FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PEMBROKE LAKES ELEMENTARY SCHOOL

District Name: Broward

Principal: Sandra Shipman

SAC Chair: Lori McLaughlin

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/31/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rosemary Lester	Lester M.S. B.S. Certifications: Adm/Sup K-12, School Principal All Levels, Elem. Ed. 1-6, Early Childhood Nursery-K, Emotionally Handicapped K-12, Specific Learning Disabilities K-12, ESOL	11	25	2003-2010 = A 2006-07: Rdg: 87 Math: 89% Wr: 95% Sci: 52% Learning Gains: Rdg: 67%, Math: 69% Lowest 25%: Rdg: 62%, Math: 74% AYP: Yes 2007-08: Rdg: 87% Math: 91% Wr: 97% Sci: 59% Learning Gains: Rdg: 70%, Math: 71% Lowest 25%: Rdg: 66%, Math: 67% AYP: No 2008-09: Rdg: 88% Math: 91% Wr: 99% Sci: 61% Learning Gains: Rdg: 72%, Math: 75% Lowest 25%: Rdg: 62%, Math: 83% AYP: Yes 2009-2010: Rdg: 87% Math: 87% Wr: 95% Sci: 76% Learning Gains: Rdg: 76%, Math: 67% Lowest 25%: Rdg: 68%, Math: 68% AYP: Yes 2011-2012: Rdg: 79% Math: 82%

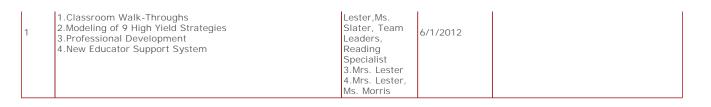|					Wr: 96% Sci: 63% Learning Gains: Rdg: 56%, Math: 66% Lowest 25%: Rdg: 61%, Math: 67% AYP: Yes
Assis Principal	Cynthia Slater	M.S. Educational Leadership B.S. Elementary Education (1-6) ESOL for Administrators ESE Certification	7	7	2003-2010 = A 2006-07: Rdg: 87 Math: 89% Wr: 95% Sci: 52% Learning Gains: Rdg: 67%, Math: 69% Lowest 25%: Rdg: 62%, Math: 74% AYP: Yes 2007-08: Rdg: 87% Math: 91% Wr: 97% Sci: 59% Learning Gains: Rdg: 70%, Math: 71% Lowest 25%: Rdg: 66%, Math: 67% AYP: No 2008-09: Rdg: 88% Math: 91% Wr: 99% Sci: 61% Learning Gains: Rdg: 72%, Math: 75% Lowest 25%: Rdg: 62%, Math: 83% AYP: Yes 2009-2010: Rdg: 87% Math: 87% Wr: 95% Sci: 76% Learning Gains: Rdg: 76%, Math: 67% Lowest 25%: Rdg: 68%, Math: 68% AYP: Yes 2011-2012: Rdg: 79% Math: 82% Wr: 96% Sci: 63% Learning Gains: Rdg: 56%, Math: 66% Lowest 25%: Rdg: 61%, Math: 67% AYP: Yes

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lori McLaughlin	BS Elem. and Early Childhood Edu. PK-6, M.S. Reading, Reading Endorsement, NBPTS Early Childhood Generalist K-3, ESE Certification, ESOL Endorsed	9	2	2003-2010 = A 2006-07: Rdg: 87 Math: 89% Wr: 95% Sci: 52% Learning Gains: Rdg: 67%, Math: 69% Lowest 25%: Rdg: 62%, Math: 74% AYP: Yes 2007-08: Rdg: 87% Math: 91% Wr: 97% Sci: 59% Learning Gains: Rdg: 70%, Math: 71% Lowest 25%: Rdg: 66%, Math: 67% AYP: No 2008-09: Rdg: 88% Math: 91% Wr: 99% Sci: 61% Learning Gains: Rdg: 72%, Math: 75% Lowest 25%: Rdg: 62%, Math: 83% AYP: Yes 2009-2010: Rdg: 87% Math: 87% Wr: 95% Sci: 76% Learning Gains: Rdg: 76%, Math: 67% Lowest 25%: Rdg: 68%, Math: 68% AYP: Yes 2011-2012: Rdg: 79% Math: 82% Wr: 96% Sci: 63% Learning Gains: Rdg: 56%, Math: 66% Lowest 25%: Rdg: 61%, Math: 67% AYP: Yes

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.Mrs. Lester,Ms. Slater 2.Mrs.		

| 1 | 1.Classroom Walk-Throughs
2.Modeling of 9 High Yield Strategies
3.Professional Development
4.New Educator Support System | Lester,Ms. Slater, Team Leaders, Reading Specialist
3.Mrs. Lester
4.Mrs. Lester, Ms. Morris | 6/1/2012 | |

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	4.3%(2)	15.2%(7)	32.6%(15)	47.8%(22)	43.5%(20)	100.0%(46)	4.3%(2)	4.3%(2)	97.8%(45)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
M. Cruz	A. Montgomery	new to school/veteran teacher, same grade level, across the hall	CWT, collaborative planning, interventions for struggling readers

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- R. Lester, Principal
- C. Slater, Asst. Principal
- T. Jones, ESE Specialist
- L. McLaughlin, Reading Specialist
- T. Garbe, Guidance Counselor
- TBA, Psychologist
- TBA, Social Worker
- Classroom Teacher of student being assessed
- Itinerant Teachers as needed

Comprehensive Problem Solving Team

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?

Meets regularly (every 2nd and 4th Thursday of the month). Reading Specialist facilitates meeting. Student data reviewed. Parent invited. Recommendations recorded and followed up by Reading Specialist and/or ESE Specialist.

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?

- Review and Monitor Data
- Vertical and Horizontal Teaming
- Collaborate with Classroom Teachers
- Differentiated Professional Staff Development
- (K-5) Grade Level Team Meetings

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.

We will be using the district's data management system for RtI to summarize tiered data.

Describe the plan to train staff on MTSS.

Professional Learning Communities/grade level team meetings for close progress monitoring. Team leaders collaborate with Reading Specialist and Guidance Counselor in the implementation and progress monitoring of data with involved teachers.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

R. Lester, Principal
C. Slater, Asst. Principal
L. McLaughlin, Reading Specialist
J. Benedit, Team Leader
L. Siedle, Team Leader
K. Cleary, Team Leader
D. Villano, Team Leader
R. Orrett, Team Leader
J. Summerall, Team Leader

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

Meets regularly (every 3rd Thursday of the month). Reading Specialist facilitates meeting. Student data reviewed. Recommendations recorded and followed up by Reading Specialist.

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

Comprehension, including reading application strand, literacy centers, vocabulary, and phonics will be our major initiatives this year.

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.

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2012, 37% of students will achieve Level 3 proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (117/329)	37%

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 time due to full or part-time employment	Parent Nights/Open House Incorporate parent technology trainings. Incorporate parent academic trainings. Parent/Teacher Conferences	Asst. Principal Team Leaders	Parent Sign-In Sheets	Parent Customer Survey
2	Reading Application is the area of concern according to FCAT 2.0 strands.	FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated literacy centers.	Reading Specialist Team Leaders	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	BAT 1 & 2 PreFCAT Tests FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2012, 46% of students will achieve above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (140/329)	46%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Application is the area of concern according to FCAT strands.	FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated literacy centers. Literature Circles implemented.	Reading Specialist Team Leaders	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	BAT 1 & 2 PreFCAT Tests FCAT

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2012, 62% of students will make learning gains in reading. Reading Application is the area of concern according to FCAT strands.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (133/234)	62%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Application is the area of concern according to FCAT strands.	FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated learning centers.	Team Leaders Reading Specialist Administration	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	BAT 1 & 2 Pre FCAT Tests FCAT

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2012, 70% of the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (45/73)	70%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in components of reading such as phonics, vocabulary, fluency, and/or comprehension	Phonics for Reading Intermediate REWARDS FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated literacy centers.	ESE Specialist Reading Specialist Administration	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	Phonics Survey BAT 1 & 2 Pre FCAT Tests FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2012, 94% of whites, 79% of blacks, and 79% of hispanics will make reading learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:94% (90/96) Black:76% (47/62) Hispanic:78% (168/215) Asian:NA Amer.Indian:NA	White: Maintain/Increase Black:79% Hispanic:79% Asian:NA Amer.Indian:NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in components of reading such as phonics, vocabulary, fluency, and/or comprehension	Phonics for Reading Intermediate REWARDS FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated literacy centers.	Team Leaders Reading Specialist Administration	Quarterly Data Chats	Phonics Survey BAT 1 & 2 PreFCAT Tests FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2012, 74% of ELL students will achieve proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (17/24)	74%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in components of reading such as phonics, vocabulary, fluency, and/or comprehension.	REWARDS Phonics for Reading FCAT Explorer Florida Achieves Destination Reading English in a Flash Teacher developed differentiated literacy centers	Team Leaders Reading Specialist Administration	Quarterly Data Chats	Phonics Survey BAT 1 & 2 PreFCAT Tests FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2012, 54% of SWD students will achieve proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (28/55)	54%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in components of reading such as phonics, vocabulary, fluency, and/or comprehension	Phonics for Reading Intermediate REWARDS FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated literacy centers.	ESE Specialist Reading Specialist Administration	Quarterly Data Chats	Phonics Survey BAT 1 & 2 PreFCAT Tests FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2012, 74% of FRL students will achieve proficiency in Reading.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	71% (108/152)	74%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in components of reading such as phonics, vocabulary, fluency, and/or comprehension	Phonics for Reading Intermediate REWARDS FCAT Explorer Florida Achieves Destination Reading Teacher developed differentiated literacy centers.	ESE Specialist Reading Specialist Administration	Quarterly Data Chats	Phonics Survey BAT 1 & 2 PreFCAT Tests FCAT

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						

Reading 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 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:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

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

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:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

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

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

CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2012, 29% of students will achieve Level 3 proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (92/329)	29%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time due to full or part-time employment	Parent Nights/Open House Incorporate parent technology trainings. Incorporate parent academic trainings. Parent/Teacher Conferences	Asst. Principal Team Leaders	Parent Sign-In Sheets	Parent Customer Survey
2	Common misunderstanding moving from concrete to abstract concepts.	Students will use math manipulatives, iTools, website activities, and instructional software including Destination Math for mathematics activities integrated with Social Studies and Science.	Team Leaders Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	BAT 1 & 2 PreFCAT Tests FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2012, 56% of students will achieve above proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (174/329)	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	Increased amount of higher order questions and multistep problems.	Math centers, inclusive of grab and go kits, Big Idea Projects and connections to literature will be utilized throughout big ideas to reinforce skills and extend critical thinking.	Team Leaders Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	Rubrics Work Samples
2	Increased amount of higher order questions and multistep problems.	Participation in Destination Math leveled intervention to maintain and enrich math concepts.	Team Leaders Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee Individual Reports	BAT 1 & 2 PreFCAT Tests FCAT

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning

gains in mathematics.

Mathematics Goal #3a:

By June 2012 69% will make learning gains in Math. Geometry and Measurement is the area of concern according to FCAT strands.

2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(154/234)	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Activities needed to extend concepts and promote higher order thinking.	Students not meeting AYP criteria, inclusive of all subgroups, will participate in differentiated instructional interventions using the 9 high yield strategies as well as the 8 steps of modeled drawing.	Team Leaders Administration Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	BAT 1 & 2 Pre FCAT Tests FCAT
2	Activities needed to extend concepts and promote higher order thinking.	Family involvement letters will be sent home to explain key concepts, provide guided practice activities, and extension of learning to the home.	Team Leaders Administration Math SIP Committee Chair	Surveys Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

By June 2012, 70% of the Lowest 25% will make learning gains in Mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (45/67)	70%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Repetition needed for maintenance and strengthening of skills.	Students in the lowest 25% will participate in Soar to Success leveled intervention to remediate and reteach.	Administration Team Leaders Math SIP Committee Chair	Student Reports Quarterly Data Chats SIP Curriculum Committee	Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT
2	Repetition needed for maintenance and strengthening of skills.	Students will participate in Mountain/Calendar Math implemented in K-5 to provide review and maintenance of grade level benchmarks.	Administration Team Leaders Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2012, all ethnicity subgroups will maintain or increase their current level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:88% (84/96) Black:82% (51/62) Hispanic:80% (171/215) Asian:NA Amer.Indian:NA	White:Maintain/Increase Black:Maintain/Increase Hispanic:Maintain/Increase Asian:NA Amer.Indian:NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common misunderstanding moving from concrete to abstract concepts.	Students will use math manipulatives, iTools, website activities, and Destination Math instructional software for mathematics activities integrated with Social	Administration Team Leaders Math SIP Committee Chair	Quarterly Data Chats Team Meetings CWT SIP Curriculum Meetings	Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT

		Studies and Science.		

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2012, 61% of ELL students will achieve proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (14/24)	61%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Common misunderstanding moving from concrete to abstract concepts.</td><td>Students will use math manipulatives, iTools, website activities, and Destination Math instructional software for mathematics activities integrated with Social Studies and Science.</td><td>Administration Team Leaders Math SIP Committee Chair</td><td>Quarterly Data Chats Team Meetings CWT SIP Curriculum Committees</td><td>Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2012, 58% of SWD students will achieve proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (30/55)	58%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Weaknesses in comprehension on word problems.</td><td>Students not meeting AYP criteria, inclusive of all subgroups, will participate in differentiated instructional interventions using the 9 high yield strategies and the 8 steps of modeled drawing to assist comprehension of words problems.</td><td>Administration Team Leaders Math SIP Committee Chair</td><td>Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee</td><td>Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT</td></tr>
</table>

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:

E. Economically Disadvantaged students not making	

satisfactory progress in mathematics. Mathematics Goal E:	By June 2012, 78% of FRL students will achieve proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (114/152)	78%

	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	Weaknesses in geometry and measurement strands.	Pictoral representations of vocabulary words will be introduced, taught, and reviewed throughout big ideas.	Administration Team Leaders Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT
2	Weaknesses in geometry and measurement strands.	Participation in Destination Math instructional software to maintain and enrich math concepts.	Administration Team Leaders Math SIP Committee Chair	Quarterly Data Chats CWT Team Meetings SIP Curriculum Committee	Big Idea Tests BAT 1 & 2 Pre FCAT Tests FCAT

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	By June 2012, 37% of students will achieve Level 3 proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (44/134)	37%

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	Earth and Space: Based on 2011 FCAT SSS Science Assessment, 71% of our students were proficient in Strand B Earth and Space.	Hands-on Science Activities Differentiated Guided Practice Graphic Organizers: Compare/Contrast FCAT Explorer Florida Achieves	Team Leaders Science SIP Committee Chair	CWT Quarterly Data Chats Team Meetings SIP Curriculum Committee	BAT 1 & 2 PreFCAT Tests FCAT
2	Limited Science exposure among 4th grade students.	4th quarter cooperative learning hands-on Science labs with 4th and 5th grade students.	Team Leaders Science SIP Committee Chair	CWT Team Meetings SIP Curriculum Committee	Mini-Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In April 2012, 33% of fifth grade students will achieve above proficiency in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (40/134)	33%

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	Earth and Space: Based on 2011 FCAT SSS Science Assessment, 71 % of our students were proficient in Strand B Earth and Space.	Hands-on Science Activities Differentiated Guided Practice Critical Thinking Strategies and Skills FCAT Explorer Florida Achieves	Team Leaders Science SIP Committee Chair	CWT Quarterly Data Chats Team Meetings SIP Curriculum Committee	BAT 1 & 2 Pre FCAT Tests FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2012, 96% of students will achieve Level 4 or above proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (87/91) of the students achieved a proficiency level of 4.0 or higher.	97% of the students will achieve a proficiency level of 4.0 or higher.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Expository – students struggle with appropriate main ideas and anecdotes. Narrative – students struggle with elaborated events.	Students will participate in monthly grade level developed writing prompts which will include social studies and science content area.	Writing SIP Commitee Chair AP Team Leaders	CWT Team Collaboration Data Chats	Student Portfolio Including pre/mid/post and monthly writing prompts. School Database

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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 the attendance rate for the 2010-2011 school year from 95 percent to 96 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
185	175
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
138	125

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decrease the number of student tardies by 25 percent	Monitor and analyze student attendance data quarterly.	Assistant Principal Social Worker	Assistant principal to review data with grade level discipline committee and social worker (if needed Broward Truancy Intervention Process	Attendance data

| 2 | Decrease the number of student tardies by 25 percent | Classroom and Student Incentives (grade level) | Classroom Teachers | Analyze attendance data | Weekly attendance |
| 3 | Decrease the number of student tardies by 25 percent | Parent Phone Link Parent Conferences | Assistant Principal | Analyze attendance data | Weekly attendance |

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2012, the number of in-school suspensions will maintain at 100%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18	8
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	4

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Improve parenting skills	Outsource parents to family counseling centers for additional support.	Guidance Counselor Assistant Principal	Follow up conferences with parents. Quarterly review suspension data	Suspension data (Discipline Management System)
2	Increase in student suspensions	Child Problem Solving Team (CSPT)	Assistant Principal Guidance Counselor	Teacher/Parent conferences Quarterly review suspension data	Suspension Data (Discipline Management System)

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2012, parent involvement will increase to 82%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
79%	82%

	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 time due to full or part-time employment	Parent Nights/Open House Incorporate parent technology trainings. Incorporate parent academic trainings. Parent/Teacher Conferences	Assistant Principal Team Leaders	Parent Sign-In Sheets	Parent Customer Survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/31/2012)

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PEMBROKE LAKES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	97%	68%	336	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	72%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	80% (YES)			134	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
PEMBROKE LAKES ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	95%	76%	345	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	76%	67%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	68% (YES)			136	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					624	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested