

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL

District Name: Broward

Principal: Richard Garrick

SAC Chair: Francise Smith

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BA- University of			Principal of Lauderhill Paul Turner Elementary School 2011-2012 Grade: B  Reading Mastery: 43% Math Mastery: 53% Science Mastery: 37% Writing Mastery: 68% Learning Gains: 77% in reading and 71% in math Lowest %: 70% in reading and 85% in math AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading and Math.  Principal of Lauderhill Paul Turner Elementary School 2010-2011 Grade: A

Principal	Mr. Richard Garrick	<p>Florida, Elementary Education</p> <p>M Ed.- University of South Florida, Guidance and Counseling k-12</p> <p>Florida International University, Ed. Leadership Certification k-12</p> <p>Certifications – School Principal k-12, Guidance &amp; Counseling Pre-K – 12, Elementary Education k-6 and ESOL Endorsement</p>	3	10	<p>Reading Mastery: 61% Math Mastery: 70% Science Mastery: 54% Writing Mastery: 84% Learning Gains: 66% in reading and 73% in math Lowest 25%: 61% in reading and 76% in math AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading and Math.</p> <p>Assistant Principal of Westpine Middle School 2009-2010 Grade: A</p> <p>Reading Mastery: 68% Math Mastery: 65% Science Mastery: 47% Writing Mastery: 95% AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading while Black, Hispanic, and Economically Disadvantaged didn't meet AYP criteria in Math.</p> <p>Assistant Principal of Westpine Middle School 2008-2009. Grade: A Reading Mastery: 67% Math Mastery: 64% Science Mastery: 42% Writing Mastery: 97% AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading while Black, Hispanic, and Economically Disadvantaged didn't meet AYP criteria in Math.</p>
Assis Principal	Mr. Michael V. Billins	<p>BA- Criminal Justice, University of Florida Teacher Certification, Florida Atlantic University</p> <p>MS- Nova Southeastern Certifications – Education Leadership (All Levels), Elementary Education K-6, and ESOL Endorsement</p>	4	4	<p>Intern Principal of Lauderhill Paul Turner Elementary School 2011-2012 Grade: B</p> <p>Reading Mastery: 43% Math Mastery: 53% Science Mastery: 37% Writing Mastery: 68% Learning Gains: 77% in reading and 71% in math Lowest %: 70% in reading and 85% in math AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading and Math.</p> <p>Assistant Principal of Lauderhill Paul Turner Elementary School 2010-2011 Grade: A</p> <p>Reading Mastery: 61% Math Mastery: 70% Science Mastery: 54% Writing Mastery: 84% Learning Gains: 66% in reading and 73% in math Lowest 25%: 61% in reading and 76% in math AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading and Math.</p> <p>Assistant Principal of Lauderhill Paul Turner Elementary 2009-2010 Grade: C</p> <p>Reading Mastery: 59% Math Mastery: 59% Science Mastery: 15% Writing Mastery: 84% Learning Gains: 57% of students made learning gains Lowest 25%: 51% o in reading AYP: Black and Economically Disadvantaged did not meet AYP in</p>

					<p>Reading or Math.</p> <p>Math Specialist at Boulevard Heights Elementary 2008-2009. Grade: A Within 3rd Grade, an increase of 8 % of students demonstrated proficiency. 5th Graders demonstrated an increase of 6% totaling 79% proficiency. An overall increase from 78% to 81% occurred school-wide. Math Specialist at Boulevard Heights Elementary 2007-2008. Grade: A Within 3rd Grade, an increase of 2 % of students demonstrated proficiency. 4th graders demonstrated an increase of 10%. 5th Graders demonstrated an increase of 7% totaling 84% proficiency. An overall increase from 67% to 78% occurred school-wide.</p>
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### INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tangela Jones	B.S. in Elementary Education from Barry  ESOL Endorsed	4	8	<p>Reading Specialist 2011-2012 Grade: B</p> <p>Reading Mastery: 43% Math Mastery: 53% Science Mastery: 37% Writing Mastery: 68% Learning Gains: 77% in reading and 71% in math Lowest %: 70% in reading and 85% in math AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading and Math.</p> <p>Reading Specialist 2010-2011 Grade: A</p> <p>Reading Mastery: 61% Learning Gains: 66% in reading Lowest 25%: 61% in reading AYP: The AYP subgroups of Black, Economically Disadvantaged, and Students with Disabilities didn't meet criteria in Reading and Math.</p> <p>Reading Specialist 2009-2010 Grade: C Reading Mastery: 59% of students at or above Level 3 Learning Gains: 57% of students made learning gains Lowest 25%: 51% of lowest 25% made a year's worth of progress in reading AYP: Black and Economically Disadvantaged did not meet AYP in Reading or Math.</p> <p>Prior to coming to Lauderhill Paul Turner, served as Reading First Coach and was not assigned to a single school. She worked with the Pre-K through 2.</p>

### 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. New Educator Support System (NESS) provides to not only new teachers, but teachers that are new to the county and/or school. 2. Monthly Committee Meetings 3. National Board Mentoring Program 4. Monthly Professional Developments	1. NESS Coordinator 2. Committee Chair 3. Teachers 4. Inservice Coordinator	1. Every three years 2. Continuous 3. Continuous 4. Continuous	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	0.0%(0)	23.8%(10)	50.0%(21)	9.5%(4)	28.6%(12)	100.0%(42)	14.3%(6)	7.1%(3)	71.4%(30)

### 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
No data submitted			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

#### Title III

ELL students receive instruction by a certified ESOL teacher in content areas. The Multicultural department provides ESOL instructional materials to be used with ELL students in

#### Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

#### Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund a two-month Saturday Success program to assist struggling students in grades three through five. Funds will also be used to provide additional before and after school tutoring for fragile students in the lowest 30 percentile. Instructional staff and materials will also be provided for enrichment purposes.

#### Violence Prevention Programs

Our guidance counselor will work with whole classes and small groups (for no less than 30 minutes) to teach, model, and reinforce the following programs and/or skills:

- Anti-bullying Program
- Coping Skills
- Anger Management Skills
- Making Friends Skills
- Feeling Safe Program

#### Nutrition Programs

Fresh Fruit and Vegetables Grant

#### Housing Programs

N/A

#### Head Start

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 program.

Regarding the logistics of registering students at the elementary school, 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.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team consists of the classroom teacher, assigned case manager for each grade level, Principal Richard Garrick, Assistant Principal Michael Billins, r, Guidance Counselor Tamar Bedward, ESE Resource Teacher Amanda Spence, Reading Coach Tangela Jones, School Psychologist Tova Mitzner Speech Language Pathologist Rita Rabon, Student Service Personnel Social Worker Thomas Johnson. These individuals have been selected to the RtI team because they make up the school's Collaborative Problem Solving Team.

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

Meetings are scheduled on average twice a month. The structure is closely aligned to the district standards. The meeting's goals are to provide best methods for hard to teach students, apply problem solving techniques as part of a school-wide effort, ensure problem solving makes use of all appropriate resources, and solve problems by designing effective interventions.

Ms. Bedward will serve as the coordinator for the RtI process . She will ensure along with the RtI Team that Tier 1 data is routinely inspected in the areas of science, math, reading, writing, and behavior. This data will be used to make decisions about modifications needed to the core curricula and behavior management strategies.

This same data monitoring process will be used to screen at-risk students who may be in need of Tier 2 or Tier 3 interventions.

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?

A scheduled meeting between the RtI Leadership Team and the School Advisory Council (SAC) will be scheduled to develop the School Improvement Plan (SIP).

#### 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.

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mathematics, science, writing, and behavior.

Baseline: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 for Reading, Math and Science), and Florida Comprehensive Assessment Test (FCAT).

Midyear: Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), and Broward Assessment Test (BAT 2 for Reading, Math, and Science).

End of Year: Florida Comprehensive Assessment Test (FCAT)

Frequency of Data Chats: Twice a month for data analysis.

For Tiers 2 and 3 the data sources are the intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Qualified district personnel and/or school level personnel will conduct professional development during the week of preplanning for teachers. Additional small session professional developments will also occur throughout the school year as needed and a Professional Learning Community will be implemented. Two professional development sessions, "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place.  
The RtI team will also evaluate any additional professional development staff many require during their Leadership Team

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Curriculum Specialist, Reading Coach, Guidance Counselor, ESE Specialist, Reading Content Area Teachers, Primary Reading Curriculum Committee Members, and ESOL Contact.

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

The LLT will meet monthly to focus on literacy initiatives, programs, data, and literacy concerns throughout the school year. Team information will be shared with the staff through faculty meetings, grade level team conferences, professional learning communities, and data chat meetings.

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

The LLT team is going to promote, engage, and support staff in regular and ongoing literacy professional development.

The LLT team will use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional needs.

Ensure that teachers are using researched based resources and strategies regularly with fidelity.

Create and share activities that promote literacy.

Support and participate in classroom research.

Mentor and coach teachers and provide staff development.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/17/2012)

### \*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 program.

Regarding the logistics of registering students at the elementary school, 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.

LPT'S Orientation meetings, entitled Kindergarten Round-Up, will be held prior to the start of the school year for to be Kindergarten students and their families. This will take place to familiarize them with the school, expectations for the upcoming year, and staff members.

Prior to, or upon entering, students are assessed within the areas of basic skills/school readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing. Screening data will be collected and used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and social emotional skills identified by screening data.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 33% of students in grades 3-5 will score a level 3 on the 2012 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (63/251)	33% (83/251)

#### 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 lacking adequate vocabulary skills.	Teachers will read aloud daily using the vocabulary component from the Treasures reading series. Additionally, the teachers will implement Elements of Reading Vocabulary with fidelity. Students will be encouraged to use new vocabulary in their daily conversations and implement CAFE strategies.	Team Leader Classroom Teacher	Grade level team meetings weekly. Reading teachers participate in data chat meetings monthly. Spreadsheet monitoring student progress.	Benchmark Assessments Treasures Weekly Assessments Unit Assessments FCAT Probe FAIR Toolkit
2	Students are lacking adequate comprehension skills.	Teachers will utilize Super QAR strategies, Text Talk, graphic organizers, Accelerated Reader incentives, and think alouds to improve reading comprehension.	Classroom Teachers	Grade level team meetings weekly. Reading teachers participate in data chat meetings monthly.  FCAT Explorer generated reports. Istation Classroom Walkthroughs.	Mini Benchmark Assessments Benchmark Assessment Tests Instructional software reports Treasures Weekly Assessments Unit Assessments FCAT Probe FAIR Toolkit
3	Students are demonstrating difficulties in the area of reading stamina.	Teachers will monitor students' during small group instruction, and Daily 5.	Classroom Teacher Team Leaders	Grade level team meetings weekly. Reading teachers participate in data chat meetings monthly.  FCAT Explorer generated reports. Istation Classroom Walkthroughs	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments FCAT Probe FAIR Tool Kit
4	Students are lacking fluency.	Teachers will use familiar rereads. Monthly fluency assessments. Teachers will implement Walk to Read.	Classroom Teacher Team Leaders	Grade level team meetings weekly. Reading teachers participate in data chat meetings monthly.	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments Teacher

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:	By June 2013, 50 % of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at Levels 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (4/14)	50% (7/14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' profound cognitive disabilities inhibit their ability to communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit the ability for the development of literacy skills.	Teachers will use curriculum specifically developed for complex learners; create picture based visual supports through the use of Picture Exchange Communication System (P.E.C.'s); and read aloud activity to increase language.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Pre/Mid/Post Diagnostic Assessment  Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of reading comprehension (e.g., deeper analysis, inference, sequencing, and cause and effect relationships).	Teachers will de-clutter instructional materials; teach skills in a structured, systematic way; teach all skills explicitly through teacher modeling and extensive practice; use a token economy system to incorporate frequent breaks; and allow extra time for response.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking and Assessment  Pre/Mid/Post Curriculum Assessment  Classroom Walk-Throughs
4	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time	Teachers will use a token economy system to keep students actively engaged.	Teachers Autism Coach ESE Specialist	Week Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teacher observations	Individual tracking forms  Classroom Walk-Throughs

management, regulating emotions, processing speed, managing frustration, working memory).

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, 24% of students in grades 3-5 will score a level 3 on the 2012 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (44/251)	24% (70/290)

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 lacking adequate comprehension skills.	Teachers will utilize Super QAR strategies, Text Talk, graphic organizers, Accelerated Reader incentives, and think alouds to improve reading comprehension.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers will participate in data chat meetings monthly.	Benchmark Assessment Tests  Treasures Weekly Assessment  FCAT Probe  FAIR Toolkit  Unit Assessments
2	Students plateau at various times during reading.	Teachers will increase students' reading stamina by providing high interest reading material at the conclusion of small group activities.	Classroom Teacher	Grade level team meetings weekly. Reading teachers participate in data chat meetings monthly.  FCAT Explorer generated reports  Classroom Walk Throughs as needed and/or monthly	Mini Benchmark Assessments Benchmark Assessment Tests Unit Assessments Treasures Weekly Assessments Classroom Walk Throughs FCAT Probes FAIR Toolkit
3	Students need to develop higher order thinking skills.	Teachers will create comprehension questions using the stem-question format.	Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.	Mini Benchmark Assessments Benchmark Assessment Tests Unit Assessments Treasures Weekly Assessments Classroom Walk Throughs FCAT Probes FAIR Toolkit

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	By June 2013, 36% of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at or above Achievement level 7 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (3/14)	36% (5/14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' profound cognitive disabilities inhibit their ability to communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s)); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of reading comprehension (e.g., deeper analysis, inference, sequencing, and cause and effect relationships).	Teachers will de-clutter instructional materials; teach skills in a structured, systematic way; teach all skills explicitly through teacher modeling and extensive practice; use a token economy system to incorporate frequent breaks; allow extra time for response.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking and Assessment  Pre/Mid/Post Curriculum Assessment  Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit the ability for vocabulary development	Teachers will use curriculum specifically developed for complex learners; create picture based visual supports through the use of Picture Exchange Communication System (P.E.C.'s);	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Pre/Mid/Post Diagnostic Assessment  Classroom Walk-Throughs

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By June 2012, 83% of the students in grades 3, 4, and 5 will demonstrate learning gains on the 2012-2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (129/168)	83% (241/290)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students are demonstrating difficulties in the area of building stamina.	Teachers will monitor students' during small group instruction and infuse Daily 5.	Team Leader Classroom Teacher	Grade level meetings.  Reading teachers will participate in data chat meetings monthly.	Mini Benchmark Assessment  Benchmark Assessment  FCAT Probe  FAIR Toolkit
2	Students are demonstrating difficulties in the area of vocabulary development.	Teachers will read aloud daily using the vocabulary component from Treasures and teachers will implement elements for reading vocabulary with fidelity. Students will be encouraged to use new vocabulary in their daily conversations. Additionally, teachers will infuse CAFE strategies.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  Classroom Walk Throughs Spreadsheet monitoring Elements of Reading Vocabulary	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments FCAT Probe FAIR Toolkit
3	Students are demonstrating difficulties in the area of reading comprehension.	The students will utilize Super QAR strategies, Text Talk, graphic organizers, Accelerated Reader incentives, and think alouds to improve reading comprehension.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  Classroom Walk Throughs Istation	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments FAIR Toolkit FCAT Probe
4	Students are demonstrating difficulties in the area of reading stamina.	Students will read in Literacy Circles weekly to increase reading stamina.  Teachers will also implement Daily 5.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Istation Classroom Walk Throughs	Mini Benchmark Assessments Benchmark Assessment Tests Reading Logs Unit Assessments FCAT Probe FAIR Toolkit
5	Students lack reading fluency.	Teachers will provide familiar leveled readers for reading homework and center activity.  Teachers will administer monthly fluency assessments.  Students will Walk to Read.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Istation	Small Group Mini Benchmark Assessments Benchmark Assessments Unit Assessments FCAT Probe FAIR Toolkit

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:	By June 2013, 83 % of the students that takes the 2012 - 2013 Florida Alternative Assessment in will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (4/6)	83% (5/6)

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' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time management, regulating emotions, processing speed, managing frustration, working memory).	Teachers will use a token economy system to keep students actively engaged.	Teachers Autism Coach ESE Specialist	Week Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit their ability to communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s)); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit the ability for the development of literacy skills.	Teachers will use curriculum specifically developed for complex learners; create picture based visual supports through the use of Picture Exchange Communication System (P.E.C.'s); and read aloud activity to increase language.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Pre/Mid/Post Diagnostic Assessment  Classroom Walk-Throughs
4	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of reading comprehension (e.g., deeper analysis, inference, sequencing, and cause and effect relationships).	Teachers will de-clutter instructional materials; teach skills in a structured, systematic way; teach all skills explicitly through teacher modeling and extensive practice; use a token economy system to incorporate frequent breaks; and allow extra time for response.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking and Assessment  Pre/Mid/Post Curriculum Assessment  Classroom Walk-Throughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By June 2012, 68% of the students in grades 3, 4, and 5, who compose the lowest 25%, will demonstrate learning gains on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (25/41)	68% (28/41)

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 lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	Students are demonstrating difficulties in the area of vocabulary development.	Teachers will read aloud daily using the vocabulary component from Treasures. Additionally, the teachers will implement elements for reading vocabulary with fidelity, as well as utilizing CAFE Strategies.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  Istation Classroom Walkthroughs Spreadsheet monitoring Elements of Reading Vocabulary.	Mini Benchmark Assessments Benchmark Assessment Tests Unit Assessments Treasures Weekly Assessments FAIR Toolkit FCAT Probe
3	Students are lacking adequate comprehension skills	All teachers in grades 3, 4, and 5 will utilize Super QAR-type comprehension strategies, Text Talk, graphic organizers, Accelerated Reader incentives, and think alouds to improve reading comprehension.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  Istaion Classroom Walkthrough	Mini Benchmark Assessments Benchmark Assessment Tests Unit Assessments Treasures Weekly Assessments FAIR Toolkit FCAT Probe
4	Students are demonstrating difficulties in the area of reading stamina.	Teachers will monitor students' reading during small group and infuse Daily 5.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer  Classroom Walkthroughs	Mini Benchmark Assessments Benchmark Assessment Tests Unit Assessments Treasures Weekly Assessments FAIR Toolkit FCAT Probe
5	Students are demonstrating difficulties in decoding words.	Foundations Phonics for Reading Words Their Way Intermediate Rewards Triumphs	Reading Coach	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.	Great Leaps Progress Monitoring

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 #					
	In six years the school achievement gap will be reduced to 55%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	46	49	52	55	

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 of 2012, 61% of black students in grades 3, 4, and 5 will score at proficiency , Level 3, on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (133/242)	61% (145/242)

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 lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	White: N/A  Black: Students are lacking adequate vocabulary skills.  Hispanic: N/A Asian: N/A American Indian: N/A	Teachers will implement the program Elements of Reading Vocabulary, CAFE strategies, and include a vocabulary read aloud component from Treasures.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Classroom Walk Throughs as needed and/or monthly Spreadsheet monitoring Elements of Reading Vocabulary.	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments FCAT Probe FAIR Toolkit
3	White: N/A  Black: Students are lacking adequate comprehension skills.  Hispanic: N/A Asian: N/A American Indian: N/A	Teachers will utilize Super QAR,, Text Talk, graphic organizers, Accelerated Reader incentives, and think alouds to improve reading comprehension.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Istation Classroom Walk Throughs as needed and/or monthly.	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments FAIR Toolkit FCAT Probe
4	White: N/A  Black: Students are demonstrating difficulties in the area of reading stamina.  Hispanic: N/A Asian: N/A American Indian: N/A	Students will participate in the Accelerated Reader program, D.E.A.R. time, and infuse Daily 5.	Classroom Teacher Team Leaders	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Classroom Walk Throughs as needed and/or monthly	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments FCAT Probe FAIR Toolkit
5	White: N/A  Black: Students are demonstrate difficulties in the area of phonics skills.	Teachers will use Words Their Way to increase phonics.	Classroom Teacher Team Leaders	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly	Great Leaps Progress Monitoring



Hispanic: N/A  
 Asian: N/A  
 American Indian: N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	By June 2013, 87% of the English Language Learners will make progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (20/24)	87% (21/24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	Students lack English language acquisition.	Implement various ELL differentiated materials, such as Content Vocabulary Academic System.	Classroom Teacher ESOL Contact	Grade level meetings with ESOL contact	iStation  Benchmark Assessment  Mini Benchmark Assessment  Accelerated Reader

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 of 2012, 28% of Students With Disabilities in grades 3, 4, and 5 will score at proficiency , Level 3, on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (10/41)	28% (12/41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall	Classroom Teacher	Grade level meetings.  Content area teachers	End of the selection tests

1		daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.		will participate in data chat meetings monthly.	Mini BATs Benchmark Assessment Tests FCAT Probe
2	Students are lacking adequate vocabulary skills.	Teachers will read aloud daily using the vocabulary component from Treasures. Additionally, teachers will implement Elements of Reading Vocabulary with fidelity. Students will be encouraged to use new vocabulary in their daily conversations.  Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Spreadsheet monitoring Elements of Reading Vocabulary. Classroom Walk Throughs as needed and/or monthly	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments End of the selection tests Mini BATs Benchmark Assessment Tests FCAT Probe
3	Students are lacking adequate comprehension skills.	Teachers will utilize Super QAR strategies, Text Talk, graphic organizers, and think alouds to improve reading comprehension.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Istation Classroom Walk Throughs as needed and/or monthly	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments
4	Students are demonstrating difficulties in the area of reading stamina.	Teachers will monitor students' during small group instruction and through the use of Accelerated Reader, and Daily 5.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Classroom Walk Throughs as needed and/or monthly	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments
5	Students are demonstrating difficulties in the area of phonics skills.	Teachers will use Words Their Way to increase students' phonics skills.	Reading Coach	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.	Great Leaps Progress Monitoring

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 of 2013, 61% of the Economically Disadvantaged students in grades 3, 4, and 5 will score at proficiency , Level 3, on the 2012-2013 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (144/248)	61% (151/248)

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 lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	Students are lacking adequate comprehension skills.	Teachers will utilize Super QAR strategies, Text Talk, graphic organizers, and think alouds to improve reading comprehension.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Istation Classroom Walk Throughs	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessments
3	Students are demonstrating difficulties in the area of reading stamina.	Teachers will monitor students' during small group instruction and through the use of Accelerated Reader, and Daily 5.	Classroom Teacher Team Leader	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.  FCAT Explorer Istation Classroom Walk Throughs	Mini Benchmark Assessments Benchmark Assessment Tests Treasures Weekly Assessments Unit Assessment
4	Students are demonstrating difficulties in the area of phonics skills.	Teachers will apply Words Their Way as a double dose component to increase students' phonics skills.	Reading Coach	Grade level team meetings weekly.  Reading teachers participate in data chat meetings monthly.	Great Leaps Progress Monitoring

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
21st Century Learning	Pre - K through Fifth grade	Team Leaders Academic Support Members Administration	School-Wide	Bi-weekly	Staff Presentations Agendas Minutes Handouts	Academic Support Members Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student reading comprehension	Accelerated Reader	General Budget	\$3,000.00
			Subtotal: \$3,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,000.00</b>

*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, 37% of students will be proficient on the listening/speaking portion of Comprehensive English Language Learning Assessment.			
2012 Current Percent of Students Proficient in listening/speaking:					
31% (11/35)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic listening and speaking skills to take the CELLA.	Teachers will label certain classroom items in three different languages and colors.  Black - English Red - Spanish Blue - Haitian Creole	Classroom Teacher	Grade level meetings.  Classroom teachers will meet with ESOL contact biweekly.	English In My Pocket  Newcomers Kit  Content Area Vocabulary System

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, 15% of students will be proficient on the reading portion of the Comprehensive English Language Learning Assessment.
2012 Current Percent of Students Proficient in reading:	

8% (3/35)

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	Teachers need additional assistance implementing ESOL instructional strategies.	Teachers will receive training from the ESOL committee. Team meetings will take place in the ESOL resource room. Teachers will receive a staff development on how to implement ESOL instructional strategies.	ESOL Contact	Teachers will meet with the ESOL contact on a biweekly basis or as needed.	Content Areas Vocabulary System
2	Students received limited explicit instruction that is based on their level.	Teachers will provide resources/activities such as the listening center that has text on the ELL students' level.	Classroom Teacher	Teachers will meet with the ESOL contact monthly. Grade level team meetings.	Newcomers Kit End of selection assessments Teacher observations FAIR Toolkit FCAT Probe Content Area Vocabulary System

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, 5% of students will be proficient on the writing portion of the Comprehensive English Language Learning Assessment.

2012 Current Percent of Students Proficient in writing:

0% (0/35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack limited vocabulary to be able to respond to and write an essay.	Teachers will train students how to use a Radius machine. Teachers will explicit teach students how to utilize writing graphic organizers.	Classroom Teacher ESOL Contact	Grade level meetings Teachers will meet with ESOL Contact monthly.	Various grade level writing rubric

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, 41% of students in grades 3, 4, and 5 will score Level 3 on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (84/251)	41% (102/251)

## 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 lacking adequate vocabulary skills to successfully compute word problems.	Classroom teachers will utilize the following daily with fidelity: * Interactive Math Word Wall * Daily vocabulary assignments * Calendar math * Graphic Organizer * Vocabulary based center rotations	Math Contact Classroom Teacher	Grade level team meetings weekly.  Math teachers participate in data chat meetings monthly.	"Go Math" vocabulary assessments  Chapter tests  Classroom Walk Throughs  Big Idea Assessment  Mini BATs  Benchmark Assessments
2	Students come with limited exposure to science concepts	All teachers will implement science daily with fidelity.  Teachers will utilize the Broward County Hands On Science Kit and Florida Science Fusion as indicated in the IFCs and BEEP lessons.  Interactive science word walls will be utilize daily.	Classroom Teacher	Grade level team meetings weekly.  Science teachers will participate in data chat meetings.  Classroom Walk Throughs	Benchmark Assessment Tests  Chapter Tests  FCAT Probe  Science Journals  Student Lab Rubrics  Science Projects  Teacher Observations
3	Students are lacking adequate vocabulary skills to successfully compute word problems.	Classroom teachers will utilize the following daily with fidelity: * Interactive Math Word Wall * Daily vocabulary assignments * Calendar Math * Graphic Organizers * Vocabulary based center rotations * Homework/practice	Classroom Teacher Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly.  Teachers will implement and monitor "Go Math" vocabulary activities weekly.	"Go Math" vocabulary assessments  Chapter tests  Classroom Walk Throughs  Big Idea Assessments  Mini BATs

4	Students are demonstrating difficulties completing multiple step word problems.	Implementation of the "Go Math" series. Homework/practice Math/Blitz Countdown to FCAT	Classroom Teacher Math Contact	Grade level team meetings weekly. Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly. Teachers will implement and monitor "Go Math" vocabulary activities week	Mini Benchmark Assessments Benchmark Assessment Tests End of the selection tests Classroom Walk Throughs
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By June 2013, 50% of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at Levels 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5/14)	50%(7/14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' profound cognitive disabilities inhibit the ability to process information.	Teachers will use curriculum specifically developed for complex learners; use concrete objects to animate lessons; Include tangible objects to support the material you teach; break lessons into smaller segments; build on prior knowledge; and limit distractions.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings Teachers will monitor student progress through tracking forms Teachers participate in bi-weekly Data Chats Teacher observations	Curriculum Progress Monitoring, tracking Pre/Mid/Post Diagnostic Assessment Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit their ability communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings Teachers will monitor student progress through tracking forms Teachers participate in bi-weekly Data Chats Teacher observations	Individual tracking forms Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit their ability communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings Curriculum Tracking forms for progress of student Tracking forms checked weekly at team meetings	Curriculum Progress Monitoring, tracking and Assessment FAA



		(P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.		Walk-Throughs	
4	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time management, regulating emotions, processing speed, managing frustration, working memory).	Teachers will use a token economy system to keep students actively engaged.	Teachers Autism Coach ESE Specialist	Week Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Tracking forms checked weekly at team meetings  Teacher observations	Individual tracking forms  Classroom Walk-Throughs

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By June 2013, 25% of students in grades 3, 4, and 5 will score above proficiency (Level 4 or 5) on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (49/251)	25% (63/251)

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 demonstrating difficulties completing multi-step word problems.	Implementation of "Go Math" series.  Modeling Math Blitz  Countdown to FCAT	Classroom Teacher Math Contact	Grade level team meetings weekly.  Math teachers will participate in data chat meetings monthly.	Benchmark Assessment Tests  Mini Benchmark Assessments  End of selection tests
2	High achieving students are not receiving enrichment activities that will support Big Ideas one through four.	Science instructors will be differentiated with enrichment activities from Science Fusion.	Classroom Teacher	Grade level team meetings weekly.  Science teachers participate in curriculum committee meetings monthly.	Science Fair Projects  Lab Performance  Student Lab Rubrics
3	Level 4 and 5 students are not provided with an adequate enrichment	These high level learners will gain access to middle school learning materials. Qualifying students will participate in the an academic games club.  Implementation of Go Math Enrichment component.	Assistant Principal	Teacher/student data chats will take place monthly.	Projects enrichment portfolio
4	Students are demonstrating difficulties completing multi-step word problems.	Implementation of the "Go Math" series.  Modeling Math Blitz	Classroom Teacher  Math Contact	Grade level team meetings weekly.  Math teachers participate in data chat meetings bi-weekly.	Mini Benchmark Assessments Benchmark Assessment Tests End of the selection tests,

	Countdown to FCAT	Teachers will implement and monitor "Go Math" problem solving activities weekly.	Classroom Walk Throughs
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	By June 2013, 29 % of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at or above Achievement level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (2/14)	29% (4/14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' profound cognitive disabilities inhibit their ability to communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit the ability to process information.	Teachers will use curriculum specifically developed for complex learners; use concrete objects to animate lessons; Include tangible objects to support the material you teach; break lessons into smaller segments; build on prior knowledge; and limit distractions.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Pre/Mid/Post Diagnostic Assessment  Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time management, regulating emotions, processing speed, managing frustration, working memory).	Teachers will use a token economy system to keep students actively engaged.	Teachers Autism Coach ESE Specialist	Week Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Tracking forms checked weekly at team meetings  Teacher observations	Individual tracking forms  Classroom Walk-Throughs

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, 78 % of students in grades 3-5 will make learning gains on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (119/168)	78% (131/168)

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 lacking adequate vocabulary skills to successfully compute word problems.	Classroom teachers will utilize the following daily with fidelity: *Daily vocabulary assignments *Calendar Math *Graphic organizer *Vocabulary based center rotations	Classroom Teacher Math Contact	Grade level meetings.  Math teachers will participate in data chat meetings monthly.  Teachers will implement and monitor "Go Math" vocabulary activities weekly	Mini Benchmark Assessment  Benchmark Assessment  FCAT Probe  Big Idea Assessments
2	Students are demonstrating difficulties completing multiple step word problems.	Classroom teachers will utilize Singapore Math problem solving strategies.  Implementation of the "Go Math" series.  Math Blitz  Countdown to FCAT	Classroom Teacher Math Contact	Grade level team meetings weekly.  Math teachers participate in data chat meetings bi-weekly.  Teachers will implement and monitor "Go Math" problem solving activities weekly.	Mini Benchmark Assessments  Benchmark Assessment Tests  Instructional software reports  End of the selection tests  Classroom Walk Throughs

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:	By June 2013, 86% of the students that takes the 2012 - 2013 Florida Alternative Assessment in will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (5/7)	86% (6/7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students' profound cognitive disabilities inhibit the ability to	Teachers will use a token economy system to keep students actively	Teachers Autism Coach ESE Specialist	Week Cluster Team Meetings	Individual tracking forms

1	demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time management, regulating emotions, processing speed, managing frustration, working memory).	engaged.		Teachers will monitor student progress through tracking forms  Teacher observations	Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit the ability to process information.	Teachers will use curriculum specifically developed for complex learners; use concrete objects to animate lessons; Include tangible objects to support the material you teach; break lessons into smaller segments; build on prior knowledge; and limit distractions.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Pre/Mid/Post Diagnostic Assessment  Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit their ability to communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Curriculum Tracking forms for progress of student  Tracking forms checked weekly at team meetings  Walk-Throughs	Curriculum Progress Monitoring, tracking and Assessment  FAA

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 90% of students in grades 3, 4, and 5, who compose the lowest 25%, will demonstrate learning gains on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (43/51)	90% (46/51)

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 lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
	Students are demonstrating difficulties completing multiple step	Classroom teachers will utilize problem solving strategies.	Classroom Teacher  Math Contact	Grade level team meetings weekly.  Math teachers	Mini Benchmark Assessments  Benchmark

2	word problems.	Implementation of the "Go Math" series.		participate in data chat meetings bi-weekly.  Teachers will implement and monitor "Go Math" problem solving activities weekly.	Assessment Tests  End of the selection tests,  Classroom Walk Throughs
3	Students are lacking adequate vocabulary skills to successfully compute word problems.	Classroom teachers will utilize the following daily with fidelity:  * Interactive Math Word Wall * Daily vocabulary assignments * Calendar Math * Graphic Organizers * Vocabulary based center rotations	Classroom Teacher  Math Contact	Grade level team meetings weekly.  Math teachers participate in data chat meetings bi-weekly.  Teachers will implement and monitor "Go Math" vocabulary activities weekly.	"Go Math" vocabulary assessments  Chapter tests  Classroom Walk Throughs
4	Students are unable to compute basic mental math strategies.	Classroom teachers will implement the following daily: * IXL * Calendar Math * Summer Success Math	Classroom Teacher  Math Contact	Grade level team meetings weekly.  Math teachers participate in data chat meetings bi-weekly.  Teacher Observation	Mini Benchmark Assessments  Benchmark Assessment Tests  End of the selection tests,  Classroom Walk Throughs

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 # In six years the achievement gap will be reduced to 62%.					
Baseline data 2010-2011		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	53	56	59	62		

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, 53% of black students in grades 3, 4, and 5 will score Level 3 on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% of black students (114/240)	53% of black students (127/240)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students are lacking adequate vocabulary	Teachers will implement CAFE strategies, utilize	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data	End of the selection tests  Mini BATs

1	skills.	an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.		chat meetings monthly.	Benchmark Assessment Tests FCAT Probe
2	White: N/A Black: Students are lacking the necessary vocabulary skills to successfully compute word problems. Hispanic: N/A Asian: N/A American Indian: N/A	Classroom teachers will utilize the following daily with fidelity: * Interactive Math Word Wall * Daily vocabulary assignments * Calendar Math * Graphic Organizers * Vocabulary based center rotations	Classroom Teacher Math Contact	Grade level team meetings weekly. Math teachers participate in data chat meetings monthly. Teachers will implement and monitor "Go Math" vocabulary activities weekly.	"Go Math" vocabulary assessments Chapter tests Classroom Walk Throughs
3	White: N/A Black: Students are having difficulty completing multiple step word problems. Hispanic: N/A Asian: N/A American Indian: N/A	Classroom teachers will utilize problem solving strategies. Implementation of the "Go Math" series.	Classroom Teacher Math Contact	Grade level team meetings weekly. Math teachers participate in data chat (teacher/teacher and teacher/administration) meetings monthly. Teachers will implement and monitor "Go Math" problem solving activities weekly	Mini Benchmark Assessments Benchmark Assessment Tests End of the selection tests, Classroom Walk Throughs
4	White: N/A Black: Level 4 and 5 students are not provided with an adequate enrichment. Hispanic: N/A Asian: N/A American Indian: N/A	These high level learners will gain access to middle school learning materials. Qualifying students will participate in the academic games club.	Academic Games Club Coach	Teacher/student data chats will take place monthly.	Practice tests will be administered monthly and student progress will be charted.
5	White: N/A Black: Students are having difficulty computing basic mental math strategies. Hispanic: N/A Asian: N/A American Indian: N/A	Classroom teachers will implement the following daily: * First in Math * Calendar Math * Summer Success Math	Classroom Teacher Math Contact	Grade level team meetings weekly. Math teachers participate in data chat (teacher/teacher and teacher/administration) meetings monthly. Teacher Observation	Mini Benchmark Assessments Benchmark Assessment Tests End of the selection tests, Classroom Walk Throughs

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 75% of English Language Learners will make progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (14/24)	75% (18/24)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	Students lack English language acquisition.	Implement various ELL differentiated materials, such as Content Vocabulary Academic System.	Classroom Teacher ESOL Contact	Grade level meetings with ESOL contact	iStation  Benchmark Assessment  Mini Benchmark Assessment  Accelerated Reader

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, 84% of SWD students in grades 3, 4, and 5 will Level 3 on the 2011-2012 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% of SWD students (23/29)	84% (24/29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	SWD: Students are lacking the necessary vocabulary skills to successfully compute word problems.	Classroom teachers will utilize the following daily with fidelity:  * Interactive Math Word Wall * Daily vocabulary assignments * Calendar Math * Graphic Organizers * Vocabulary based center rotations	Classroom Teacher Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly.  Teachers will implement and monitor "Go Math" vocabulary activities weekly.	"Go Math" vocabulary assessments  Chapter tests  Classroom Walk Throughs
	SWD: Students are having difficulty completing multiple step word problems.	Classroom teachers will utilize problem solving strategies. Implementation of the "Go Math" series.	Classroom Teacher Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and	Mini Benchmark Assessments  Benchmark Assessment Tests

3				teacher/administration data chat meetings monthly.  Teachers will implement and monitor "Go Math" vocabulary activities weekly	End of the selection test  Classroom Walk Throughs
4	SWD: Students are having difficulty computing basic mental math strategies.	Classroom teachers will implement the following daily: * IXL * Calendar Math * Summer Success Math	Classroom Teacher  Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly.  Teacher Observation	Mini Benchmark Assessments  Benchmark Assessment Tests  End of the selection test  Classroom Walk Throughs

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:	By June 2013, 54% of Economically Disadvantaged students in grades 3, 4, and 5 will score Level 3 on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (117/248)	54% (134/248)

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 lacking adequate vocabulary skills.	Teachers will implement CAFE strategies, utilize an interactive word wall daily, provide students with vocabulary homework, and encourage students to apply vocabulary words in daily conversations.	Classroom Teacher	Grade level meetings.  Content area teachers will participate in data chat meetings monthly.	End of the selection tests  Mini BATs  Benchmark Assessment Tests  FCAT Probe
2	Students are lacking the necessary vocabulary skills to successfully compute word problems.	Classroom teachers will utilize the following daily with fidelity: * Interactive Math Word Wall * Daily vocabulary assignments * Calendar Math * Graphic Organizers * Vocabulary based center rotations	Assistant Principal  Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly.  Teachers will implement and monitor "Go Math" vocabulary activities weekly.	"Go Math" vocabulary assessments  Chapter tests  Classroom Walk Throughs
3	Students are having difficulty completing multiple step word problems.	Classroom teachers will utilize Singapore Math problem solving strategies.  Implementation of the "Go Math" series.	Assistant Principal  Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly.	Mini Benchmark Assessments  Benchmark Assessment Tests  End of the selection tests



				Teachers will implement and monitor "Go Math" vocabulary activities weekly.	Classroom Walk Throughs
4	Level 4 and 5 students are not provided with an adequate enrichment.	These high level learners will gain access to middle school learning materials. Qualifying students will participate in the Academic Games Club.	Academic Games Club Coach	Teacher/student data chats will take place monthly.	Practice tests will be administered monthly and student progress will be charted.
5	Students are having difficulty computing basic mental math strategies.	Classroom teachers will implement the following daily: * IXL * Calendar Math * Summer Success Math	Classroom Teacher Math Contact	Grade level team meetings weekly.  Math teachers participate in teacher/teacher and teacher/administration data chat meetings monthly.  Teacher Observation	Mini Benchmark Assessments  Benchmark Assessment Tests  End of the selection tests  Classroom Walk Throughs

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
21st Century Learning	Pre - K through Fifth grade	Academic Support Members Team Leaders Administration	School - wide	Bi-weekly	Handouts Staff Presentation Agendas	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improve and enhance student computational skills	IXL	General Budget	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		By June of 2013, 38% of students will score Level 3 on the 2011-2012 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31 %(28/89)		38% (34/89)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come with limited exposure to science concepts	All teachers will implement science daily with fidelity.  Teachers will utilize the Broward County Hands On Science Kit and Florida Science Fusion as indicated in the IFCs and BEEP lessons.  Interactive science word walls will be utilize daily.	Classroom Teacher	Grade level team meetings weekly.  Science teachers will participate in data chat meetings.  Classroom Walk Throughs	Benchmark Assessment Tests  Chapter Tests  FCAT Probe  Science Journals  Student Lab Rubrics  Science Projects  Teacher Observations
2	Students come with limited exposure to science concepts.	All grade levels will implement science daily with fidelity.  Teachers will utilize the Broward County Hands-on Science Kit and Florida Science Fusion as indicated in the IFCs and BEEP lesson plans.  Utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by the Instructional Focus Calendar.  Interactive Science Word walls on a daily basis.  Teachers will attend more science trainings.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Science teachers participate in teacher/teacher and teacher/ administration data chat meetings.  Classroom Walk Throughs on a need to and/or monthly basis.	BAT Assessments  Chapter Tests  Lab Performance Assessments  FCAT Probe  Science Journals  Student Lab Rubrics  Science Projects  Teacher Observation

3	Students have limited depth of knowledge of science concepts.	<p>All grade levels will implement science daily with fidelity.</p> <p>Teachers will utilize the Broward County Hands-on Science Kit and Florida Science Fusion as indicated in the IFCs and BEEP lesson plans.</p> <p>Utilize Science Alive and Soaring Through FCAT Science via videos and United Streaming as determined by the Instructional Focus Calendar.</p> <p>Interactive Science Word walls on a daily basis.</p> <p>Teachers will attend more science trainings.</p>	Team Leader Classroom Teacher	<p>Grade level team meetings weekly.</p> <p>Science teachers participate in teacher/teacher and teacher/administration data chat meetings monthly .</p> <p>Classroom Walk Throughs on a need to basis and/or monthly.</p>	<p>Science Projects</p> <p>Lab Performance</p> <p>FCAT Probe</p> <p>Student Lab Rubrics</p> <p>BAT Assessments</p> <p>Chapter Tests</p> <p>Science Journals</p> <p>Teacher Observations</p>
4	Students come with limited experiences in application of science concepts.	<p>Teachers will utilize the Broward County Hands-on Science Kit and Florida Science Fusion as indicated in the IFCs and BEEP lesson plans.</p> <p>More teachers will attend science trainings.</p>	Team Leader Classroom Teacher	<p>Grade level team meetings weekly.</p> <p>Science teachers participate in PLCs and meets with administration as needed to discuss data.</p>	<p>Science Lab Journal</p> <p>Teacher Observation</p> <p>Lab Performance Assessment</p> <p>Student Lab Rubrics</p>

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:	By June 2013, 100% of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at Levels 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1/2)	100% (2/2)

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' profound cognitive disabilities inhibit their ability communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token	Teachers Autism Coach ESE Specialist	<p>Weekly Cluster Team Meetings</p> <p>Teachers will monitor student progress through tracking forms</p> <p>Teachers participate in bi-weekly Data Chats</p> <p>Teacher observations</p>	<p>Individual tracking forms</p> <p>Classroom Walk-Throughs</p>

		board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.			
2	Students' profound cognitive disabilities inhibit the ability to comprehend the scientific process.	Teachers will introduce lessons in a multisensory approach; use graphic organizers to convert information containing unfamiliar words in a meaningful way for students. They will be used to display textbook information, illustrate key science concepts, and organize steps in processes such as laboratory experiments. Teachers will create picture based visual supports through the use of Picture Exchange Communication System (P.E.C.'s); and read aloud activity to increase language.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Teacher made assessments  Classroom Walk-Throughs
3	Students' profound cognitive disabilities inhibit the ability to demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time management, regulating emotions, processing speed, managing frustration, working memory).	Teachers will use a token economy system to keep students actively engaged.	Teachers Autism Coach ESE Specialist	Week Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Tracking forms checked weekly at team meetings  Teacher observations	Individual tracking forms  Classroom Walk-Throughs

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:	By June 2012, 18% of students will score Level 4 or 5 on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (13/74)	24% (18/74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High achieving students are not receiving enrichment activities that will support Big Ideas one	Science instructors will be differentiated with enrichment activities from Science Fusion.	Classroom Teacher	Grade level team meetings weekly.  Science teachers participate in	Science Fair Projects  Lab Performance

	through four.			curriculum committee meetings monthly.	Student Lab Rubrics
2	High achieving students are not receiving enrichment activities that will support Big Ideas 1 - 4.	Science instruction will be differentiated with enrichment activities from Science Fusion and other sources.	Team Leader Classroom Teacher	Grade level team meetings weekly.  Science teachers participate in PLC meetings.	Science Fair Projects  Lab Performance  Student Lab Rubrics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	By June 2013, 50 % of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at or above Achievement level 7.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0/2)	50% (1/2)

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' profound cognitive disabilities inhibit their ability communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit the ability to comprehend the scientific process.	Teachers will introduce lessons in a multisensory approach; use graphic organizers to convert information containing unfamiliar words in a meaningful way for students. They will be used to display textbook information, illustrate key science concepts, and organize steps in processes such as laboratory experiments. Teachers will create picture based visual supports through the use of Picture Exchange Communication System (P.E.C.'s); and read	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Teacher made assessments  Classroom Walk-Throughs

		aloud activity to increase language.		
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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
21st Century Learning	Pre - K through Fifth grade	Academic Support Members Team Leaders Administration	School-wide	Bi-weekly	Agendas Handouts Staff Presentation	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	By June 2013, 79% of the students will score at proficiency, Level 3 and higher on the writing portion on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

69% (50/72)

79% (56/72)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge to successfully write across all writing genres.	<p>Teachers will use a variety of strategies to introduce writing with magazines, marketing books, coupons, pictures, and read alouds. Teachers will use songs and chants to teach and review. Students will be exposed to more authentic learning opportunities through the use of everyday experiences. They will also be encouraged to use their five senses to enhance and expand on their writing.</p> <p>Teachers will use mentor text from BEEP Lessons, Buzz About it, and various lessons.</p> <p>Teachers will utilize Author Studies to teach why writers write and explain writing styles.</p>	Classroom Teacher	<p>Cross-curriculum Journaling</p> <p>Timed writings passages</p> <p>Data chats</p> <p>Publish poems, letters, and books</p>	<p>Bi-weekly published essays.</p> <p>Writing portfolios</p> <p>Treasures Writing Rubrics</p> <p>Teacher-made Rubrics</p>
2	Students' inability to organize a proper outline.	<p>Teachers will introduce two different outlines based on student ability to use planning sheets. Grade 4 students who struggle with 4th grade outlines are modeled 3rd grade planning sheets.</p> <p>Teachers will also use Treasures Language Arts component.</p> <p>Read alouds, guided practice, and small groups will be implemented.</p>	Classroom Teacher Team Leader	<p>Scored Passages</p> <p>Conferencing with students</p> <p>Peer conferencing</p> <p>Student Samples</p> <p>Journals</p>	<p>Meeting the criteria of the outlined rubric</p> <p>Teacher observations</p> <p>Treasures Writing Rubrics</p> <p>Teacher made Rubrics</p>
3	Students lack the mechanics of grammar such as, but not limited to, writing complete sentences, capitalization, and punctuations.	Teachers use a variety of resources and strategies, including poetry charts, modeling, Treasures, having students correct teacher's errors, etc.	Classroom Teacher	<p>Conferencing with students</p> <p>Peer conferencing</p> <p>Student Samples</p> <p>Journals</p> <p>Scored Passages</p>	<p>Meeting the criteria of grammar/writing rubric.</p> <p>Treasures writing rubric</p> <p>Writing portfolios</p> <p>Teacher-made rubrics</p> <p>Teacher observations</p>
	Students lack the	Teachers use a variety	Classroom	Conferencing	Weekly dictation

4	understanding of spelling patterns.	of strategies like spelling with phonics, word patterns/word families, and the word wall.	Teacher	w/students Student Writing Samples	
5	Students lack enriched vocabulary to write elaborated essays.	Teachers will use a variety of strategies to build vocabulary across the grade levels; including read alouds, and CAFE strategies.	Classroom Teacher	Conferencing with students	Treasures Writing Rubrics Teacher Observations Teacher - Made rubrics Writing portfolios

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:	By June 2013, 75% of the students that takes the 2012 - 2013 Florida Alternative Assessment in will score at 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2/4)	75% (3/4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' profound cognitive disabilities inhibit their ability to communicate receptively.	Teachers will use curriculum specifically developed for complex learners; create additional picture based visual supports to organize the students instructional environment (e.g., Picture Exchange Communication System (P.E.C.'s); use token board economy system to help develop listening skills; and visual and gestural cues to maintain students focus to task.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Individual tracking forms  Classroom Walk-Throughs
2	Students' profound cognitive disabilities inhibit the ability for the development of literacy skills.	Teachers will use curriculum specifically developed for complex learners; create picture based visual supports through the use of Picture Exchange Communication System (P.E.C.'s); break vocabulary lessons down into categories; demonstrate/model the writing process; graphic organizers; and read aloud activity to increase language.	Teachers Autism Coach ESE Specialist	Weekly Cluster Team Meetings  Teachers will monitor student progress through tracking forms  Teachers participate in bi-weekly Data Chats  Teacher observations	Curriculum Progress Monitoring, tracking  Writing Samples  Classroom Walk-Throughs
	Students' profound cognitive disabilities	Teachers will use differential	Teachers Autism Coach	Week Cluster Team Meetings	Individual tracking forms



3	inhibit the ability to demonstrate executive functioning skills in the area of independent functioning (e.g., focus, attention, transitions, organizing, memory, time management, regulating emotions, processing speed, managing frustration, working memory).	reinforcement; token economy system to keep students actively engaged.	ESE Specialist	Teachers will monitor student progress through tracking forms  Tracking forms checked weekly at team meetings  Teacher observations	Classroom Walk-Throughs
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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
FCAT2 Writing Training	Fourth	Literacy Department	Fourth Grade	October 30th, November 7th	Reflections Student samples	Reading Specialist

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

of improvement:

1. Attendance Attendance Goal #1:	To maintain an average daily attendance (ADA) rate greater than 95% for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current ADA 95%	Expected ADA 95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
71	60 (Decrease of 15%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
217	184 (Decrease of 15%)

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	Chronic excused absences	Parent Link, staff telephone call, letters home, and parent conferences	Designated attendance staff person, school social worker, and community liaison	Attendance record review	Comparison to previous school year
2	Increase in absences on early release days	Create incentive for attendance on early release days	Designated attendance staff person, school social worker, and community liaison	Attendance record review	Decrease in number of students absent as compared to previous year's data

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

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

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

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, the number of Internal Suspensions, number of students with internal suspensions, the number of external suspensions, and the number of students with external suspensions will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
78	68
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
37	27
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective implementation of school-wide discipline plan	Create and implement school-wide discipline plan	School Administration Support Staff	Discipline committee consisting of a one member from each grade level will meet monthly.	DMS Common Area Observation form Supervision Observation Form
2	Inadequate implementation of CHAMP's classroom management strategies	Staff development in CHAMPs strategies	School Administration Team Leaders	Weekly team meetings minutes will reflect behavior concerns discussed at team meeting.	Classroom Observation using the CHAMPs rubric and Basis 5.

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

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

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

Suspension Budget:

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

*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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase parent participation and attendance at PTA meetings by 8% for the 2012 - 2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Attendance logs for PTA meetings in 2012-2013 indicated 4% (8/20) participation.	To continue to recruit new members and families new to the community to attend meetings, trainings, school related activities, fund raisers etc. by 8% (16/20) .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Child care during parent meetings	YMCA will Offer child care services for meetings.	PTA/SAC Chair	Review of parent sign-in sheets, Parent link and flyers will be used as a reminder	Parent sign- in sheets Yearly Customer survey 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
No Data Submitted						

Parent Involvement Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$0.00</b>			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
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:

<b>Evidence-based Program(s)/Material(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student reading comprehension	Accelerated Reader	General Budget	\$3,000.00
Mathematics	Improve and enhance student computational skills	IXL	General Budget	\$3,000.00
				Subtotal: \$6,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,000.00

## 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.

No Attachment (Uploaded on 10/15/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

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

Describe projected use of SAC funds	Amount

No data submitted

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

# AYP DATA

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 LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	70%	84%	54%	269	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	66%	73%			139	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	61% (YES)	76% (YES)			137	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					545	
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 LAUDERHILL PAUL TURNER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	59%	84%	15%	217	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	57%	62%			119	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	65% (YES)			116	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					452	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested