapshots will be conducted.	Effectiveness will be determined by ESE Series Assessments, Key Math, Go Math Series Assessments, BAT I & II, and Test-Maker Pro Assessments in accordance with Individual Educational Plans (IEP's) and include appropriate collaboration and

		Students.			acomodations for flexible setting, time, etc.
2	Students may be deficient in knowledge of basic number facts.	The Exception Student Education (ESE) teacher will provide intensive small group and one-on-one instruction using ESE materials; the General Education teacher will provide intensive small group instruction using hand-held/virtual manipulatives and the ESE materials from the Go Math series in accordance with the Individual Educational Plans (IEP's) for ESE Students.	Kathleenn Smallwood, ESE Specialist; Claudia McGrath, Asst. Principal	Data Chats and snapshots will be conducted.	Effectiveness will be determined by ESE Series Assessments, Key Math, Go Math Series Assessments, and BAT I & II, Test-Maker Pro Assessments in accordance with Individual Educational Plans (IEP's) and include appropriate collaboration and accomodations for flexible setting, time, etc.

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:	To decrease the percentage of students in the subgroup of Economically Disadvantaged (ED) students not meeting proficiency by seven percentage points in mathematics on the Florida Comprehensive Assessment Test 2.0 (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (100)	55% (90)

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 may be deficient in the areas of identifying, describing, and applying division and multiplication as inverse operations.	The subgroup of ED students will receive small group instruction with the use of the "Grab and Go" kits from the Go Math series	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
2	Students may lack the proficiency to create, analyze, and represent patterns and relationships using words, variables and graphs.	The subgroup of ED students will be instructed in small groups with heightened use of manipulatives and hands-on activities to reinforce mathematical concepts using BEEP website.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
	Students may lack the ability to comprehend word-problems, dissect concepts within solving problems; students may lack basic reading skills.	The subgroup of ED students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success;	Jaan Roegge, Instructional Coach; Claudia McGrath, Asst. Principal	Data Chats, classroom observations and snapshots will be conducted	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments)

3		students needing more assistance in reading will be directly instructed in small groups focusing on math vocabulary and strategies to solve problems to accelerate achievement toward proficiency.			GO Math assessments; Test-Maker Pro Assessments.
4	Students may be deficient in knowledge of basic number facts.	The subgroup of ED students will be provided with intensive small group and/or one-on-one instruction using hand-held and virtual manipulatives.	Jaan Roegge, Instructional Coach	Data Chats and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
5	Students may lack firm knowledge of operations of numbers. (addition, subtraction, multiplication, and division)	The subgroup of ED students will be instructed in small groups that are followed up by centers with activities that reinforce knowledge of mathematical operations	Jaan Roegge, Instructional Coach.	Data Chats and snapshots will be conducted	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.
6	Students may lack automaticity of basic number facts impeding their ability to perform multi-step word problems.	The subgroup of ED students will be provided with a Basic Skills Center daily: students will routinely recite basic facts.	Olivia E. Vega, Principal; Claudia McGrath, Asst. Principal	Data Chats, classroom observations, and snapshots will be conducted.	Effectiveness will be determined by teacher tests, District Assessments (BAT mini-assessments) GO Math assessments; Test-Maker Pro Assessments.

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
Go Math	Mathematics	District	Selected teachers - e.g. new to school, new to grade, formerly a reading teacher	TBA	Observation/ Snapshots	Principal
Common Core State Standards Overview	Mathematics	District	K - 5	May 2012	Observations/ Snapshots	Principal

Mathematics Budget:

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

Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving.	Go Math -Florida Assessment	School Budget	\$1,200.00
Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving.	Leadership Resources	School Budget	\$1,086.00
			Subtotal: \$2,286.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,286.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		To increase the number of students meeting proficiency in Science on the Florida Comprehensive Test 2.0 (FCAT) at Level 3 by five percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (13)		30% (16)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack strategic/critical thinking skills.	Students will be provided with small group instruction in Scientific Thinking; students will also be give instruction in the application of critical thinking skills utilizing the Florida Science Fusion Series; additionally, teachers will use the Broward County Hands-On Science Kit	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Teachers will determine the effectiveness of small/whole group instruction though the use of assessments from the Florida Science Fusion series and Science Notebooks.	Effectiveness will be determined by the mastery of Florida Science Fusion assessments and notebook rubrics.

		experiments in whole and small groups as determined by student proficiency levels.			
2	Students are unable to read science problems with proficiency to extrapolate information in problems needed to maintain or increase high achievement levels on the FCAT.	Students will be provided with daily practice in analyzing and dissecting science problems using the Florida Science Fusion series.	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Teachers will determine the effectiveness of small/whole group instruction through the use of assessments from the Florida Science Fusion series.	Effectiveness will be determined by the mastery of Florida Science Fusion assessments.
3	Students have limited Science Vocabulary or Domain-Specific word knowledge.	Students will be provided with an interactive Science word walls.	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Snapshots will be conducted.	Effectiveness will be determined by the mastery of Florida Science Fusion assessments.
4	Students are not able to transfer reading comprehension strategies to content area reference materials.	Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Teachers will determine the effectiveness of small/whole group instruction through the use of assessments from the Florida Science Fusion series.	Effectiveness will be determined by the mastery of Florida Science Fusion 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 science.  Science Goal #1b:	To maintain the level of proficiency in Science on the Florida Alternative Assessment (FAA) for Levels 4, 5, and 6 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	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	The cognitive level of the students determines level of performance.	The students will be provided with repetition of skills previously taught while adding new skills.	Kathleen Smallwood, Exceptional Student Education Specialist.	Progress monitoring will be used.	Effectiveness will be determined by Informal assessments and IEP Goals Progress Report Card.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	To increase the number of students meeting proficiency in Science on the Florida Comprehensive Test 2.0 (FCAT) at Levels 4 and 5 by six percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

13% (7)			19% (10)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to identify, analyze, and apply higher level thinking in a variety of Scientific Applications.	Students will be engaged in small group experimentation using the Broward County Hands-On Science Kits and Hands-On Inquiry based investigation to discover Scientific concepts.	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Teachers will use student self-assessments and Science Notebooks to determine the effectiveness of this strategy.	Effectiveness will be determined by student self-assessment rubrics for Science Notebooks.
2	Student need to maintain reading strategies with proficiency to extrapolate information in problems needed to maintain or increase high achievement levels on the FCAT.	Students will have reinforcement of reading strategies through the use of project-based learning, hands-on and inquiry-based learning using research from Science reference materials.	Olivia E. Vega, Principal; Jaan Roegge, Instructional Coach	Teachers will use Science Notebook Rubrics to determine the effectiveness of this strategy.	Effectiveness will be determined by student self-assessment rubrics for Science Notebooks.

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	n/a

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a There was only one student taking FAA.	n/a	n/a	na/	n/a

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
			Selected teachers - e.g. new teachers,			

Science Fusion	K - 5	District	teachers new to grade, formerly nonscience teachers	TBA	Observations/snapshots	Instructional Coach
Common Core State Standards	Informational Text	District	K - 5	TBA	Observations/snapshots	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.	Houghton	School Budget	\$1,036.00
Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.	Science Weekly	School Budget	\$768.00
Subtotal:			\$1,804.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$1,804.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	To increase the percentage/number of students achieving proficiency ) in writing by twenty-two percentage points on the Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (37)	91%(49)
Problem-Solving Process to Increase Student Achievement	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing process is not mastered in previous grades.	Students will be instructed in the writing process. All writing will be dated and recorded in journal/notebook/work folders for monitoring of progress. Frequent conferencing with the teachers and or peers for editing and rewriting practice will be an integral component the writing curriculum.	Olivia E. Vega, Principal, Jaan Roegge, Instructional Coach	The FCAT Writes will be used to determine the quality of student writing; a calendar will be developed to convey frequency of scoring. Data will be evaluated by teacher, coach and shared with students during Data Chats.	Effectiveness will be determined by planning sheets, editing process, and final student products.
2	Standard language conventions are not evidenced in student writing.	Students will be instructed in correct standard language conventions; opportunities for practice through authentic student sample will be taken to the final stage of editing.	Jaan Roegge, Instructional Coach	Teachers will look for evidence of use of practiced revisions and editing process by reviewing student work samples.	Effectiveness will be determined by monthly reports submitted to the Instructional Coach
3	Experiences in content area writing are limited.	Teachers will integrate writing though the curriculum. i.e. science - journal experiments; social studies - cause and effect, sequencing, descriptive writing; math - story problems, explanations, sequencing; reading - summarizing, cause and effect, problem-solution, and opinion writing using supporting evidence.	Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Observations and snapshots will be conducted.	Effectiveness will be determined by authentic student work samples.
4	Writing centers are not designed to practice writing strategies modeled by teachers.	Teachers will develop centers that will actively engage students in writing techniques that have been taught through modeling.	Claudia McGrath, Asst. Principal; Jaan Roegge, Instructional Coach	Observations and snapshots will be conducted.	Effectiveness will be determined by monthly reports submitted by Instructional coach.

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:	To maintain proficiency at Level 4 or higher in Writing on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The cognitive level of the students determines level of performance.	The student will be provided with repetition of skills previously taught while adding new skills.	Kathleen Smallwood, Exceptional Student Education Specialist.	Progress monitoring will be used.	Effectiveness will be determined by Informal assessments and IEP Goals Progress Report Card.

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 State Standards Overview	English Language Arts	District	K - 5	June 2012	Observations/snapshots	Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance

Attendance Goal #1:	To increase attendance by one percentage point.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.174142% (66339)	97.2 (66908)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
34	33
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
59	56

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	Absences due to lack of immunizations/ health issues that prevent daily attendance from school.	Collaborate with school health professional/School Social Worker and parents to ensure students have immunizations, and/or necessary health care to ensure daily attendance.	School Guidance Counselor	Attendance record review	Decrease in number of students absent as compared to 2011 - 2012 school year.
2	Absences due to alleged parent neglect issues.	Refer students to Collaborative Problem Solving Team (CPST) – meet with parents and School Social Worker.	School Guidance Counselor	Attendance record review	Decrease in number of students absent as compared to 2011- 2012 school year.

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
BASIS Training	Response to Intervention	District	Principal, Asst. Principal, Guidance Counselor, Exceptional Student Education Specialist, Classroom Teacher	Oct. 9, 2012	Use of resources	Guidance Counselor

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease in-school suspensions by two points; and out-of-school suspensions by one point.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
16	14
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
27	26
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	18
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fidelity of implementation of CHAMPS and school-wide discipline plan.	Review CHAMPS with faculty and staff and schedule discipline assemblies a minimum of two times per year and additionally as needed.	Claudia McGrath, Asst. Principal	Classroom and school-wide observations	Discipline Matrix
2	Pattern of increased misconduct in the afternoon.	Plan recess for the end-of-day when academic schedules permit.	Claudia McGrath, Asst. Principal	Classroom and school-wide observations	Discipline Matrix
3	Pattern of increased misbehavior during lunch/transitions to and from lunch periods.	Continue school-wide positive cafeteria discipline plan and schedule discipline assemblies as refreshers as needed.	Claudia McGrath, Asst. Principal	Monitoring disciplinary referrals.	Discipline Matrix

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BASIS Training	Response to Intervention	District	Principal, Asst. Principal, Guidance Counselor, Exceptional Student Education Specialist, Classroom Teacher	Oct. 9, 2012	Use of resource	Guidance Counselor
Bullying Prevention Training	Anti-Bullying	District Brain Shark	All Staff	Aug. 2012	Application of Anti-bullying policy	Asst. Principal

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:		To increase Parent Involvement by two percentage points in the 2012 - 2013 school year.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
48.9%(202)		51% (206)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP.	See PIP.	See PIP.	See PIP.	See PIP.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
District will provide opportunity for parents to attend an annual parent seminar.	Annual Parent Seminar - Registrations	Title 1	\$200.00

School will provide opportunities throughout the year for parent trainings.	Parent Megaskills Training - Trainer Salary	Title 1	\$1,300.00
School will provide materials and support activities for trainings.	Support Activities, Materials	Title 1	\$300.00
			Subtotal: \$1,800.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
School will provide child care for parents attending training.	Child Care Salary	Title 1	\$300.00
School will provide refreshments for at said events.	Refreshments	Title 1	\$235.00
			Subtotal: \$535.00
			<b>Grand Total: \$2,335.00</b>

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			n/a		
STEM Goal # 1:			n/a		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

STEM Budget:

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

End of STEM Goal(s)



## Additional Goal(s)

n/a Goal:

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						

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 n/a Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Florida Books	School Budget	\$783.00
Reading	Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Social Studies Weekly	School Budget	\$768.00
Reading	Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Scholastic	School Budget	\$1,197.00
Reading	Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support the texts.	Leadership Resources	School Budget	\$1,386.00
Reading	Students will be instructed on how to answer text-dependent questions through scrutiny of text; students will be instructed on how to make specific references to evidences from the texts to that support the texts.	STARS Reading	School Budget	\$5,954.00
Reading	Students in the lowest quartile, will be serviced by the Exceptional Student Education (ESE) teacher in small groups for highly intensive instruction using ESE materials from the Struggling Readers Chart of the district, including word building activities and the Florida Center for Reading Research (FCRR); the General Education teacher will provide supplemental differentiated core	Academic Therapy	School Budget	\$908.00

	reading instruction in accordance with the Individual Educational Plans (IEP's) for ESE Students.			
Reading	Students in the lowest quartile, will be serviced by the Exceptional Student Education (ESE) teacher in small groups for highly intensive instruction using ESE materials from the Struggling Readers Chart of the district, including word building activities and the Florida Center for Reading Research (FCRR); the General Education teacher will provide supplemental differentiated core reading instruction in accordance with the Individual Educational Plans (IEP's) for ESE Students.	Pearson	School Budget	\$2,130.00
CELLA	Students will be provided with instruction that includes flexible settings and pacing, the Language Experience Approach, Interactive Word Walls, Audio Books, and bilingual support.	Ballard & T	School Budget	\$1,036.00
Mathematics	Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving.	Go Math -Florida Assessment	School Budget	\$1,200.00
Mathematics	Students will be taught to transfer reading skills into mathematical concepts in order to demonstrate success with problem-solving.	Leadership Resources	School Budget	\$1,086.00
Science	Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.	Houghton	School Budget	\$1,036.00
Science	Students will be provided with instruction that enhances the transfer of reading strategies to science reference materials allowing students to extrapolate information needed in scientific problem solving.	Science Weekly	School Budget	\$768.00
Parent Involvement	District will provide opportunity for parents to attend an annual parent seminar.	Annual Parent Seminar - Registrations	Title 1	\$200.00
Parent Involvement	School will provide opportunities throughout the year for parent trainings.	Parent Megaskills Training - Trainer Salary	Title 1	\$1,300.00
Parent Involvement	School will provide materials and support activities for trainings.	Support Activities, Materials	Title 1	\$300.00

Subtotal: \$20,052.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will be instructed through a balance reading program that included informational materials as well as literary texts; teachers will balance instruction to include both informational and literary text selections.	Renaissance Learning		\$2,067.00
				Subtotal: \$2,067.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	School will provide child care for parents attending training.	Child Care Salary	Title 1	\$300.00
Parent Involvement	School will provide refreshments for at said events.	Refreshments	Title 1	\$235.00
				Subtotal: \$535.00
				Grand Total: \$22,654.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/19/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC will be working on this.	\$1,691.00

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

??The School Advisory Council (SAC) will conduct monthly meetings. Committees will be formed for academic areas and other areas of need (e.g. Parent Involvement). Committees are comprised of SAC members and staff; all other interested parties are invited to

participate as well. School Improvement student performance data are shared at SAC meetings, as data is available; in addition, timely information regarding the SIP is also shared. The SIP is posted on the school website.

## 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 THURGOOD MARSHALL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	71%	93%	65%	288	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	55%	73%			128	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	40% (NO)	71% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					527	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District THURGOOD MARSHALL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	66%	88%	24%	228	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	58%	78%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	60% (YES)	87% (YES)			147	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					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested