

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ANNABEL C. PERRY ELEMENTARY

District Name: Broward

Principal: Catrice Duhart

SAC Chair: Gabrielle Tyson- Romeo

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/25/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Catrice Duhart	Bachelor of Science in Elementary Education Florida Agricultural & Mechanical University Master of Science Degree in Educational Leadership Nova Southeastern University (K-12) Endorsement Certification in Elementary Education (1-6) and Educational Leadership (K-12)	1	9	2011- 2012 Grade A - Reading Mastery- 56% - Reading Learning Gains- 70% - Mathematics Mastery- 64% - Mathematics Learning Gains- 67% - Lowest 25% making Reading Learning Gains- 68% - Lowest 25% making Mathematics Learning Gains- 69% - Writing Mastery- 91% 2010- 2011 Grade B - Reading Mastery- 65% - Reading Learning Gains- 64% - Mathematics Mastery- 70% - Mathematics Learning Gains- 60% - Lowest 25% making Reading Learning Gain %- 62% - Lowest 25% making Mathematics Learning Gain %- 64% - Writing Mastery- 93% - AYP- Black, Hispanic, Economical

					Disadvantage did not make AYP in Reading. Hispanic and Economically Disadvantage did not make AYP in Mathematics .
Assis Principal	Christopher Gentles	Bachelors of Arts Degree in History Master of Science Degree in Counselor Education Florida International University Doctor of Education Degree in Education Leadership St. Thomas University			2011- 2012 Grade (D) - Reading Mastery- 34% - Reading Learning Gains- 59% - Mathematics Mastery- 40% - Mathematics Learning Gains- 47% - Lowest 25% making Reading Learning Gain %- 65% - Lowest 25% making Mathematics Learning Gain %- 52% - Writing Mastery- 71% - AYP- African American and Economically Disadvantaged students did not make AYP in Reading and Math. 2010- 2011 Grade C - Reading Mastery- 51% - Reading Learning Gains- 53% - Mathematics Mastery- 65% - Mathematics Learning Gains- 50% - Lowest 25% making Reading Learning Gain %- 49% - Lowest 25% making Mathematics Learning Gain %- 64% - Writing Mastery- 94% - AYP- African American and Economically Disadvantaged students did not make AYP in Reading and Math.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Amira Paschal	Bachelor of Science Degree in Elementary Education Masters of Science Degree in Reading Certification in Reading (K-12), Elementary Education (K-6) Endorsement in ESOL	2	2	2011- 2012 Grade A - Reading Mastery- 56% - Reading Learning Gains- 70% - Mathematics Mastery- 64% - Mathematics Learning Gains- 67% - Lowest 25% making Reading Learning Gains- 68% - Lowest 25% making Mathematics Learning Gains- 69% - Writing Mastery- 91% 2010- 2011 Grade B - Reading Mastery- 65% - Reading Learning Gains- 64% - Mathematics Mastery- 70% - Mathematics Learning Gains- 60% - Lowest 25% making Reading Learning Gain %- 62% - Lowest 25% making Mathematics Learning Gain %- 64% - Writing Mastery- 93% - AYP- Black, Hispanic, Economical Disadvantage did not make AYP in Reading. Hispanic and Economically Disadvantage did not make AYP in Mathematics . 2009-2010 Grade C Reading Mastery -63% Reading Learning Gains - 69% Mathematics Mastery - 54% Mathematics Learning Gains - 60% Lowest 25% Making Reading Learning Gain- 53%

					<p>Lowest 25% Making Mathematics Learning Gain% - 65%</p> <p>Writing Mastery - 81%</p> <p>Science Mastery - 32%</p> <p>AYP - Black, Economical Disadvantage and Students with disability did not make AYP in Reading. In Mathematics, Black, Economical Disadvantage and Student with disability did not make AYP.</p>
Math	Yesenia Sanchez	<p>Bachelor of Science Degree in Psychology</p> <p>Master of Science Degree in Elementary Education</p> <p>ESOL (K-12) Endorsement Certification in Elementary Education K-6</p>	2	2	<p>2011- 2012</p> <p>Grade A</p> <ul style="list-style-type: none"> - Reading Mastery- 56% - Reading Learning Gains- 70% - Mathematics Mastery- 64% - Mathematics Learning Gains- 67% - Lowest 25% making Reading Learning Gains- 68% - Lowest 25% making Mathematics Learning Gains- 69% - Writing Mastery- 91% <p>2010- 2011</p> <p>Grade B</p> <ul style="list-style-type: none"> - Reading Mastery- 65% - Reading Learning Gains- 64% - Mathematics Mastery- 70% - Mathematics Learning Gains- 60% - Lowest 25% making Reading Learning Gain % - 62% - Lowest 25% making Mathematics Learning Gain % - 64% - Writing Mastery- 93% - AYP- Black, Hispanic, Economical Disadvantage did not make AYP in Reading. Hispanic and Economically Disadvantage did not make AYP in Mathematics . <p>2009-2010</p> <p>Grade C</p> <ul style="list-style-type: none"> Reading Mastery -63% Reading Learning Gains - 69% Mathematics Mastery - 54% Mathematics Learning Gains - 60% Lowest 25% Making Reading Learning Gain- 53% Lowest 25% Making Mathematics Learning Gain% - 65% Writing Mastery - 81% Science Mastery - 32% AYP - Black, Economical Disadvantage and Students with disability did not make AYP in Reading. In Mathematics, Black, Economical Disadvantage and Student with disability did not make AYP.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meeting of new teachers with Principal through New Educator Support System (NESS)	Principal	Ongoing	
2	2.Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3	3.Soliciting referrals from current employees	Principal	N/A	Announcements will be made during faculty meetings as the need arises.
4	4. Advertisement of teacher vacancies and shortages are made via district's employment Information website and teacher recruitment job fairs	Principal	N/A	Advertisements will be made as vacancies arise.
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	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
49	10.2%(5)	24.5%(12)	57.1%(28)	8.2%(4)	44.9%(22)	100.0%(49)	18.4%(9)	2.0%(1)	73.5%(36)

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
Yesenia Sanchez, Mathematics Coach	Natalie Quinones, Mrs. Ross	Ms. Quinones and Mrs. Ross are new to K and learning the curriculum. Mrs. Sanchez, their mentor, will provide support, model classroom strategies, and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.
Amira Paschal, Reading Coach	Robin Adler	Ms. Adler is new to 1st and learning the curriculum. Mrs. Paschal, her mentor, will provide support, model classroom strategies, and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.
Georgia Hocke	Denise Lane	Mrs. Lane is new to 2nd grade and learning the curriculum. Mrs. Hocke, her mentor, will provide support, model classroom strategies and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.
Candena Sands	Debra Friedman	Teacher requires instructional support based on administrative observations through classroom	-Weekly Observations - Weekly Meetings

		snapshots.	
Rhoda Kondiah	Forlette Trail, Mae Young	Ms. Trail, and Ms. Young are new to 3rd and learning the curriculum. Mrs. Kondiah, their mentor, will provide support, model classroom strategies, and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.
Simone Lewis	Gabrielle Tyson-Romeo	Mrs. Romeo is new to 5th grade and learning the curriculum. Ms. Lewis, her mentor, will provide support, model classroom strategies and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.
Maritza Morel	Juanita Christopher	Mrs. Christopher is new to 2nd grade and learning the curriculum. Ms. Morel, her mentor, will provide support, model classroom strategies and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.
Carolyn Smith	Anne Fedderman	Mrs. Fedderman is new to PreK and learning the curriculum. Mrs. Smith, her mentor, will provide support, model classroom strategies and instruction.	Mentor and Mentee will meet bi-weekly to discuss evidence based strategies. Time will be given for feedback, coaching, and planning.

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

Funds are used to fund teachers' salary and purchase materials to implement staff developments. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school.

Violence Prevention Programs

N/A

Nutrition Programs

- 1)The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2)Nutrition education as per state is taught through physical education.
- 3)The School Food Service Program, school breakfast , school lunch and after care snack follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

Head Start is a national, federally funded program, providing comprehensive services for our low-income preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services. Families attend at no cost. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Each class of 15 - 20 children is staffed with a certified teacher and instructional aide. Funds are provided for teacher salaries, teacher assistants, classroom materials and supplies, district support and curriculum materials.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/ RTI Leadership Team consists of the Principal, Assistant Principal, General Education Teacher, Reading Coach, Mathematics Coach , Social Worker, School Psychologist, Speech and Language Pathologist, ESE Specialist, and an ELL representative.

The Principal, Mrs. Catrice Duhart, provides a common vision for the use of data based decision-making and ensures that the school based team is implementing MTSS/RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RTI Implementation,

communicates with parents regarding school based MTSS/RTI plans and activities.

The Assistant Principal, Dr. Christopher Gentles, serves as the Liaison of the MTSS/RTI process. He ensures that the team is implementing the MTSS/RTI process on a monthly basis, and that the intervention opportunities are provided to all the students .

The Assistant Principal, Dr. Christopher Gentles, serves as the liaison for Student Services. He will facilitate the communication between the parents and the teachers. He will ensure that all student service related issues are documented and related services are being implemented and offered to the parents.

The General Education Teacher serves as a vital role in ensuring that all Tier I instruction and intervention are being delivered. General Education Teachers will participate in data collection and collaborate with other staff to implement Tier 2 interventions. The General Education Teacher will monitor the progress of the students.

The Reading Coach, Mrs. Amira Paschal, serves as the expert in the area of Reading. She will assist the team in developing, analyzing and implementing effective reading strategies for the core curriculum and the intervention program. The Reading Coach will monitor progress of students. The Reading Coach will assist with the whole school screening process and provide early intervention strategies to teachers.

The Mathematics Coach, Mrs. Yesenia Sanchez, serves as the expert in the area of Mathematics. She will assist the team in developing, analyzing and implementing effective Mathematics strategies for the core curriculum and the intervention program. The Mathematics Coach will monitor progress of students. The Mathematics Coach will assist with the whole school screening process and provide early intervention strategies to teachers.

ESE Specialist, Mrs. Ilene Gartner - Assist General Education Teacher in the collection of student data and with the integration of core instructional activities /materials into Tier 3 instruction .

School Psychologist, Ms. Bonnie Cronenberg will participate in the collection, interpretation and analysis of data. She will facilitate the development and technical assistance for problem solving activities including data collection, data analysis, intervention planning and program evaluations as well as facilitates data based decision making activities.

Social Worker, Mrs. Veronne McMain, will work closely with the counselor to ensure all social services are being provided to our families. The Social Worker will link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

Speech and Language Pathologist will educate the team in the role that language plays in the curriculum assessment and instruction and will help to identify systemic patterns of student need with respect to language skills .

ELL Representative- Mrs. Amira Paschal, will assist teachers with the testing into and out of the ESOL program. Additionally, she will support the General Education Teacher by supplying or modeling strategies that can be used with an ELL during the core curriculum.

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

The MTSS/RTI Leadership Team meets monthly to engage in the following activities:

Review universal screening data and link instruction to instructional decisions.

Review progress monitoring data at the grade level and classroom level to identify students who are meeting / exceeding benchmarks and at moderate risk, or high risk for not meeting benchmarks. Utilizing the above information, the team will identify professional development and resources needed. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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

The MTSS/RTI Leadership Team met with the School Leadership Team and School Advisory Council to develop the School Improvement Plan. The Team provided data on Tier 1, 2 and 3 targets; academic and social/ emotional areas that needed to be addressed; helped set clear expectations for instruction(Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching and aligned processes and procedures.

MTSS Implementation

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

science, writing, and behavior.

The MTSS/RTI will utilize the school wide Baseline Data which includes the following:

- Florida Assessments for Instruction in Reading (FAIR) (Reading)
- Dynamic Indicator Basic Early Literacy Skills (DIBELS) (Reading) ,
- Individual Reading Inventory Test (IRI) (Reading) ,
- District Benchmark Assessment Test (BAT)- (Reading, Mathematics & Science)
- Diagnostic Assessment for Reading (DAR)- (Reading)
- FCAT, End Of Year Test-(Reading Mathematics & Science).
- Go Math Mathematics Inventory Test
- Mini Benchmark Assessment Test(BAT)- (Reading, Mathematics, Science)
- Monthly Prompt assessment- (Writing)
- Third and Fourth Grade weekly prompt assessments (Writing)

Progress Monitoring : PMRN, Mini Assessment, FCAT Simulation

Mid Year: FAIR, DIBELS, IRI, Benchmark Assessment Test(BAT) and Mini BAT Assessment Test

End of Year: FCAT, FAIR, DIBELS, IRI, DAR, Mathematics End of Book Test

Frequency of data days: twice a month for data analysis

Behavior: Daily or weekly behavior progress report/charts, motivation check lists, ABC charts, observations, frequency charts, FBA (Functional Behavioral Assessment), PBIP (Positive Behavioral Intervention Plan).

The following data management systems are used in the course of MTSS/RtI implementation

Tier 1: Intervention Checklist

Tier 2: Document Tier 2 Intervention Plan

Tier 3: School generated MTSS/RtI forms – paperwork tracking, note taking, RtI/CPST Student Folders

Tier 2 & 3: Data sources are the Intervention Records and progress monitoring graphs generated for individual students utilizing Easy CBM.

Describe the plan to train staff on MTSS.

Professional development will be provided during a faculty meeting/planning day in the first quarter of the school year and at grade level meetings throughout the school year.

Describe the plan to support MTSS.

- Monthly conferences to discuss MTSS progress monitoring with the teacher and MTSS Team
- Identify students who are at the Tier II and III level at the beginning of the year
- Weekly team meetings to collaboratively review MTSS identified students
- Classroom teachers will attend on-going trainings to ensure the MTSS process is being implemented effectively (Trainings facilitated by MTSS Team)
- On-Going Tier intervention trainings

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school- based literacy leadership team will consist of the
Principal, Catrice D. Duhart
Assistant Principal, Dr. Christopher Gentles
Reading Coach, Amira Paschal
Mathematics Specialist, Yesenia Sanchez

ESE Specialist- Ilene Gartner
PreK- Ms. Donna Adcock
Kindergarten - Ms. Mirella Powers
First - Ms. Latrice Austin
Second - Ms. Georgia Hocke
Third - Ms. Rhoda Kondiah
Fourth- Ms. Candena Sands
Fifth - Ms. Simone Lewis

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

The Literacy Leadership Team will meet monthly to plan the upcoming literacy initiatives for this school year. In addition, the Literacy Leadership Team will assess and analyze the effectiveness of the major initiatives that have been put in place.

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

The major initiatives of the Literacy Leadership Team for the 2012- 2013 school year are:

- Reading Week, which will consist of Guest Readers, Parent Readers on Parade, and Characters on Parade.
- Weekly Reading Razzles where the entire school reads a book of their choice and keep a reflection journal of the books read.
- Accelerated Reader Olympics
- Non-Fiction Log (NFL) where students keep a running reading log of nonfiction books.
- CNN Student News (Fifth Grade Only) where teachers select and develop higher order thinking reading comprehension questions to accompany and assign pod casts
- Book It - school wide reading incentive program
- School wide Fluency Program

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.

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

relevance to their future?

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 48% (145) of all students in grades 3-5 will score a level 3 on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (135)	48% (145)

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	1A.1. Students' weakness in reference and research and vocabulary.	1A.1. - Instructional Focus Calendar - Push In/ Pull Out based on students' weaknesses on the strand tests - Academic Camp - Individualized Academic Folders for students' weaknesses as per BAT 1 & BAT 2	1A.1. Principal, Assistant Principal, Reading Coach, Math Coach, Classroom Teacher	1A.1. Frequent Assessments	1A.1. - Strand Tests - Weekly Chapter Tests - IRI/ DAR
2	1A.2. Reading Comprehension which includes lack of fluency and comprehension skills.	1A.2. - Instructional Focus Calendar - Daily fluency probes in small group instruction - Academic Camp - Push In/ Pull Out based on students' weaknesses on the strand tests - Individualized Academic Folders for students' weaknesses as per BAT 1 & BAT 2	1A.2. Principal, Assistant Principal, Reading Coach, Math Coach, Classroom Teacher	1A.2. Frequent Assessments	1A.2. - Strand Tests - Weekly Chapter Tests - IRI/ DAR
3	1A.3. The Academic Performance level of the students received from NCLB choice.	1A.3. - Push In/ Pull Out based on students' weaknesses - Academic Camp	1A.3. Principal, Assistant Principal, Reading Coach, Math Coach	1A.3. Frequent Assessments	1A.3. - Strand Tests - Weekly Chapter Tests - IRI/ DAR
4	Test Anxiety	Students in grades 3-5 will participate in weekly FCAT 2.0 simulation assessments.	Principal, Assistant Principal, Reading Coach, Math Coach	Frequent Assessments	- Strand Tests - Weekly Chapter Tests - Previously released DOE FCAT Assessment

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

of improvement for the following group:

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 2013, 34% (103) of 3rd- 5th grade students will score above proficiency on the Reading FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (94)	34% (103)

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	2A.1. - Infrequent progress monitoring of level 4 and 5 students	2A.1. - Frequent progress monitoring using a variety of assessment tools - Student conferencing to discuss progress	2A.1. Principal, Assistant Principal, Reading and Mathematics Coach, Leadership Team	2A.1. - Quarterly Data Chats - Weekly reflective conversations during PLC meetings - Weekly Classroom Walkthroughs	2A.1. - Strand Tests - Weekly Comprehension Assessments - IRI, DIBELS ORF, and EZCBM
2	2A.2. Include higher order questions in lesson plans and delivery.	2A.2. Students will participate in project - based activities, hands on activities in addition to utilizing computerized instructional activities such as FCAT Explorer and Florida Achieves	2A.2. Administration, Reading Coach	2A.2. Lesson plans will be reviewed during classroom walkthroughs and submitted quarterly to Assistant Principal	2A.2. Classroom walkthroughs, computer generated reports

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:	
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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:	By June 2013, 75% (180) will show learning gains on the 2013 administration of the Reading FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (172)	75% (180)

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	3A.1. Reading Comprehension	3A.1. Student Data chats will be conducted with all students following the District BAT assessment to make them aware of their challenges and strategies that they need to improve.	3A.1. Principal, Reading Coach and Curriculum Specialist	3A.1. Data chat logs will be reviewed by administration during weekly walkthroughs.	3A.1. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are effective.
2	3A.2. Nonfiction Genres	3A.2. Teachers will infuse the Reading Benchmarks in Content Area Lesson Plans Teachers will implement a daily Non-Fiction read aloud at the beginning of the reading block Teachers will collect students' Non-Fiction Log bi-weekly(NFL) to monitor student progress	3A.2. Principal, Reading Coach and Curriculum Specialist	3A.2. During the daily classroom walkthroughs, administrators will focus their attention on the frequency of teaching the Reading benchmarks in the content area.	3A.2. Assessments will be disaggregated by teachers to determine the effectiveness of incorporating the reading benchmarks during the content area instruction.
	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

3	Students' motivation and willingness to perform	Student Data chats will be conducted with all students following District BAT Assessment	Administration, Reading Coach, Guidance Counselor, Classroom Teacher	When visiting classrooms during Content Area instruction, administrators will focus their attention to frequency to teaching the Reading Benchmarks in content area	Assessments will be disaggregated by teachers to determine the effectiveness of Reading benchmark instruction in content area
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	Based on the 2011-2012 FCAT Reading data, 72% (48) of the students in the lower quartile showed learning gains in Reading. During the 2012- 2013, 75%(50) of the students in the lowest quartile will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (48)	75% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1 Reading Comprehension- lack of fluency and comprehension skills	4A.1 Tier 1- Determine Core Instructional needs by reviewing 2012 test scores and District BAT assessment. Tier 2- Plan supplemental instruction/ intervention for students not responding to core instruction. Focus on instruction is determined	4A.1 Principal, Assistant Principal, MTSS Case Manager, Reading Coach	4A.1 Students progress is assessed using the District Minibats bimonthly.	4A.1 District Minibat

	by reviewing District BATs and minibats and will include explicit instruction, guided and independent practice. Tier 3- Plan targeted instruction for students not responding to core plus supplemental instruction.		
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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 # By 2016- 2017, we will reduce our achievement gap by 50%, resulting in 78% of our students showing proficiency in Reading. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	63%	66%	70%	74%	

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 2013, the amount of white, black, and hispanic students not making satisfactory progress in reading will be decreased by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 25% (1) Black- 47% (127) Hispanic- 31% (14)	White- 22% (<1) Black- 44% (118) Hispanic- 28% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance in our Before and After School camps	Students will be required to participate in our Before and After School academic camps.	Principal, Assistant Principal, Reading Coach, Math Coach, Classroom Teacher	Students' progress will be assessed on a bi- weekly basis.	District mini- Bats, FCAT Coach Post Assessments, and FCAT released tests.
2	Differentiated Instruction	Teachers will plan targeted instruction for students who are not responding to the core instruction as well as supplemental instruction.	Principal, Assistant Principal, Reading Coach, Math Coach, Classroom Teacher	Weekly assessments of students to monitor progress, classroom walkthroughs by administration	Chapter Tests, District minibats, Bat 1 and Bat 2, and FCAT released tests
3	Lack of Support Personnel for supplemental Instruction	Students will be provided with additional small group, targeted instruction in reading	Administration, Reading Coach, Mathematics Coach, Teachers	Student's progress is assessed using district mini- BATS bi monthly	District mini BATS, District BAT 1 and BAT 11, FCAT Released 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 reading.	By June 2013, ELL students not making satisfactory progress
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Reading Goal #5C:	in reading will be reduced to 57% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (18)	57% (17)

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 Vocabulary	Picture Dictionary	Classroom Teacher, ELL Contact	Weekly Assessments	CELLA Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, SWD not making satisfactory progress in reading will be decreased to 70% (22) on the FCAT 2.0 reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(24)	70% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and assistance in the practice of reading.	Continuous monitoring of students utilizing the Six-Minute Solution fluency drills, differentiated instruction.	Administration, reading coach, ESE specialist.	Progress monitoring fluency assessments in Treasures reading series (Pre, Mid, and Post)	- BAT I & II -FCAT Assessment 2.0
2	A barrier for students achieving learning gains in reading is the lack of vocabulary and comprehension skills.	Treasures Reading series vocabulary lessons and activities	Administration, reading coach, ESE specialist, classroom teacher	Administration of BAT Assessment and mini-BATs.	Florida Comprehensive Assessment 2.0 (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 2013, Economically Disadvantaged Students not making satisfactory progress in reading will show a 3% point decrease on the Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (131)	43% (123)

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	Attendance in Before and After School academic Camps	Students will participate in the before and after school academic camp.	Principal, Assistant Principal, Reading Coach, Math Coach	Frequent Assessments	Assessments from FCAT Coach, minibats
2	Differentiated Instruction	Teachers will plan and implement targeted instruction for students who are not responding to core instruction as well as supplemental instruction.	Principal, Assistant Principal, Reading Coach, Math Coach	Frequent Assessments	District minibats, weekly story tests (differentiated), and strand tests
3	Scheduling	Plan supplemental instruction/ intervention for students not responding to core instruction. Focus on instruction is determined by reviewing District BATS	Administration, Reading Coach	Data Chats	District BAT 1 & BAT 11
4	Limited Resources				

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
Phonics for Reading	Intervention Program	Instructional Materials	\$1,600.00
Quick Reads	Intervention Program	Instructional Materials	\$1,200.00
			Subtotal: \$2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Books and Incentive Prizes	Instructional Material	\$500.00
Riverdeep	Incentive Prizes	Instructional Material	\$500.00
			Subtotal: \$1,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Marzano's Art and Science of Teaching	Professional Development Workbook	Professional Books	\$1,600.00
			Subtotal: \$1,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	After School Tutoring	School Accountability Fund	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$8,400.00

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:		By June 2013, 51% (59) of students in Kindergarten through fifth grade will demonstrate a proficiency level in Listening and Speaking determined by the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
48%(41) of students in Kindergarten through fifth grade demonstrated a proficiency level in Listening & Speaking as determined by the 2012 CELLA					
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	Language barrier, limited school- home connection due to communication	Teachers can monitor students response with a questioning and answering technique using an idea web.	Classroom Teacher, and ESOL Coordinator	Weekly Assessment and Observation	IPT Assessment
2	Limited Vocabulary	Teachers will utilize picture dictionaries to reinforce and increase vocabulary skills.	Classroom Teacher, and ESOL Coordinator	Weekly Assessment and Observation	IPT Assessment

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:		By June 2013, 32% (28) of students in Kindergarten through fifth grade will demonstrate a proficiency level in Reading as determined by the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
29%(25) of students in Kindergarten through fifth grade demonstrated a proficiency level in Reading as determined by the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Limited Vocabulary	Teachers will use picture cards, elements of vocabulary kit, picture dictionaries, vocabulary graphic organizers	Classroom Teacher, ESOL Coordinator	Weekly Assessments, and Classroom Observations	IPT Assessment, Teacher- made assessments
2	Home School Connection	Send communication home in the native language	Classroom Teacher, ESOL Coordinator	Weekly Content Area Home- School Connection Letter	Parent Survey
3	Fluency and Comprehension	Small group instruction, and Oral Reading Fluency Drills	Classroom Teacher, ESOL Coordinator	Weekly Assessments, and Classroom Observations	IPT Assessment, Teacher- made assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 26% (23) of students in Kindergarten through fifth grade will demonstrate a proficiency level in Writing determined by the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:

23% (20) of students in Kindergarten through fifth grade demonstrated a proficiency level in Writing as determined by the 2012 CELLA

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 write due to uncertainty in English and the vocabulary of the English Language.	Teachers provide small group assistance in Writing for ESOL students.	Teachers, ELL Representative	ELL Liason will analyze data from monthly writing prompt for ELL students	Monthly Writing Prompts

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 2013, 37% (122) of the level 3 students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (113)	37% (122)

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	1A.1. Math is not a promotion criteria for students in grade 3	1A.1. Target low performing math students in grade 3 via Second grade End of the Year Assessment, checkpoint tests, Beginning of the Year Test, Big Idea Tests, and BAT 1 & 2. Provide differentiated instruction in Math for these students including small group.	1A.1. Principal, Assistant Principal, Mathematics Coach	1A.1. Weekly Assessments of Students	1A.1. Big Idea tests, checkpoint tests, BAT 1 & 2
2	1A.2. New teachers in grades 3-5	1A.2. New teachers will be paired up with veteran teachers, trainings and modeling will be provided throughout the school year via our weekly PLC meetings.	1A.2. Principal, Assistant Principal, Mathematics Coach, Team Leaders	1A.2 Conduct a needs assessment survey with the new teachers and create trainings with veteran teachers to meet their needs.	1A.2. Students' test scores on BAT 1 and 2, strand tests, and minibats.
3	1A.3. Fifth graders will be taking the computer based FCAT 2.0 Math Assessment	1A.3. Teachers will utilize Think Central to familiarize students with taking computer based assessments.	1A.3. Principal, Assistant Principal, Mathematics Coach, and Classroom Teacher	1A.3. Biweekly assessments of students.	1A.3 Big Idea tests, checkpoints, minibats, BAT 1 and 2.
4	1A.1. Understanding the Nature of Science-Strand H	1A.1. We will follow the IFC established by the district for grades k-5.	1A.1. Principal, Assistant Principal, Curriculum Specialist	1A.1. Weekly Assessments of Students	1A.1. Checkpoint (Strand) Test, science projects
5	1A.2. Understanding the practices of science.	1A.2. Classroom teacher will conduct weekly science experiments.	1A.2. Principal, Assistant Principal, Curriculum Specialist	1A.2. Weekly PLC, Collaboration with science committee, Classroom Walkthrough Administration	1A.2. PLC minutes reviewed by Principal
	1A.3. Lack of prior knowledge.	1A.3. Infuse more non-fiction Science related text into small groups, Reading Centers,	1A.3. Principal, Assistant Principal, Curriculum Specialist	1A.3. Frequent monitoring of centers by Curriculum specialist.	1A.3. Weekly Assessments, Strand Tests BAT 1 & 2

6		Fluency through QAR during the Reading block. Sharing experiences through external observations. Journal Writing.			
7	Teacher knowledge of the new math series and standards - Go Math	- Staff Development - Support of teachers from the Mathematics Coach - Weekly PLC meetings for Math with 3rd-5th	Principal, Assistant Principal, Mathematics Coach	Frequent Assessments of students	Chapter Tests, Big Idea Assessments, Checkpoint (strand) 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 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
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:	In grades 3-5, 30% (99) of students achieved above proficiency in mathematics. By 2012- 2013, 33% (109) of 3rd- 5th grade students will score a level 4 or 5 on the Mathematics FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (99)	33% (109)

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	2A.1. Lack in frequency of Progress Monitoring for above level students	2A.1. More frequent progress monitoring for above level students in Math using weekly assessments. Student and teacher conferences to discuss students progress.	2A.1. Principal, Assistant Principal, Math Coach, Classroom Teacher	2A.1. Weekly Assessments of students	2A.1. Big Idea Assessments, Chapter tests, Checkpoint Tests

2	2A.2. Scheduling/ Lack of time to enrich the high achieving students in Go Math	2A.2. Differentiated instruction based on the projects and supplementals provided through Go Math	2A.2. Principal, Assistant Principal, Math Coach, Classroom Teacher	2A.2. Classroom projects based on rubrics will be used, weekly assessments of students	2A.2. Big Idea Assessments, Chapter tests, Checkpoint Tests
3	2A.1. Nature of Science- Strand H	2A.1. Teachers will conduct a minimum of 1 science labs/ experiments per week.	2A.1. Principal, Assistant Principal, Curriculum Specialist	2A.1. Frequent assessments of students	2A.1. Strand Test
4	2A.2. Students' motivation and willingness to perform	2A.2. Student data chats will be conducted with all students following District BAT Assessment.	2A.2. Administration, Curriculum Specialist	2A.2. When visiting classrooms during Content Area instruction, administrations will focus their attention to frequency to teaching the Science Strands in content area.	2A.2. Assessments will be disaggregated by teachers to determine the effectiveness of incorporating the science strands during the content area.
5	2A.3. Lack of Exposure to the scientific process	2A.3. Teachers will conduct Bi annual Science Fairs. Students will demonstrate the scientific process through their science Projects	2A.3. Principal, Assistant Principal, Curriculum Specialist	2A.3. Frequent assessments of students	2A.3. Science Fair Projects
6	New Math Series- "Go Math", Gaps in learning due to the change in standards (NGSSS)	Professional Development, Weekly PLC's	Principal, Assistant Principal, Math Coach	Weekly Assessments of Students	Big Idea Assessments, Checkpoint tests, Chapter tests
7	Lack in frequency of Progress Monitoring for above level students	More frequent progress monitoring for above level students in Math using weekly assessments. Student and teacher conferences to discuss students progress.	Principal, Assistant Principal, Math Coach, Classroom Teacher	Weekly Assessments of students	Big Idea tests, Chapter tests, checkpoint tests, and Chapter tests
8	Scheduling/ Lack of time to enrich the high achieving students in Go Math	Differentiated instruction based on the projects and supplementals provided through Go Math	Principal, Assistant Principal, Math Coach, Classroom Teacher	Classroom projects based on rubrics will be used, weekly assessments of students	Big Idea Assessments, Chapter tests, Checkpoint 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 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 2013, 71% (171) of the students in grades 3-5 will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (165)	71% (171)

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	3A.1. Differentiated Instruction	3A.1. Utilize "Go Math" to enhance differentiated instruction in mathematics including small group, Grab and Go centers to reinforce skills, and intervention tools in the series. This will assist teacher in clearly defining student challenges so that he/she may address while teaching.	3A.1. Principal, Assistant Principal, Mathematics Coach	3A.1. Weekly Assessments of Students to monitor progress	3A.1. Chapter Tests, Big Idea Assessments, Checkpoint tests
2	3A.2. Math is not a promotion criteria for students in grade 3	3A.2. Target low performing Math students via chapter, checkpoint, and Big Idea tests, use differentiated instruction including small group to enhance Mathematics instruction	3A.2. Principal, Assistant Principal, Mathematics Coach	3A.2. Weekly Assessments of Students to monitor progress, Classroom walkthroughs by administration	3A.2. Chapter Tests, Big Idea Assessments, Checkpoint tests, Walkthroughs Logs
3	3A.3. Insufficient Progress Monitoring	3A.3. Target low performing Math students by progress monitoring them bi-weekly on deficient benchmarks	3A.3. Principal, Assistant Principal, Mathematics Coach, Teachers	3A.3. Bi-weekly Assessments to monitor progress, Classroom walkthroughs by administration	Easy CBM

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 2013, 75% (50) of the students in the lowest quartile for grades 3-5 will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (48)	75% (50)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Differentiated Instruction	4A.1. Utilizing the "Go Math" series differentiated instruction plan: including small group instruction, Grab and Go centers for reinforcement, and intervention portion of Go Math series.	4A.1. Principal, Assistant Principal, Mathematics Coach	4A.1. Weekly Assessments of Students	4A.1. Chapter tests, Checkpoint tests, Big Idea Assessments
2	4A.2. Math is not a promotion criteria for students in grade 3	4A.2. Target low performing math students via checkpoint tests, Big Idea Tests, and BAT 1 & 2. Provide differentiated instruction in Math for these students including small group to provide additional reinforcement.	4A.2. Principal, Assistant Principal, Mathematics Coach	4A.2. Weekly Assessments of Students	4A.2. Big Idea tests, checkpoint tests, Bat 1 & 2
3	4A.3. Deficiency in basic facts/ mathematics skills	4A.3. Identify and closely monitor the progress of the lowest 25 percentile, revise instruction and intervention groups as indicated by students' progress/ performance, and administer daily	4A.3. Principal, Assistant Principal, Mathematics Coach	4A.3. Progress Monitoring, weekly assessments, classroom walkthroughs	4A.3. Chapter tests, checkpoint tests, Bat 1 & 2, Big Idea Assessments

		math facts to students			
4	4A.4. Lack of exposure to hands-on instruction/ in frequent use of math manipulative	4.A.4 Daily utilization of manipulative and preparation of hands-on lessons (if needed).	4.A.4 Principal, Assistant Principal, Mathematics Coach	4.A.4 Classroom walkthroughs	4.A.4 Administrators will randomly ask students questions pertaining to manipulative usage.

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 # By the 2016- 2017 school year, we will reduce the achievement gap by 50% resulting in 80% of our student showing proficiency in Math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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 2013, white, black, and hispanic students not making satisfactory progress in mathematics will decrease by 3% on the FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 25% (1) Black- 38% (103) Hispanic- 22% (10)	White- 22% (<1) Black- 35% (94) Hispanic- 19% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding math vocabulary	Teachers in grades 3-5 will implement and use content math vocabulary word wall/ journals	Principal, Assistant Principal, Math Coach	Classroom walkthroughs	Chapter tests, strand tests, Bat 1 & 2 data, Big Idea Assessments
2	Students' usage of manipulatives	Teachers will increase the usage of manipulatives and hands-on activities to reinforce the math concepts being taught	Principal, Assistant Principal, Math Coach	Classroom walkthroughs will be used to determine trends	Big Idea Assessments, strand tests, chapter tests, minibats
3	Attendance during our after school academic camps	Students will participate in our after school academic camps	Principal, Assistant Principal, Math Coach	Attendance records will be kept on a daily basis to note students' participation	FCAT Camp attendance records, pre/ post assessments from FCAT Coach, minibats

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.	By 2013, ELL students not making satisfactory progress in
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Mathematics Goal #5C:	mathematics will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (11)	33% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students do not possess the proper working vocabulary to apply math concepts.	Expose students to a variety of opportunities and methods of learning and applying math skills via Math Frenzy Go Math Math Manipulatives Differentiated Instruction and Small Group Instruction Calendar Math Intervention strategies and FCAT Camp	Classroom teacher and ELL Liaison	Teachers will analyze individual student data on an ongoing basis to monitor student progress.	FCAT BAT Mini-BAT Go Math Chapter Test
2	Computer- based assessment	Allow students to go to the computer lab on a weekly basis to practice and become familiar with taking assessments on the computer.	Classroom teacher and ELL Liaison	Teacher will analyze individual student data on an ongoing basis to monitor student progress.	FCAT, BAT, Mini-BAT, and Online Go Math Chapter 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, SWD not making satisfactory progress in mathematics will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(20)	60% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students gain proficiency in concepts at a slower pace than others.	Expose students to a variety of opportunities and methods of learning and applying math skills	Expose students to a variety of opportunities and methods of learning and applying math skills	Administration, ESE Specialist, Math Coach	FCAT, BAT, Mini-BAT Go Math Chapter Test
	Students lack exposure to on-level math	SWD will be paired with on level students during	Expose students to a variety of	Administration, ESE Specialist, Math Coach	FCAT, BAT, Mini-BAT, Go Math

2	instruction	small group instruction in Math.	opportunities and methods of learning and applying math skills	Chapter Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	During the administration of the FCAT 2.0 during the 2011-2012 school year, 36% (105) of the economically disadvantaged students did not make satisfactory progress in mathematics. By June 2013, the economically disadvantaged students not making satisfactory progress in mathematics will decrease by 3 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (105)	33% (95)

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	Computer Based Assessment	Utilizing the computer lab during testings	Classroom Teacher	Chapter Assessments	Go Math Chapter Tests, and Monthly Checkpoints
2	Limited Vocabulary	Picture Vocabulary Cards	Classroom Teacher	Chapter Assessments	Go Math Chapter Tests, and Monthly Checkpoints

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
Weekly PLCs	3rd- 5th Math	Math Coach, Reading Coach, Assistant Principal	3rd- 5th	Weekly through April 2013	Weekly PLCs for Go Math facilitated by support staff to assist teachers with the new series and using it effectively.	Administration, Mathematics Coach
PD 360	K-5	Administration, Reading Coach, Math Coach, Team Leaders, Teacher Leaders	K-5	September 2012- May 2013	Observations, Peer Observations, Data Chats	Administration, Mathematics Coach, Reading Coach, Team Leaders, and Teacher Leaders
Common Core	K-5	Administration, Reading Coach, Math Coach, Team Leaders, Teacher Leaders	K-5	September 2012- May 2013	Observations, Peer Observations, Data Chats	Administration, Mathematics Coach, Reading Coach, Team Leaders, and Teacher Leaders

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
Riverdeep	Riverdeep, FCAT Dailies	Instructional Material	\$0.00
PD 360	Professional Development CDs which assist teachers in effective research based strategies.	Staff Development	\$2,800.00
			Subtotal: \$2,800.00
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
After School Tutoring	After School Tutoring	School Accountability Fund	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$5,800.00

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.		30% (39) of the students in 5th grade achieved proficiency in Science for the 2011- 2012 FCAT Assessment. The goal for 2012- 2013, 33% (44) of the students in 5th grade will score a level 3 in Science.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (39)		33% (44)			
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	1A.1. Understanding the Nature of Science-Strand H	1A.1. We will follow the IFC established by the district for grades k-5.	1A.1. Principal, Assistant Principal, Curriculum Specialist	1A.1. Weekly Assessments of Students	1A.1. Checkpoint (Strand) Test, science projects
2	1A.2. Understanding the practices of science.	1A.2. Classroom teacher will conduct weekly science experiments.	1A.2. Principal, Assistant Principal, Curriculum Specialist	1A.2. Weekly PLC, Collaboration with science committee, Classroom Walkthrough Administration	1A.2. PLC minutes reviewed by Principal
	1A.3. Lack of prior knowledge.	1A.3. Infuse more non-fiction	1A.3. Principal, Assistant Principal,	1A.3. Frequent monitoring of centers by Curriculum	1A.3. Weekly Assessments,

3		Science related text into small groups, Reading Centers, Fluency through QAR during the Reading block. Sharing experiences through external observations. Journal Writing.	Curriculum Specialist	specialist.	Strand Tests BAT 1 & 2
4	Students with Reading Comprehension / Fluency difficulties scoring Level 1 and Level 2 in Science	Infuse more non-fiction Science related text to Reading Centers, Fluency through QAR during Reading.	Principal, Assistant Principal, Curriculum Specialist	Frequent monitoring of centers by Curriculum specialist, Fluency assessments: Dibels ORF, IRI, DAR	Dibels ORF, IRI, DAR
5	Students' lack of knowledge in carrying out the Scientific Process (Lab Schedules)	3-5 Teachers will utilize grade level science labs.	Principal, Assistant Principal, Curriculum Specialist	Weekly assessments of students	Checkpoints Tests, FCAT Test, BAT 1 & BAT 11
6	There is a lack of science focus in the lower grade levels (K-4)	Additional training will be provided for teachers in grades K-4 to provide students with baseline knowledge to meet targeted goals.	Administration, Science Teachers, and Science Coach	Conduct administrative observations and review lesson plans to ensure science is being taught on a daily basis.	BAT 1 and 2, Mini-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 grade 5, 9% (12) of the students achieved above proficiency on the 2011- 2012 administration of the Science FCAT 2.0 Assessment. By June 2013, 12% (16) of the 5th grade students will score a level 4 or 5 on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (12)	12% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Nature of Science- Strand H	2A.1. Teachers will conduct a minimum of 1 science labs/ experiments per week.	2A.1. Principal, Assistant Principal, Curriculum Specialist	2A.1. Frequent assessments of students	2A.1. Strand Test
2	2A.2. Students' motivation and willingness to perform	2A.2. Student data chats will be conducted with all students following District BAT Assessment.	2A.2. Administration, Curriculum Specialist	2A.2. When visiting classrooms during Content Area instruction, administrations will focus their attention to frequency to teaching the Science Strands in content area.	2A.2. Assessments will be disaggregated by teachers to determine the effectiveness of incorporating the science strands during the content area.
3	2A.3. Lack of Exposure to the scientific process	2A.3. Teachers will conduct Bi annual Science Fairs. Students will demonstrate the scientific process through their science Projects	2A.3. Principal, Assistant Principal, Curriculum Specialist	2A.3. Frequent assessments of students	2A.3. Science Fair Projects

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				

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
Science Test Specification Training	K-5	Science Coach	K-5	September- November 2012	Classroom Visitation	Administration, Science Coach
Science Experiment Training	K-5	Science Coach	K-5	September- November 2012	Lesson Plans and Classroom Visitation	Administration, Science Coach
Science included in weekly PLCs	K-5	Team Leaders	K-5	Weekly	PLC Minutes	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands- On Science Kit Replenishment	Hands- On Science	Instructional Material	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Science Instruction	Science Alive	Instructional Material	\$0.00
FCAT Explorer	Science Tutorial	State	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
5E Model	Materials	School Budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	After School Tutoring	School Accountability Fund	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

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 2013, 94% (101) of the fourth grade students will score at a level 3.0 or above on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (98)	94% (101)
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 mature vocabulary to effectively achieve expected benchmarks in Expository & Narrative Writing	- Instructional Focus Calendar - Schoolwide weekly vocabulary - Writing Camp	Principal, Assistant Principal, Reading Coach	Administration will conduct classroom walkthroughs to ensure learned strategies are utilized.	Classroom Walkthrough Logs
2	Lack of the use of Conventions	- Journals - Daily Language Practice using Treasures - Instructional Focus Calendar	Principal, Assistant Principal, Reading Coach	Administration will conduct classroom walkthroughs to ensure learned strategies are utilized	Classroom Walkthrough Logs

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
Writing Process	3rd Grade	Fourth Grade Team, Reading Coach	Third grade teachers and students.	September 2012, March 2013	Students writing samples will be reviewed and scored biweekly by the teacher. The results will be analyzed and the analysis will be utilized to drive instruction. Scored	Administration, Reading Coach, Classroom Teacher

writing samples will be used to determine progress between the Pre- Test Prompt and Mid- Year Prompt.

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
Using Broward Education Enterprise Portal (BEEP)	Professional Development	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writing Prompt Analysis	Professional Development	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	After School Tutoring	School Accountability Fund	\$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:	During the 2011- 2012 school year, the attendance rate was 95%. For the 2012- 2013 school year, our attendance rate will increase to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
82	72
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
265	255

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	Mobility Rate of Students	Schoolwide incentive (i.e. attendance awards) for students who attend school on a consistent basis.	Principal, Assistant Principal	Quarterly attendance checks	Monthly attendance reports
2	Tardies	Classroom incentive	Classroom Teacher	Quarterly tardy checks	Monthly attendance reports

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
Attendance procedures and incentives	PreK- 5	IMT Liaison	School- wide	Opening of School Faculty Meeting	Monthly Attendance Report	Principal, Assistant Principal, IMT Liaison

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:	During the 2011- 2012 academic school year, 28 students were suspended. For the 2012- 2013 school year, there will be a 3% (20) decrease in the suspension rate.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
28	20
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
21	13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are repeat offenders	Referrals, classroom management training, and student expectation assemblies	Assistant Principal	Weekly "referral count" with administration during support staff meeting	Referral Check

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
Classroom Management Training	PreK-5	Principal, Assistant Principal	Schoolwide	October 2012	Classroom Walkthroughs	Administration
Student Expectation Assemblies	PreK-5	Principal, Assistant Principal	Schoolwide	September 2012	Classroom Walkthroughs	Administration
Weekly PLC to discuss students' behavior	PreK-5	Principal, Assistant Principal	Schoolwide	Weekly (Mondays)	PLC walkthroughs by support staff	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		By June 2013, 64% (460) of our parents will participate in school activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
61% (438)		64% (460)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"
2	Lack of child care services	Provide child care services for parents attending workshop	Administration	Parent Sign In Sheet	Parent 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
"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"	"See PIP"

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training- Reading, Mathematics, Writing, Science Night	Materials and supplies for workshop	Title I Parent Involvement	\$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
Reading	Phonics for Reading	Intervention Program	Instructional Materials	\$1,600.00
Reading	Quick Reads	Intervention Program	Instructional Materials	\$1,200.00
Science	Hands- On Science Kit Replenishment	Hands- On Science	Instructional Material	\$300.00
Parent Involvement	Parent Training- Reading, Mathematics, Writing, Science Night	Materials and supplies for workshop	Title I Parent Involvement	\$0.00
				Subtotal: \$3,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Books and Incentive Prizes	Instructional Material	\$500.00
Reading	Riverdeep	Incentive Prizes	Instructional Material	\$500.00
Mathematics	Riverdeep	Riverdeep, FCAT Dailies	Instructional Material	\$0.00
Mathematics	PD 360	Professional Development CDs which assist teachers in effective research based strategies.	Staff Development	\$2,800.00
Science	Science Instruction	Science Alive	Instructional Material	\$0.00
Science	FCAT Explorer	Science Tutorial	State	\$0.00
Writing	Using Broward Education Enterprise Portal (BEEP)	Professional Development	District	\$0.00
				Subtotal: \$3,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano's Art and Science of Teaching	Professional Development Workbook	Professional Books	\$1,600.00
Science	5E Model	Materials	School Budget	\$0.00
Writing	FCAT Writing Prompt Analysis	Professional Development	District	\$0.00
				Subtotal: \$1,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After School Tutoring	After School Tutoring	School Accountability Fund	\$3,000.00
Mathematics	After School Tutoring	After School Tutoring	School Accountability Fund	\$3,000.00
Science	After School Tutoring	After School Tutoring	School Accountability Fund	\$0.00
Writing	After School Tutoring	After School Tutoring	School Accountability Fund	\$0.00
				Subtotal: \$6,000.00
				Grand Total: \$14,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Extended Learning Opportunities	\$3,000.00

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

The School Advisory Council (SAC) has an important function to the success of A.C. Perry Elementary. Listed below are some of the functions of the SAC:

- A.C. Perry Elementary School Advisory Council (SAC) is the sole body responsible for final decision- making at the school related to the implementation of the provisions of section 10001.42 and 1008.345.F.S. School Improvement.
- The SAC Committee will oversee the implementation of the School Improvement Plan.
- Sponsor drives to increase parental involvement.
- Organize FCAT Family Night Events
- Assist the school to create and analyze school climate surveys for parents and students.
- Organize FCAT/ SAT Incentive Awards

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 ANNABEL C. PERRY ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	82%	96%	50%	304	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	69%	66%			135	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?	73% (YES)	67% (YES)			140	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					579	
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 ANNABEL C. PERRY ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	87%	92%	43%	296	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	63%	66%			129	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?	57% (YES)	76% (YES)			133	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					558	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested