FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EMBASSY CREEK ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Robert Becker

SAC Chair: Arnita Kethireddy & Teresita Miranda

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

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

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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	Mr. Robert Becker	M.S. Educational Leadership B.S. Elementary Education English for Speakers of Other Languages Endorsed	10	15	The school has received an "A" grade for nine consecutive years since 2002-2003. Ninety -three and 96 percent of students met High Standards in Reading and Math, respectively. Ninety-nine percent of fourth grade students met High Standards in Writing and 82 percent of fifth grade students met High Standards in Science. Seventy-three and 83 percent made Learning Gains in Reading and Math, respectively. Seventy-four and 80 percent of the Lowest 25% made Learning Gains in Reading and Math, respectively.
Assis Principal	Mrs. Jodi Hoover	M.S. Educational Leadership B.A. Elementary Education Elementary Education 1-6 Primary K-3	4	4	Effectively worked with teachers to ensure the Hispanic subgroup continued to meet AYP.

		Exceptional Student Education English for Speakers of Other Languages Endorsed			

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	Mrs. Teresita Miranda	B.A. Elementary Education Reading Endorsed English for Speakers of Other Languages Endorsed Elementary Education (Grades 1-6) National Board Certified Teacher	12	1	Created an Extended Learning Opportunity (ELO) program for grade 3 students (non-ESE), which resulted in an increase in the reading proficiency rate.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Administration offers school-based orientation & advanced planning days for New Teachers	Principal & Assistant Principal	August 2011	
2	2. Administration meets with NESS participants on a monthly basis	Principal & Assistant Principal	August 2012-June 2013	
3	3. Participation in monthly NESS program	NESS Coach	August 2012-June 2013	
4	4. Offer Highly Qualified educators continued professional development opportunities.	Administration	August 2012-June 2013	
5				

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
N/A	

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
53	1.9%(1)	9.4%(5)	35.8%(19)	52.8%(28)	45.3%(24)	100.0%(53)	7.5%(4)	18.9%(10)	71.7%(38)

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
Randi Adario	Rebecca Magley	Placement in new grade level	Modeling lessons & planning for Differentiated Instruction
Jessica Longo	Vicki Stofsky	Placement in new grade level	Modeling lessons & planning for Differentiated Instruction
Cindy Weisser	Patricia Anton, Jennifer Arbelaez, Laura Krebs & Erin Gaudio	Placement in new grade level	Modeling lessons & planning for Differentiated Instruction
Patricia Del Castillo	Renee Cochrane, Amy Jackson, Jennifer Moye & Jeri Stark	Placement in new grade level	Modeling lessons & planning for Differentiated Instruction
Susan Stevens	Stephanie Harmell, Ashley Kauffman & Phylis Lees	Placement in new grade level	Modeling lessons & planning for Differentiated Instruction
Jennifer Raderstorf	Carol Cervantes & Courtney Helff	New to the school and new to the grade level	Modeling lessons & planning for Differentiated Instruction
Larry Lynch	Aida Reilly	New to the school	Planning for Differentiated Instruction

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal-Robert Becker, Assistant Principal-Jodi Hoover, ESE Specialist-Robin Traslavina, Guidance Counselor-Leslie Alfonso, Reading Coach-Teresita Miranda, School Psychologist-Lisa and Social Worker-Helen Sorcic.

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?

RTI leadership team conducts monthly data chats with grade level teachers and parents to diagnose & monitor each student's progress in order to ensure academic success. Through continuous monitoring and collaboration with the CPST committee and teachers, changes to the child's educational program will be made on an as needed basis.

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?

Leadership team members provide input and recommendations for school goals. Program changes and allocation of SAC funds are discussed to provide additional support resources in order to meet student and teacher needs.

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.

On-going data chats with administration and the school leadership team on student progress. (Success Maker, Mini-BATS, GO Math Assessments, Florida Achieves, FCAT Explorer, Pre & Post Assessments, STAR & diagnostic tools.) Teachers provide quarterly updates to their data sheets to document Academic Tiered Interventions and progress monitoring data for academic interventions. Monthly Collaborative Problem Solving Team meetings are conducted with classroom teachers as needed to discuss academic and/or behavioral concerns.

Describe the plan to train staff on MTSS.

Leadership team will collaborate with staff during September/October data chats on the RTI process. The Struggling Reader and Math charts will be discussed and posted to CAB conference RTI folder. The Leadership team will attend an Innovation Zone BASIS training in October.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal-Robert Becker, Assistant Principal-Jodi Hoover, ESE Specialist-Robin Traslavina, Guidance Counselor-Leslie Alfonso, Reading Coach/SAC co-Chair-Teresita Miranda, School Psychologist-Lisa

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

The Literacy Leadership team meets weekly to monitor and evaluate pupil progression.

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

The LLT will work collaboratively with staff to introduce Common Core State Standards (K-2 infusion, 3-5 Blended)

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

relevance to their future?

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	To increase the total number of students achieving Level 3 by 2%. (9)
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (126) 126 out of 479 students scored a Level 3 in Reading FCAT 2.0.	28% (135) At least 135 out of 484 students will score a Level 3 in Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Usage of non-fiction texts in order to develop understanding of Informational Text and Research Process	Utilize District provided complex texts, CCSS for Informational Texts, and Social Studies and Science texts to drive instruction	Administration Team Leaders Reading Coach	Team Discussion PLC meetings	STAR Test Mini BATs Chapter Tests Classroom Walkthroughs
2	Instructional time limitations are inhibiting students from receiving additional interventions.	Morning Reading Lab Extended Learning Opportunity (Afterschool Reading Camp)	Reading Coach	Monthly data chats with classroom teacher Realignment of instructional delivery as needed	Successmaker reports Mini-Benchmark Assessment Tests (Mini-BATs)
3	Matching students to complex texts in order to provide them with rigorous instruction	Introducing and exposing students to various types of fiction and nonfiction complex texts and questions	Team Leaders Reading Coach Administration	PLC Meetings LLT Meetings Data Chats Team Meetings	STAR Test Mini BATs BAT 2 Classroom Walkthroughs
4	Meeting the needs of various learners	Students will be provided with differentiated instruction to address their needs. Targeted students will be receiving individualized instruction driven by data and teacher observation	Reading Coach Team Leaders Administration	Team Discussion Monthly data chats with classroom teacher	STAR Test Mini BATs BAT 2 Classroom Walkthroughs
5	Deficiency in fluency	Utilize fluency builders in Treasures, Great Leaps, Read Naturally and small group instruction to develop fluency in reading.	Classroom teachers Team Leaders Reading Coach	Classroom walkthroughs Team Meetings Weekly Assessments FCIM	Treasures Fluency Assessment DAR Test STAR Test

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:
N/A	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
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:	To increase the total number of students achieving levels 4 & 5 by 2%. (10)
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (257) 257 out of 479 students scored at Level 4 or above on the Reading FCAT 2.0.	55% (266) At least 184 out of 484 students will score a Level 4 or above on the Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to collaborate on differentiated instruction	Bi-monthly PLC meetings	PLC Facilitator	Monthly Reflective conversations at team leader meeting with team leader	Teacher-made tests and Treasures Story Selection Assessments
2	Students have limited exposure to high-complexity questions.	Reading Coach will provide teachers with resources on higher-text complexity and questioning.	PLC chair/Reading Coach	Monthly Reflective conversations at team leader meeting with team leader	Treasures assessments, Classroom Walkthroughs, & teacher made tests
3	Providing level 4 and 5 students with enriching lessons although they may not have been placed in the Gifted/High Achiever Class	Afford teachers of the gifted/high achievers with common planning time with regular education teachers in order to share enrichment strategies.	Team Leaders Reading Coach Administration	Monthly reflective conversations with team leaders, data chats and classroom walkthroughs	BAT 2, Classroom Walkthroughs, STAR Test

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:

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 reading. Reading Goal #3a:	To increase the total number of students making learning gains by 2%. (19)
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (264) 264 out of 317 students demonstrated learning gains on the Reading FCAT 2.0.	85% (283) At least 283 out of 334 students will demonstrate learning gains on the Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to identify and explain the purpose of text features and how it impacts meaning in the text.	Model think alouds during small group discussion using a variety of fiction & non-fiction texts (Jr. Great Books, Weekly Reader,novels, periodicals, etc.)	Classroom teacher	Reading teachers will facilitate their students in collaborative discussions to meaning; students will interact with the texts culminating in their responses in Reading Response Logs, student oral responses, as well as explanations. Data chats will follow	Effectiveness will be determined by a variety of responses (i.e. Free Form Maps, Role Audience Format Topic (RAFT), Benchmark Assessment Test (BAT) & FCAT 2013
2	Lack of ability to guide students in their reading choices, and motivate them to increase their time spent reading.	Students in grades K-5 will participate in reading incentive programs (Reading Across Broward, Book It, Book Buddies and Accelerated Reader)	Reading Coach Leadership Team Teacher	Classroom Walkthroughs, Data Chats, FCIM, Team Meetings	BAT 2, Mini-BATS, Weekly Reading Assessments, FCAT 2013
3	Reading skills and strategies infused in all content areas	Reading strategies and skills will be taught in all content areas (Math, Science & Social Studies)	Administration, Leadership Team, Reading Coach, Teacher	Classroom Walkthroughs, Data Chats, Team Meetings	BAT 2, Mini BATS, STAR Test, FCAT 2013

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:	To increase the number of students making learning gains by 2% (2)
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (55) 55 out of 69 students in the lowest 25%ile made learning gains on the Reading FCAT 2.0.	82% (68) At least 68 out of 83 students in the lowest 25%ile will show learning gains during the 2012-2013 Reading FCAT 2.0 assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited scaffolding & differentiated instruction	Differentiating instruction through the use of evidence based materials (Rewards, Great Leaps, Phonics for Reading & Wilson as needed) outside of the adopted basal.	Classroom teacher	Team planning, on-going student progress monitoring	Weekly chapter tests Mini BATs & BAT
2	Differentiated instruction and student familiarity with NGSSS style questions & test format	Provide and train teachers on FCAT 2.0 Item Test Specs.	Classroom teachers & Administration	Weekly team planning, progress monitoring & automatic of individual student performance level in computer programs	Mini BATs
3	Limited support personnel to implement supplemental reading programs	Recruit and train volunteers for programs such as Great Leaps.	Reading Coach & Volunteer Coordinator	Recording the total number of volunteer minutes working with students on selected reading programs	Monthly volunteer sign-in sheets
4	Students have limited english proficiency	Recruit volunteers to pull out ELL students in the lowest quartile to reinforce reading skills with ELL Readers.	Reading Coach & Volunteer	On-going assessments & data chats	STAR Test, Weekly Tests, Mini BATs, BAT

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 : Based on the 2011-2012 data, students in grades 3 - 5 will increase reading proficiency by 2% annually.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80%	83%	85%	87%	88%	

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:	Based on the State's AMO projections in each subgroup, the number of students not making satisfactory progress will meet or surpass expectations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following subgroups did not make satisfactory progress in Reading 19% White (54) 19% Black (6) 24% Hispanic (26) 16% Asian (6)	Based on the State's AMO projections in each subgroup, the following subgroups not making satisfactory progress in Reading will be: 14% White (48) 33% Black (10) 22% Hispanic (26) 14% Asian (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students inability to adequately utilize reading strategies in the Literary Texts & Vocabulary strands of the FCAT.	To provide tutorials and individualized reading instruction specific to student needs.	Classroom teacher Reading Coach Grade chairs Administration	FOCUS On-going monitoring & data chats Monitor student progress through Successmaker reports	BAT Mini-BATs Successmaker reports Treasures FCAT assessments
2	Lack of motivation to read on-level self-selected fiction and non-fiction texts.	Introduce Accelerated Reader and motivate them to reach individual and school-wide goals	Reading Coach, Classroom Teacher & Administration	Monitor Accelerated Reader goals of students in subgroups	BAT 2, Mini BATs & STAR Test
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	At least a 2% increase in the number of ELL Students who are proficient on the FCAT 2.0 Reading Assessment during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (2) 2 out of 9 ELL Students were proficient on the FCAT 2.0 Reading Assessment during the 2011-2012 school year.	25% (4) At least 3 out of 12 ELL Students will be proficient on the FCAT 2.0 Reading Assessment during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English	ELL students will receive remediation on vocabulary instruction using the ESOL Matrix Strategies	Reading Coach ESOL Coordinator Teachers	Formative Assessments	Chapter tests & Unit Tests

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:	A 2% increase in the number of students meeting proficiency on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (29) of Students with Disabilities meet proficiency on the FCAT 2.0 Reading Assessment during the 2011-2012 school year.	54% (31) of Students with Disabilities will meet proficiency on the FCAT 2.0 Reading Assessment during the 2012-2013 school year.

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	Travel time from general education classroom to ESE classroom	Assigning an ESE certified teacher in each of the grade levels to allow students to be serviced within their classrooms.	Administration	Formative Assessments	BAT 2, Mini BATs, STAR Test and Weekly Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	An increase of 2% in the number of Economically Disadvantaged students meeting proficiency on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (50) of Economically Disadvantaged students were proficient on the FCAT 2.0 Reading Assessment.	At least 68% (53) of Economically Disadvantaged students will be proficient on the FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of notification regarding students approved by the district through the on-line FRL application	Identify FRL students monthly	Administration & Cafeteria Manager	Monthly Progress monitoring of DWH & Cafeteria Manager's report of new approved FRL students	DWH
2	Becoming aware of the economically disadvantaged students in each class and monitoring their progress	Completion of cumulative data summary sheet by each teacher identifying FRL students, updating the data and monitoring the students	Teachers & Administration	Data chats with administration and reading coach quarterly	Chapter tests & Mini-BATs

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
Training will take place on the STAR assessment. Teachers will learn how to generate and interpret reports in order to analyze data.	K-5	STAR Trainer	K-5 Teachers	August 14, September 11 & 18, October 2 & 26, January 18 and March 5	Data Chats, PLC Group meetings	Administration, Literacy Leadership Team, Reading Coach
Teachers will be trained on the Unwrapping of the Common Core ELA Standards.	K-5 & Specials Teachers	Literacy Leadership Team & PLC Facilitators	School-wide	August 14, September 4, September 11, October 16 & 30 and January 8	Classroom Walkthroughs & PLC Team Meetings	Administration, Reading Coach & Literacy Leadership Team
Training will take place on the Accelerated Reader program.	K-5	Accelerated Reader Trainer and AR Team (teachers that have used the program before)	School-wide	October 26 & November 13	Classroom Walkthroughs & Accelerated Reader Reports	Administration, Reading Coach & Literacy Leadership Team
CPST and the RTI Process	K-5	Reading Coach & CPST Team	K-5 Teachers	September	CPST Meetings with Grade Level Teams	CPST Team & Reading Coach

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STAR and Accelerated Reader	STAR is a research-based assessment tool that will allow teachers to provide students with books in their zone of proximal development and monitor their learning gains. Accelerated Reader is a motivating program which will entice students to make and meet reading goals.	PTA	$0.00
AR Book Labeling Kit	Identify books with AR levels in order to assist students in selecting books that are on their Reading levels.	School Accountability Funds	$349.00
Treasures Reading Program	Purchase Treasures Books to ensure students are receiving instruction in the district adopted series (also meet CCC Compliance).	School Accountability Funds	$75.00
			Subtotal: $424.00
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
Extended Learning Opportunities - Reading Camp	Reading Comprehension program materials	School Accountability Funds	$200.00
			Subtotal: $200.00
			Grand Total: $624.00

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:	At least a 2% (39 out of 55) increase in the number of ELL Students showing proficiency in Listening / Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
69% (46) 46 out of 66 students were proficient in Listening / Speaking.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Provide students with opportunities to listen and speak in a non-threatening environment.	Teachers will incorporate more collaborative assignments wherein the ELL students take on roles and participate in listening and speaking in order to complete their assignments.	ESOL Coordinator Administration	Work samples CELLA Scores	CELLA Assessment Observations

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:	At least a 2% (23 out of 55) increase in the number of ELL Students who are proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
39% (26) 26 out of 66 ELL Students were 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
1	Limited understanding of vocabulary words used in the curriculum	Teachers will expose ELL students to vocabulary words through various	Classroom Teacher ESOL Coordinator	Team Discussions Data Chats	CELLA BAT 2 Assessment Unit Assessments

		modalities, including but not limited to, realia, visuals and tactile.			
2	Providing ELL students with reading instruction on their instructional level in order to develop reading skills and strategies	A1-A2 students in grades 3-5 will participate in the Core Reading Instruction on their grade level as well as receive Reading instruction on their instructional Reading level.	ESOL Coordinator Reading Resource Specialist	Data Chats	CELLA BAT 2 Assessment Unit Assessments STAR

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	At least a 2% (26 out of 55) increase in the number of ELL Students showing proficiency in Writing.
2012 Current Percent of Students Proficient in writing:	
45% (30) 30 out of 66 ELL Students were 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
1	Limited ability to elaborate on ideas in writing due to the limited English proficiency	Teachers will model how to elaborate on ideas after reading a story on the student's instructional level and generating ideas based on the selection read	Classroom Teacher Administration	Data Chats Team Discussions	Writing Samples Writing Rubrics CELLA
2	Understanding of the grammatical nuances of the English language	ESOL students participate in writing conferences with teachers to discuss grammatical errors Peer buddy is assigned to the ELL student during the editing process in order to develop a better understanding of the written language	Classroom Teacher ESOL Coordinator	Data Chats Team Discussions	Writing Samples Writing Rubrics CELLA

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:	To increase the total number of students achieving Level 3 in mathematics by 2%. (9)
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (111) 111 out of 479 students scored Level 3 on the FCAT 2.0 Mathematics Assessment during the 2011-2012 school year.	At least 28% (135) At least 135 out of 484 students will score Level 3 on the FCAT 2.0 Mathematics Assessment administered in April, 2013.

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' understanding of geometry and measurement skills impact their ability to respond to high-order questions.	Implement District resources in BEEP, IFCs, CCSS and Successmaker to drive instruction for students	Administration Reading Coach Team Leaders	Florida Continuous Improvement Model	Chapter Tests, Big Idea Assessments, BAT 2, Mini-BATs, District Assessments
2	Students' understanding of science concepts and vocabulary in Earth and Space affect their ability to respond to higher-order questions.	Collaborating with Science Resource Teacher, developing Interactive Science Journals and the 5 E's Learning Cycle (Engagement, Exploration, Explanation, Elaboration & Evaluation)	Science Resource Teacher Team Leaders Administration	Collaboration team meetings with Science Resource Teacher	Mini BATS Fusion Chapter/Unit Assessments BAT 2
3	Insufficient instructional time with manipulatives	Greater emphasis on differentiated instruction and developing the concepts from concrete to abstract thinking through the use of manipulatives as an instructional aid in small group instruction and in student (Grab and Go) centers.	Classroom teacher	Teacher observation and facilitation	Mini-BATS, Chapter Tests, Big Idea Assessments and BAT 2.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the total number of students achieving at or above Achievement Level 4 on the FCAT 2.0 Mathematics Assessment by 2% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (280) 280 out of 489 students scored at or above Achievement Level 4 on the FCAT 2.0 Mathematics Assessment during the 2011-2012 school year.	At least 60% (290) At least 290 out of 484 students will score at or above Achievement Level 4 on the FCAT 2.0 Mathematics Assessment administered in April, 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for enrichment activities/centers	Differentiated instruction and develop enrichment math centers	Classroom teacher	Teacher observation and facilitation	Go Math Assessments
2	Limited opportunities for teachers of the gifted/high achievers to share best practices/strategies with general education teachers with high performing students	Provide common planning time for general education teachers to meet with gifted teachers and share strategies and practices that will enhance the learning of the high achieving students.	Team Leaders	Formative Assessments	Go Math Assessments & BAT 2

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
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:	To increase the total number of students making learning gains in mathematics by 2% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (264) 264 out of 318 students showed learning gains in mathematics on the FCAT 2.0 Assessment during the 2011-2012 school year.	85% (283) At least 283 out of 334 students will show learning gains on the FCAT 2.0 Mathematics Assessment during the 2012-2013 school year.

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 receiving sufficient skill-based instruction in small groups	Teachers will analyze data and implement small group differentiated instruction	Classroom Teachers & Administration	Formative Assessments	Chapter Tests, Big Idea Tests & BAT 2

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
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:	To increase the total number of students in the lowest 25% ile making learning gains by 2% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (30) 30 out of 45 students in the lowest 25%ile made learning gains on the FCAT 2.0 Math Assessment.	70% (58) At least 58 out of 83 students in the lowest 25%ile will show learning gains on the FCAT 2.0 Math Assessment administered in April, 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited scaffolding and differentiated instruction	Differentiating Instruction through the use of evidence-based materials (Soar to Success & Touch Math) Differentiated Instruction Training	Classroom teacher & Gradechair	On-going Progress Monitoring & conduct data chats with students	Mini-BATs, BATs & Quia teacher made assessments
2	Understanding how to identify the lowest 25% and their areas of weaknesses	Data chats will take place to discuss students in the lowest quartile and their individual needs.	Administration	Data chats & Assessments	Go Math Chapter Tests, Big Idea Tests & BAT2

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 : Based on the 2011-2012 data, students in grades 3 - 5 will increase math proficiency by 2% annually. .

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	85	88	89	90	91	

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:	Based on the State's AMO projections, the following students not making satisfactory progress in mathematics will meet or surpass expectations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following subgroups did not make satisfactory progress in Mathematics: 15% White (43) 25% Black (8) 27% Hispanic (29) 8% Asian (3)	Based on the State's AMO projections, the following subgroups not making satisfactory progress in Math will be: 9% White (31) 23% Black (14) 20% Hispanic (23) 9% Asian (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	Identifying the subgroups and monitoring their progress	Completion of cumulative data summary sheet by each teacher identifying the subgroups	Teacher & Administration	Quarterly Data Chats	Administrative Observations and Go Math Chapter Tests

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:	At lease a 2% (3) increase in the number of ELL Students who are proficient on the FCAT 2.0 Reading Assessment during the 2012-2013 school year.

2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2) 2 out of 9 English Language Learners (ELL) did not make satisfactory progress in math.	24% (3) At least 3 out of 12 English Language Learners (ELL) will be proficient on the FCAT 2.0 Mathematics Assessment administered in April, 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English impacts ELL students' understanding of math word problems.	Teachers will provide students with additional support and strategies (using the ESOL Matrix) that can be used to be able to read and understand math word problems in order to compute them successfully.	Classroom Teacher & ESOL Liaison	Formative Assessment	BAT 2 Test, Chapter Tests, Big Idea 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:	A 2% increase in the number of students meeting proficiency on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (33) 33 out of 56 students with disabilities (SWD) showed satisfactory progress in math.	61% (35) 35 out of 57 students with disabilities will be proficient on the FCAT 2.0 mathematics assessment administered in April, 2013.

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 understanding higher-order problem solving questions	Utilization of manipulatives and graphic organizers to assist with problem solving questions	ESE Teacher and Administration	PLC/SIP Meetings Team Discussions Data Chats	BAT 2, FCAT Big Idea Assessments Chapter Tests

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:	A 2% increase in the number of Economically Disadvantaged students showing satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (40) of Economically Disadvantaged students were proficient and showed satisfactory progress in mathematics.	At least 68% (52) of Economically Disadvantaged students will be proficient (or show satisfactory progress) on the FCAT 2.0 Mathematics Assessment.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of notification regarding students approved by the district through the on-line FRL application	Identify FRL students monthly	Administration & Cafeteria Manager	Monthly Progress monitoring of DWH & Cafeteria Manager's report of new approved FRL students	DWH
2	Awareness of newly identified subgroup	Completion of cumulative data summary sheet by each teacher	Teachers & Administration	Data chats with administration quarterly	Chapter tests & Mini-BATs

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
Unwrapping the Math CCSS through the district's Defining the Core site	K-5 & Specials/Math	PLC Facilitators	School-wide	October - ongoing	PLC Meetings/ Team Meetings	Summer Leadership Team, PLC Facilitator & Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	A 2% increase (4) in the number of students scoring Achievement Level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (54) 54 out of 165 students scored Achievement Level 3 in Science.	34% (58) 75 out of 172 students will score at Achievement Level 3 on the Science Assessment administered in April, 2013.

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' understanding of science concepts and vocabulary in Earth and Space affect their ability to respond to higher-order questions.	Collaborating with Science Resource Teacher, developing Interactive Science Journals and the 5 E's Learning Cycle (Engagement, Exploration, Explanation, Elaboration & Evaluation)	Science Resource Teacher Team Leaders Administration	Collaboration team meetings with Science Resource Teacher	Mini BATS Fusion Chapter/Unit Assessments BAT 2
2	Students'exposure higher level text complexity.	Building complex vocabulary, integrating science informational text in reading block to teach reading strategies. Utilizing other resources such as Science World, Sciencesaurus, Time for Kids to vary text complexity	Science Contact Team Leaders PLC Committees Classroom teacher	Team discussions PLC meetins. Data chats	District Science Fair Rubric STAR reports Mini-BATs
3	Students need a thorough understanding of the scientific process	Collaborating with the Science Resource Teacher, Students participating in the District Science Fair. Classrooms conducting hands-on activities and practicing the scientific process. Providing opportunity for students to join a Solar Science Club to conduct hands on activities utilizing the scientific process.	Administration Science Resource Teacher Classroom Teacher PLC Committees	Team Discussions Data chats PLC meetings Students in grades 3-5 will submit individual science projects utilizing the scientific method. Students in K-2 will conduct classroom experiment that utilizes the scientific method.	District Science Fair Rubric. Mini BAT's Science Unit 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	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
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:	To increase the total number of students scoring at Achievement level 4 in science by 2% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (61) 61 out of 165 students scored at or above Achievement Level 4 in Science.	39% (67) At least 67 out of 172 students will score at or above Achievement Level 4 in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for continuous enrichment	Include a Science Lab Special into the Specials Rotation.	Science teacher	On-going progress monitoring and data chats with classroom teachers & administration	Mini-BATs
2	Enhance identifying and applying process skills.	Interactive Centers, Differentiated instruction. Utilize Brain-Pop, Think Central	Classroom Teachers Science Resource Teacher	Team discussions PLC committees Data chats	Mini BAT's BAT 2 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
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
5 E's	K-5	PLC Coordinator	School-wide	Monthly PLC meetings	Science Journals	PLC committees Classroom teacher Science Resource Teacher
On-line resources such as Brain Pop, Think Central, Promethean Flipcharts, Active Expression	K-5	PLC Coordinator	School-wide	Monthly PLC meetings	Science Journals	PLC Committees Classroom Teacher Science Resource Teacher.
Varying Text Complexity with informational text	K-5	PLC Coordinator	School-wide	Mothly PLC meetings	Science Journals Hands on acitivities in the Science lab	PLC Committees Classroom Teacher Science Resource Teacher.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use supplemental materials to support FCAT 2.0 SSS Science Standards	Purchase Sciencesaurus as a supplemental text	SAC	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students 24/7 access to educational information on computers spotlighting science and science standards	Purchase Brain Pop / Brain Pop Jr.	SAC	$2,100.00
			Subtotal: $2,100.00
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
Science Resource Teacher will facilitate 5th grade Everglades Field Trip.	Substitute Funds	SAC	$360.00
			Subtotal: $360.00
			Grand Total: $2,860.00

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 number of students that score at or above Achievement Level 3.0 on the FCAT Writing Assessment by 2% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (149) 149 students out of 162 scored at Achievement Level 3.0 or higher in writing.	94% (151) At least 152 out of 162 students will score at Achievement Level 3.0 or higher on the writing FCAT Assessment administered in February, 2013.

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 incorrect use of conventions in writing.	During instruction, teachers will incorporate correct grammar and punctuation lessons. Emphasis will be placed on the editing process of writing.	Administration Classroom Teacher	Data Chats with Teams Team Meetings PLC Meetings	Writing Samples Florida Writes Writing Rubrics
2	Motivating students to write for an audience	Students will participate in an author's night where they will display and share their writing to the community.	Classroom Teacher Publishing Center Team Leaders Administration	Student Submissions to Publishing Center Data Chats	Published Stories FCAT Writes Writing Samples
3	Awareness of the importance of editing a writing piece	Published author will visit the school and share with the students the process that authors have to go to in order to get their books published. Students will be informed of the various times authors have to edit their work before submitting it.	Reading Coach Administration	Team Discussions Data Chats Observation Trends	Writing Samples Writing Rubrics Florida Writes

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:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	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
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
Integrating Language Arts in the Curriculum	K-5	PLC Leader	PLC Meeting	November 27	Writing Samples and Portfolios	Administration

Writing Budget:

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

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 by .2%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.8% (166874/180 or 927 avg.) 927 out of 958 students showed daily attendance last year.	97% (161155/180 or 895) 895 out of 923 students will show daily attendance averages during the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5% (47) 51 out of 927 students had 10 or more Absences.	4% (37) Fewer than 37 students out of 923 will have more than 10 Absences (Excessive) during the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
5% (49) 49 out of 927 students had 10 or more Tardies.	4% (36) Fewer than 36 students out of 923 will have more than 10 tardies during the 2012-2013 school year.

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	Seasonal illness	To educate students on healthy lifestyle habits	Classroom teacher	Monitor and analyze daily classroom attendance and pattern. Notify Guidance/administration about concerns.	TERMS monthly reports on average student 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:	N/A
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
N/A	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	Potential for lack of fidelity in enforcing student Code of Conduct	Schoolwide review of Student Code of Conduct and Classroom Behavior Expectations	Administration and Classroom teachers	Classroom and Schoolwide observations	Discipline Matrix

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement	

Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parent participation in school activities by 1% (10)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
52% (501) registered parent volunteers	53% (511) registered parent volunteers

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of the volunteer registry list to assist in school functions	Provide better access to school staff and PTA Executive Board of volunteer registry thru the use of email communications and ParentLink Volunteer Orientation Mtg. to explain volunteer process and opportunities	Administration and PTA Executive Board	Review of event sign-in sheets and Email response to volunteer opportunities	Quarterly STAR Data

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

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

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

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:	We will contribute to expanding the number of students who will ultimately pursue advanced degrees and careers in STEM fields by promoting student involvement in more rigorous curriculum incorporating real-life application through interdisciplinary instruction. Our goal is to increase our Science proficiency scores from 69% (115) to 73% (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	Being able to provide students with interdisciplinary instruction and appropriate 21st Century skills.	Students will be instructed using project-based learning that integrates science, technology, and mathematics while engaging in activities that foster critical thinking.	Administration Science Teacher Classroom Teachers	Classroom Walkthrough Data Chats Teacher/Student Conferences	Science BAT 2 Math BAT 2 FCATExplorer
2	Students' ability to transfer acquired knowledge to real-life applications in preparation for college and career	Students will be provided with STEM-based activities during their Science Specials	Science Teacher Administration	Classroom Walkthrough Data Chats Teacher/Student Conferences	Science BAT 2 Math BAT 2

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
Developing project-		Reading				

based learning programs through GLIDES	K-5	Resource Teacher Science Teacher	Teachers in grades K-5	November 27	Presentation of GLIDES	Administrators Science Teacher

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	STAR and Accelerated Reader	STAR is a research-based assessment tool that will allow teachers to provide students with books in their zone of proximal development and monitor their learning gains. Accelerated Reader is a motivating program which will entice students to make and meet reading goals.	PTA	$0.00
Reading	AR Book Labeling Kit	Identify books with AR levels in order to assist students in selecting books that are on their Reading levels.	School Accountability Funds	$349.00
Reading	Treasures Reading Program	Purchase Treasures Books to ensure students are receiving instruction in the district adopted series (also meet CCC Compliance).	School Accountability Funds	$75.00
Science	Use supplemental materials to support FCAT 2.0 SSS Science Standards	Purchase Sciencesaurus as a supplemental text	SAC	$400.00
				Subtotal: $824.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Provide students 24/7 access to educational information on computers spotlighting science and science standards	Purchase Brain Pop / Brain Pop Jr.	SAC	$2,100.00
				Subtotal: $2,100.00
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
Reading	Extended Learning Opportunities -Reading Camp	Reading Comprehension program materials	School Accountability Funds	$200.00
Science	Science Resource Teacher will facilitate 5th grade Everglades Field Trip.	Substitute Funds	SAC	$360.00
				Subtotal: $560.00
				Grand Total: $3,484.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

*Monitoring SIP Goals
*Identifying and managing anticipated barriers
*Discuss transitions of NGSSS to Common Core
*Conducting School Uniform Policy survey
*Collaborate the appropriate disbursement of school recognition funds

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District EMBASSY CREEK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	96%	99%	82%	370	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	73%	83%			156	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?	74% (YES)	80% (YES)			154	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					680	
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 EMBASSY CREEK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	95%	96%	76%	360	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	79%	78%			157	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?	76% (YES)	71% (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					664	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested