

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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School Name: MCNAB ELEMENTARY SCHOOL

District Name: Broward

Principal: Russell Schwartz

SAC Chair: Katie Nitowski

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Assistant Principal of Croissant Park 2011-12: Grade A Reading Mastery 56% Math Mastery 66% Writing Mastery 84% Science Mastery 61% AYP: White, Hispanic, ELL, and Economically Disadvantaged did not make AYP in Reading; All Subgroups met AYP in Mathematics Assistant Principal of Croissant Park ES in 2010-11. Grade: A Reading Proficiency: 73% Math Proficiency: 71% Science Proficiency: 54% Writing Proficiency: 96% Reading Learning Gains: 67% Math Learning Gains: 66% Reading Lowest 25% Learning Gains: 64% Math Lowest 25% Learning Gains: 72%

Principal	Russell Schwartz	BA – Business Administration, University of Central Florida; MA – Educational Leadership, Nova Southeastern	1	5	<p>AYP: 77% of criteria met. Not met in Reading (Total, Hispanic, Economically Disadvantaged, SWD) and Math (Total, Black, Hispanic, Economically Disadvantaged, SWD)</p> <p>Assistant Principal of Croissant Park ES in 2009-10. Grade: A Reading Proficiency: 73% Math Proficiency: 82% Science Proficiency: 47% Writing Proficiency: 89% Reading Learning Gains: 66% Math Learning Gains: 73% Reading Lowest 25% Learning Gains: 51% Math Lowest 25% Learning Gains: 78% AYP: 77% of criteria met. Not met in Reading (Total, Black, Hispanic, Economically Disadvantaged, ELL, SWD) and Math (Black, ELL, SWD)</p> <p>Assistant Principal of Croissant Park ES in 2008-09 Grade: A Reading Proficiency: 78% Math Proficiency: 81% Science Proficiency: 54% Writing Proficiency: 93% AYP: Only Black subgroup in Math did not meet requirements</p> <p>Human Resource Development Trainer in 2007-08 Effective Schools Program</p>
Assis Principal	Clarice Johnston	BA -Elementary Education, University of South Florida; Masters in Elementary Education -FAU Masters in Educational Leadership, FAU;	1	1	<p>ESE Specialist at Cresthaven Elementary 2011-12: Grade A Reading Mastery 56% Math Mastery 66% Writing Mastery 84% Science Mastery 61%</p> <p>AYP: White, Hispanic, ELL, and Economically Disadvantaged did not make AYP in Reading; All Subgroups met AYP in Mathematics</p> <p>2010 -11: Did not meet AYP Grade A Reading Mastery: 66% Math Mastery: 78% Writing Mastery: 92% Science Mastery: 54% AYP: White, Hispanic, ELL, and Economically Disadvantaged did not make AYP in Reading; All Subgroups met AYP in Mathematics</p> <p>2009 -10: Did not meet AYP Grade A Reading Mastery: 64% Math Mastery: 68% Writing Mastery: 94% Science Mastery: 51% AYP: Black, Hispanic, and Economically Disadvantaged did not make AYP in Reading; Black, Economically Disadvantaged and ELL did not make AYP in Math</p>

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)
					2011-2012: School Grade: A Reading Mastery:

Reading	Sylvia Cobo	BA - Elementary Education K-12, Sacred Heart University; ESOL Endorsed; Spanish Endorsed for High School; Reading Endorsed	15	7	Math Mastery: Writing Mastery: Science Mastery: 2010-2011: School Grade: B Reading Mastery: 82% Math Mastery: 87% Writing Mastery: 94% Science Mastery: 62% AYP: ELL and Hispanic subgroups did not meet AYP in reading Learning Gains Reading: 63% Learning Gains in Math: 62% Lowest 25% making learning gains in reading: 40% Lowest 25% making learning gains in math: 52%
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. NESS coach- mentoring new teachers in curriculum and protocol and comprehensive professional development opportunities provided throughout the school year for all new staff.	Sharonda Feby	June 2013	
2	3. Grade Level teams meet weekly to plan highly effective lessons and share best practices and comprehensive professional development opportunities provided throughout the school year to support and foster highly effective teachers.	Team Leaders	June 2013	

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
12%(5)	These instructional staff members are in the process of earning their ESOL certification through coursework at various universities and approved schools. 100% of these teachers are out of field in the area of ESOL.

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
47	4.3%(2)	8.5%(4)	34.0%(16)	53.2%(25)	27.7%(13)	95.7%(45)	12.8%(6)	17.0%(8)	93.6%(44)

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

Laura Laperna	Briget Nicholson	New hire to McNab Elementary	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities. Weekly review of lesson plans and assistance in planning
Laura Laperna and Heather Martin	Sheila Cousins	New to grade level and returned after one year off. First time teaching a 3/4 split	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities. Weekly review of lesson plans and assistance in planning for split class
Heather Martin	Anna Kossenko	First year teacher	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities. Weekly review of lesson plans and assistance in planning
Katie Nitowski	Tammie Jurvic, Wendy Hansberger and Debra Norton	Grade level change from the previous year	Weekly meetings to collaborate and plan for implementation of curriculum and grade level activities; team lesson planning
Joanne Pisani	Terri Smith	New hire	Monthly meetings to collaborate and plan for implementation of curriculum and grade level activities. Weekly review of lesson plans and assistance in planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

The Title One Liaison will monitor all programs for compliance following federal guidelines. Title I funds are used for parental involvement activities such as workshops that will assist them in helping their children improve his/her academic performance. In addition, teachers salaries and professional development activities are funded through Title I funds.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

All instructional staff is participating in professional development about implementing the Common Core Standards, Writing Across the Curriculum and Differentiated Instruction.

Title III

A bilingual Educational Support Professional works with our ELL subgroup to help increase language acquisition.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters. Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school's Guidance Counselor coordinates a non-violence and anti-drug program for students that includes community service, information literature, and counseling. The Prevention Liaison coordinates activities on anti-bullying and prevention programs.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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.

Principal: provides a common vision for the use of data-based decision-making and ensures that there is implementation of the interventions; conducts assessments of RTI skills of school staff and provides adequate professional development to ensure the efficient and effective implementation of interventions.

Select general education teachers (one per grade level): Will provide information about the core curriculum and will collect student data to document the effectiveness of the interventions. They will collaborate with other staff, share data and offer suggestions for interventions. They will follow up each month with the RTI team and grade level through team meetings to share the data and suggestions for interventions and enrichment.

ESE teachers will collaborate with general education teachers and document student data. They will integrate the core curriculum and interventions. They will communicate with general education teachers and provide remediation ideas for them. They will collaborate to provide differentiated instruction for all ESE or struggling students. They will share interventions with all staff as part of professional development at faculty meetings.

School psychologist: participates in the collection, interpretation and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; will provide professional development to faculty and staff.

ESL Coordinator: participates and monitors the implementation of ESOL strategies for LEP students; works with teachers to ensure they are differentiating instruction for LEP students and communicates with parents to effectively bridge the language barrier.

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

The leadership team will work in conjunction with the SAC team to assist in the development and implementation of the School Improvement Plan. The leadership team will be responsible for focusing on areas of concern throughout the school year based on the data collected and insight from teachers and all members of the RTI team. The team will meet once a month to: review data, follow up on previous goals and focus areas, look for new trends and areas of concern, identify students not projected to meet proficiency, identify students who have met and exceeded proficiency, discuss new interventions and technologies to assist these students. This will allow for constant and consistent communication throughout the school. The team will identify professional developments and resources that will support the interventions

chosen as the focus. The team will continuously collaborate to problem solve, share effective practices, evaluate implementation of interventions and enrichment, make decisions and facilitate and evaluate professional development.

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

The RTI Teams met at a Faculty meeting in collegial focus groups to help develop the SIP. They provided valuable insight for the plan and ideas for modification. They used the data from the 2011-2012 standardized testing to direct the focus and goals of the 2012-2013 SIP. They also modified goals based on previous performance of students and first hand experience in the classroom. They focused on the effectiveness of professional development from the previous school year and determined more effective trainings for the following year. They decided on grade level specific trainings that will tailor to the students' needs as evidenced by achievement data.

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.

Baseline data: 2012 FCAT, SAT, Naglieri, DIBELS, FAIR
Progress Monitoring: BAT; mini-BATs, DAR, Early Reading Diagnostic Assessment, IRIs, letters and sounds and concepts of print (K)
End of the year: FCAT, SAT, FAIR (K)
Input and referrals from the guidance counselor and ESE Specialist.
Monthly writing samples
Frequency of Data Days: once a month for data analysis
All data will be collected by the classroom teacher, ESE Specialist, School Psychologist and any other professional working directly with the students. Each tier will be documented by the classroom teacher with assistance from the appropriate personnel (ESE, ESOL, Speech liaison, etc.) on the county approved Intervention Record. The case manager is our Exceptional Student Education Specialist.

Describe the plan to train staff on MTSS.

Teachers will participate in a refresher training staff development in the beginning of the school year. The training will be facilitated by the administrators, ESE specialist and reading coach. The first training will happen by September 30th. The team leaders will also attend a training in RTI, also facilitated by the administrators and reading coach during a Team Leader day. New information and updates will be communicated through the team leaders to all team members. The principal will meet with teachers individually or in groups to help train on RTI when needed. The ESE specialist is also a resource for teachers when deciding the appropriate data to collect for RTI.

Describe the plan to support MTSS.

In order to effectively and efficiently support MTSS at McNab, the team will meet monthly to determine the level of interventions for each student submitted into the RTI process. They will monitor the data and compare the student's achievement with that of the classroom and grade level. The team will then determine the next step for that particular student and ensure that the instructional teacher has the materials and programs necessary to support the child. The Reading Coach will make sure the interventions are those approved on the struggling reader and struggling math charts, and she will assist teachers as needed with the various interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sylvia Cobo - Reading Coach. Sylvia has been included on this team because she is not only the Reading Coach, but also the testing coordinator. She is highly knowledgeable in understanding and interpreting student test scores, areas of concern and achievement. She is also bilingual, offering an invaluable asset to our school community and culture.

Russell Schwartz- Principal and Clarice Johnston- Assistant Principal. As administrators they are invested in the continuing education and development of all teachers and students. They are also very knowledgeable of student and teacher-related achievement data and have a means of communicating with all teachers to ensure that our goals are being met.

Marjorie DiVeronica- ESE Specialist. Marjorie is included on this team to ensure that the needs of our exceptional education students are being met and their IEPs are being followed with fidelity.

Other members of the LLT include Katie Nitowski- SAC Chair and ESE 5th grade teacher; Dorrie Yontef, Kindergarten; Sharon Harper, 1st grade teacher; Heather Martin, 3rd grade teacher and Candyce Rapp, art teacher.

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

The literacy team works to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will share best practices with staff through collegial discussions and faculty meetings and participate in classroom demonstrations throughout the school year. They will share innovative ideas for all teachers and disseminate information to ensure differentiated instruction and to guide teachers toward reaching our reading objectives, as set forth by this SIP. Student data will be analyzed to determine progress made and guide instruction. The LLT will share the results of data disaggregation with team members and staff.

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

The major focus this year will be implementing Common Core standards and including high complexity texts in all classes. The LLT will also be sure to aid teachers with the most effective use of materials both required and supplemental in the Treasures reading series. Furthermore, there will be a focus on integrating reading across the curriculum in all academic areas. The LLT will continuously analyze data to determine the effectiveness of instruction and provide support to all classroom teachers.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/8/2012)

*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.

McNab offers Kindergarten Round Up for incoming Kindergartners and their families. This event includes a presentation from current Kindergarten teachers to discuss the kindergarten curriculum and school-related information from the administrators. Families are then given a tour of the campus and given the opportunity to meet with members of the PTA.

*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:	At least 29.5% (97.4) of the students in grades 3-5 will score a level 3 on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.5% (88) of the students in Grades 3-5 scored a level 3 on the 2012 Reading FCAT.	At least 29.5% of the students in grades 3-5 will score a level 3 on the 2013 Reading FCAT.

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	Effective implementation of on level strategies and differentiated instruction for level 3 students	Teacher training in effective strategies and usage of Science Fusion, Go Math and Treasures supplemental resources to use with level 3 students	Principal, Assistant Principal and Reading Coach	Classroom Walkthrough Log- frequency of classroom walkthroughs will be weekly for every grade level, data disaggregation and collegial discussions of student achievement	Classroom Walkthroughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Effective implementation of remediation strategies to target struggling students, particularly those in the lowest 25%	Teacher training in effective strategies and usage of the remediation and supplemental materials of the Science Fusion, Go Math and Treasures series to target struggling students	Principal, Assistant Principal, ESE Specialist and Reading Coach	Classroom walkthrough log-frequency of classroom walkthroughs will be weekly for every grade level; data disaggregation; IStation reports; FCAT Explorer reports; collegial discussions of student achievement and remediation strategies	Classroom walkthroughs using data from school-wide ongoing assessments, mini-BATs, BAT testing administered in September and December; IStation reports; FCAT Explorer reports; collegial discussions of student achievement and remediation strategies. The above evaluation tools will be used to guide classroom instruction and to target benchmarks for students

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:		At least 44.3% (147) of the students in Grades 3-5 will score at or about a Level 4 on the 2013 Reading FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41.3% (137) of the students in grades 3-5 scored at or above a level 4 in reading on the 2012 FCAT.		At least 44.3% (147) of the students in Grades 3-5 will score at or about a Level 4 on the 2013 Reading FCAT.			

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	Effective implementation of enrichment strategies and resources for level 4 and 5 students	Collaboration with team members to discuss concerns and share best practices for teaching and learning. Students will participate in project-based learning and hands on, inquiry-based investigations.	Principal and Assistant Principal	Ongoing Classroom Walkthroughs, data disaggregation and progress monitoring	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Providing above level students with engaging lessons.	Above level students will participate in project-based learning activities.	Principal, Assistant Principal and Reading Coach	Ongoing Classroom Walkthroughs and student interviews	Rubrics and student presentations

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.		N/A			
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	At least 79.7% (172.2) of the students in grades 3-5 will make learning gains in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76.7% (165.7) of the students in grades 3-5 made learning gains in reading on the 2012 FCAT.	At least 79.7% (172.2) of the students in grades 3-5 will make learning gains in reading on the 2013 FCAT.

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	Effective implementation of curriculum and effective usage of strategies and available resources	Teacher training in differentiated instruction to meet the needs of all learners. Teachers will share strategies and information from trainings with all team members through collegial discussions.	Principal, Assistant Principal and Reading Coach	Classroom walkthroughs and monitoring student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Effective use of progress monitoring and disaggregating data to inform instructional choices	Refresh teachers in the use of effective progress monitoring and support them in the use of these tools	Principal, Assistant Principal, reading coach and ESE specialist	Classroom walkthroughs, analysis of data folders and observation of the use of progress monitoring tools	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At least 82.3% (45.3) of the lowest 25% of the students in grades 3-5 will make learning gains in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79.3% (43.6) of the students in the lowest 25% in grades 3-5 made learning gains in reading on the 2012 FCAT.	At least 82.3% (45.3) of the lowest 25% of the students in grades 3-5 will make learning gains in reading on the 2013 FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for students in the lowest 25% including technology components of IStation, FCAT Explorer and Accelerated Reader	Teacher training in effective strategies and usage of available resources to differentiate instruction to meet the needs of the lowest 25% and review of data generated from online and technology resources	Principal, Assistant Principal and Reading Coach	Classroom Walkthroughs and monitoring student achievement data from classroom assessments and online programs	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Attendance/transportation issues with offering Extended Learning Opportunities.	Offer FCAT Reading Camps at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite),	Principal, Assistant Principal, ELL Representative and Reading Coach	Students will participate in FCAT Reading Camp for 16 sessions. Progress will be monitored by using a pre/post test.	Pre and post tests for the FCAT camp as well as the attendance rates for the FCAT camp and extended learning

		and communicate importance of additional assistance at every venue.			opportunities
3	Lack of staff to support differentiated instruction and small group intensive instruction for struggling students	Utilizing all staff and resources that are available, including technology, personnel, manipulatives and programs aligned with the Struggling Readers Chart in order to differentiate instruction for all students.	Classroom teachers and support staff	Teacher observations and teacher assessments	2012-2013 FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # At least 71% of the students in grades 3-5 will be proficient on the 2013 Reading FCAT.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our white and black populations increased their percentages of students making satisfactory progress. Our Hispanic population decreased proficiency by 14% making satisfactory progress and our Asian population also decreased by 2%. The AMO target for the Asian population was 75%; 80% were proficient, reaching the target. The AMO target for the Black population was 39%; 55% were proficient, reaching the target. The AMO target for the Hispanic population was 63%; 59% were proficient, not meeting the target. The AMO target for the White population was 74%; 73% were proficient, just missing the target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 27.1% (52); Black- 45.2% (14) NA; Hispanic- 40.9% (36); Asian- 20% (2) NA; American Indian- 0% (0)	Decrease levels of unsatisfactory progress for all subgroups, with a focus on the Hispanic population, which showed a substantial decrease in those making satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of effective strategies and usage of available resources to differentiate instruction for all learners.	Teacher training in effective strategies and usage of available resources to differentiate instruction for all learners.	Principal and Assistant Principal	Ongoing Classroom WalkThroughs and monitoring of student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

2	Transportation issues for extended learning opportunities, including FCAT Camp and Parent Literacy events	Offer FCAT Reading Camps and Parent Literacy events at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance	Principal, Assistant Principal and Reading Coach	Parents survey for the Literacy events; pre and post tests for the FCAT camp and attendance rates for both	Attendance rates of the Literacy Events; pre and post tests for the FCAT Camp as well as attendance rates
3	Lack of parent involvement	Parent night that trains parents in technology, parent/teacher communication and ways to assist their child with homework and FCAT Practice	Principals, select teachers and ESOL coordinator	PTA attendance and Parent/Teacher Conference attendance	Attendance sheets from PTA and Parent/Teacher conferences
4	Effective communication between home and school for our ELL population, including family academic nights, red folder communication and conferences.	Create a bilingual academic literacy night to increase the participation and engagement of our ELL and LEP families as well as increase in community stakeholders to support or ELL families.	Principal, Assistant Principal, SAC Chair, and ESOL coordinator.	Attendance rates of ELL families at conferences, PTA events, and literacy events.	Attendance sheets from PTA, SAC, conferences and literacy events.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	At least 69%(55) of the ELL students in grades 3-5 will make satisfactory progress in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (53) of the ELL students in grades 3-5 made satisfactory progress in reading on the 2012 FCAT.	At least 69%(55) of the ELL students in grades 3-5 will make satisfactory progress in reading on the 2013 FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Teacher training in effective strategies and usage of available resources to meet the needs of diverse learners.	Principal, Assistant Principal and Reading Coach	Classroom Walkthroughs and monitoring of student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Effective communication between home and school for our ELL population, including family academic nights, red folder communication and conferences.	Create a bilingual academic literacy night to increase the participation and engagement of our ELL and LEP families as well as increase in community	Principal, Assistant Principal, SAC Chair, and ESOL coordinator.	Attendance rates of ELL families at conferences, PTA events, and literacy events.	Attendance sheets from PTA, SAC, conferences and literacy events.

		stakeholders to support or ELL families.			
3	Language acquisition difficulties and communication barrier between home and school	Increase communication between home and school to bridge the language gap through use of bilingual materials and translators.	ESOL Coordinator	Classroom assessment, teacher observations and attendance at conferences	Informal survey

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:	At least 44% (21.12) of our students in grades 3-5 with disabilities will make satisfactory progress in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58.3% (28) of the students with disabilities in grades 3-5 did not make satisfactory progress in reading on the 2012 FCAT.	At least 44% (21.12) of our students in grades 3-5 with disabilities will make satisfactory progress in reading on the 2013 FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Teacher trainings in the implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Principal, Assistant Principal and Reading Coach	Classroom WalkThroughs and monitoring student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Teacher content knowledge as it pertains to SWD and differentiating instruction for these unique learners	Provide Professional Learning Communities on Differentiated Instruction and small groups.	Principal and Assistant Principal	Classroom walkthroughs with a focus on differentiating instruction for diverse learners	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
3	The lack of instructional strategies to meet the needs of Students with Disabilities.	Train teachers in the effective use of instructional strategies to meet the needs of Students with Disabilities .	ESE Specialist	Classroom assessments and teacher observations	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results

				of the above assessments will be analyzed to guide classroom instruction.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	At least 60.5% (101) of the economically disadvantaged students in grades 3-5 will make satisfactory progress in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.5% of the economically disadvantaged students in grades 3-5 did not make satisfactory progress in reading on the 2012 FCAT.	At least 60.5% (101) of the economically disadvantaged students in grades 3-5 will make satisfactory progress in reading on the 2013 FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Teacher trainings on the implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Principal, Assistant Principal and Reading Coach	Classroom Walkthroughs and monitoring student achievement	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Attendance/transportation issues with offering Extended Learning Opportunities and Parent Literacy Events	Offer FCAT Reading Camps at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance	Principal, Assistant Principal and Reading Coach	Attendance sheets and rates from Parent Literacy events as well as Extended Learning Opportunities, such as FCAT camp	Attendance rates from Literacy events as well as the pre and post tests for FCAT camp
3	Lack of funds for after school programs	Teachers will utilize reading block effectively with intensive interventions to increase student achievement. Enable students in need of extra small group instruction to meet with the reading coach to target specific needs.	Principal, Assistant Principal and Reading Coach	Classroom assessments, mini BATS and teacher observation	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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
Transitioning to Common Core Standards	K-5	Reading Coach	All teachers K-5 and support facilitators	August 2012-back to school week Early releases	Classroom walkthrough and teacher observation feedback; collegial discussions and ongoing review of student achievement data and teacher reflection forms	Principal and Assistant Principal
Differentiating instruction during the reading block	K-5	Reading Coach and ESE Specialist	All teachers K-5 and support staff	Back to school week, planning days and early release days	Classroom walkthroughs, lesson plan reviews, collegial discussions and ongoing review of student achievement data and progress monitoring to determine effectiveness of the differentiation	Principal, Assistant Principal, Reading Coach and ESE Specialist

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Research-based Materials	SAC Accountability Funds	\$1,000.00
Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core	Research-based materials	SAC Accountability Funds	\$1,000.00
Teachers will utilize supplemental materials to have students practice reading skills.	Treasures Supplemental Materials	General Fund Instructional Materials	\$10,000.00
			Subtotal: \$12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
School Operations & RTI	ESE Specialist	0	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Integration Training	Reading Specialist and Coach	0	\$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: \$12,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		At least 50.5% (94.4) of the ELL students in grades K through 5 will be proficient in listening and speaking on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
47.5% (89) of the ELL students in grades K through 5 were proficient in listening and speaking on the 2012 CELLA test. The breakdown by grade: Kindergarten A1- 18% (7); 1st Grade A1- 53% (28); 2nd grade- A1 87% (45); 3rd Grade (B1) 12% (2); 4th grade- B1 25% (5); 5th grade- B1 40% (2) were proficient in listening and speaking on the 2012 CELLA test of listening and speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher content knowledge for differentiating instruction for ELL students	Train teachers through a professional development in differentiating the reading block to focus on the specific needs of ELL students, including but not limited to vocabulary development, exposure to high level text and oration	Reading Coach/ ESOL Coordinator	Classroom walkthroughs, disaggregation of ELL student data and progress monitoring of these students	DAR scores, Fluency tests. CELLA scores

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:		37.7% (70.5) of the ELL students in grades K through 5 will be proficient in reading on the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
34.7% (65) of the ELL students in grades K through 5 were proficient in reading on the 2012 CELLA. CELLA proficiency results: Kindergarten A1- 0% (0); 1st grade A1- 53% (28); 2nd grade-A1- 87% (45); 3rd grade-B1 12% (2); 4th grade B1- 25% (5); 5th grade B1 40% (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	Teacher content knowledge for differentiating instruction for ELL students	Train teachers through a professional development in differentiating the reading block to focus on the specific needs of ELL students, including but not limited to vocabulary	Reading Coach/ ESOL Coordinator	Classroom walkthroughs, disaggregation of ELL student data and progress monitoring of these students	DAR scores, Fluency tests. CELLA scores

	development, exposure to high level text and oration		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	38% (71) of the ELL students in grades K through 5 will be proficient in writing on the 2013 CELLA.
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2012 Current Percent of Students Proficient in writing:

35% (66) of the ELL students in grades K through 5 were proficient in writing on the 2012 CELLA. CELLA proficiency results: Kindergarten A1- 5% (2); 1st grade A1- 26% (14); 2nd grade A1- 58% (31); 3rd grade B1- 35% (6); 4th grade B1- 55% (11); 5th grade B1- 40% (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	Teacher content knowledge for differentiating instruction for ELL students	Train teachers through a professional development in differentiating the reading block to focus on the specific needs of ELL students, including but not limited to vocabulary development, exposure to high level text and oration	Reading Coach/ ESOL Coordinator	Targeted classroom walkthroughs, disaggregation of ELL student data and progress monitoring of these students	DAR scores, Fluency tests. CELLA scores

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

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:	At least 31% (112) of the students in grade 3 through 5 will score at a Level 3 in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.3% (94) of the students in grades 3 through 5 scored at level 3 in math on the 2012 FCAT.	At least 31% (112) of the students in grade 3 through 5 will score at a Level 3 in math on the 2013 FCAT.

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	Effective implementation of on level strategies and differentiated instruction for level 3 students	Teacher training in effective strategies and usage of Science Fusion, Go Math and Treasures supplemental resources to use with level 3 students	Principal, Assistant Principal and Reading Coach	Classroom Walkthrough Log- frequency of classroom walkthroughs will be weekly for every grade level, data disaggregation and collegial discussions of student achievement	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Effective implementation of remediation strategies to target struggling students, particularly those in the lowest 25%	Teacher training in effective strategies and usage of the remediation and supplemental materials of the Science Fusion, Go Math and Treasures series to target struggling students	Principal, Assistant Principal, ESE Specialist and Reading Coach	Classroom walkthrough log-frequency of classroom walkthroughs will be weekly for every grade level; data disaggregation; IStation reports; FCAT Explorer reports; collegial discussions of student achievement and remediation strategies	Classroom walkthroughs using data from school-wide ongoing assessments, mini-BATs, BAT testing administered in September and December; IStation reports; FCAT Explorer reports; collegial discussions of student achievement and remediation strategies. The above evaluation tools will be used to guide classroom instruction and to target benchmarks for students
	Continuous effective implementation of GO MATH and use of progress monitoring components	Have teachers share best practices with one another to target the specific needs of the students and discuss student data to	Principal and Assistant Principal	Classroom walk-throughs and collegial discussions	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the

3		determine the effectiveness of teaching strategies		Benchmark Assessment (BAT) administered in September and December will be analyzed to guide classroom instruction.
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	At least 42.8% (142) of the students in grade 3 through 5 will score at or above a level 4 in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.8% (132) of the students in grades 3 through 5 scored at or above a level 4 in math on the 2012 FCAT.	At least 42.8% (142) of the students in grade 3 through 5 will score at or above a level 4 in math on the 2013 FCAT.

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	Effective implementation of enrichment strategies and resources for level 4 and 5 students	Collaboration with team members to discuss concerns and share best practices for teaching and learning. Students will participate in project-based learning and hands on, inquiry-based investigations.	Principal and Assistant Principal	Ongoing Classroom Walkthroughs, data disaggregation and progress monitoring	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	At least 80.9% (174)of the students in grades 3 through 5 will make learning gains on the 2013 math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.9% (168.3) of the students in grades 3 through 5 made learning gains in math on the 2012 FCAT.	At least 80.9% (174)of the students in grades 3 through 5 will make learning gains on the 2013 math FCAT.

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	Effective implementation of curriculum and effective usage of strategies and available resources	Teacher training in differentiated instruction to meet the needs of all learners. Teachers will share strategies and information from trainings with all team members through collegial discussions.	Principal, Assistant Principal and Reading Coach	Classroom walkthroughs and monitoring student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
	Effective use of progress monitoring and disaggregating data to inform instructional choices	Refresh teachers in the use of effective progress monitoring and support them in the use of these tools	Principal, Assistant Principal, reading coach and ESE specialist	Classroom walkthroughs, analysis of data folders and observation of the use of progress monitoring tools	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark

2					Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
3	Continuous improvement in the effective implementation of the math series.	Teachers will meet at grade level meetings and share best practices that will meet the unique needs of the learners.	Principal	Ongoing Classroom walkthroughs and quarterly data chats	Classroom Walkthroughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At least 72.5% (40.6) of the lowest 25% of the students in grades 3 through 5 will make learning gains on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69.5% (38.9)of students in the lowest 25% in grades 3 through 5 made learning gains on the 2012 Math FCAT.	At least 72.5% (40.6) of the lowest 25% of the students in grades 3 through 5 will make learning gains on the 2013 Math FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for students in the lowest 25% including technology components of IStation, FCAT Explorer and Accelerated Reader	Teacher training in effective strategies and usage of available resources to differentiate instruction to meet the needs of the lowest 25% and review of data generated from online and technology resources	Principal, Assistant Principal and Reading Coach	Classroom Walkthroughs and monitoring student achievement data from classroom assessments and online programs	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Attendance/transportation issues with offering Extended Learning Opportunities.	Offer FCAT Reading Camps at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance at every venue.	Principal, Assistant Principal, ELL Representative and Reading Coach	Students will participate in FCAT Reading Camp for 16 sessions. Progress will be monitored by using a pre/post test.	Pre and post tests for the FCAT camp as well as the attendance rates for the FCAT camp and extended learning opportunities
3	Implementing the technology component of the Go Math series to engage all learners.	Train teachers and guide them with implementing the use of the technology component of the Go Math series.	Principal, Assistant Principal and Reading Coach	Classroom walkthroughs and data chats	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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 #					
	At least 76% of the students in grades 3 through 5 will be proficient in math on the 2013 FCAT.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	76%	78%	81%	83%	

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.	77% (147) of the white students, 57.8% (17.9) of the black students, 58.7% (51.6) of the Hispanic students, 83% (8.3) of the Asian students and 10% (1) of the American Indian students will make satisfactory progress on the 2013 math FCAT.
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

26% (50) of the white students, 45.2% (14) of the black students, 44.3% (39) of the Hispanic students, 20% (2) of the Asian students and 0% (0) of the American Indian students did not make satisfactory progress on the 2012 math FCAT.

77% (147) of the white students, 57.8% (17.9) of the black students, 58.7% (51.6) of the Hispanic students, 83% (8.3) of the Asian students and 10% (1) of the American Indian students will make satisfactory progress on the 2013 math FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all learners.	Teacher training in effective strategies and usage of available resources to differentiate instruction for all learners.	Principal and Assistant Principal	Ongoing Classroom WalkThroughs and monitoring of student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Transportation issues for extended learning opportunities, including FCAT Camp and Parent Literacy events	Offer FCAT Reading Camps and Parent Literacy events at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance	Principal, Assistant Principal and Reading Coach	Parents survey for the Literacy events; pre and post tests for the FCAT camp and attendance rates for both	Attendance rates of the Literacy Events; pre and post tests for the FCAT Camp as well as attendance rates

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	At least 50.2% (18) of the ELL students in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52.8% (19) of the ELL students in grades 3 through 5 did not make satisfactory progress on the 2012 Math FCAT.	At least 50.2% (18) of the ELL students in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Teacher training in effective strategies and usage of available resources to meet the needs of diverse learners.	Principal, Assistant Principal and Reading Coach	Classroom Walkthroughs and monitoring of student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results

					of the above assessments will be analyzed to guide classroom instruction.
2	Effective communication between home and school for our ELL population, including family academic nights, red folder communication and conferences.	Create a bilingual academic literacy night to increase the participation and engagement of our ELL and LEP families as well as increase in community stakeholders to support or ELL families.	Principal, Assistant Principal, SAC Chair, and ESOL coordinator.	Attendance rates of ELL families at conferences, PTA events, and literacy events.	Attendance sheets from PTA, SAC, conferences and literacy events.
3	Effective implementation of GO MATH, with a focus on ESOL strategies and differentiated instruction for ELL.	Train teachers and support teachers in the implementation and effective use of ESOL strategies in the area of math.	Principal, Assistant Principal and ESOL coordinator	Classroom walkthroughs and data chats	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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:	At least 57.2% (27.4) of the students with disabilities in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45.8% (22) of the students with disabilities in grades 3 through 5 did not make satisfactory progress on the 2012 Math FCAT.	At least 57.2% (27.4) of the students with disabilities in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Teacher trainings in the implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Principal, Assistant Principal and Reading Coach	Classroom WalkThroughs and monitoring student achievement data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
	Teacher content knowledge as it pertains to SWD and differentiating instruction for these unique learners	Provide Professional Learning Communities on Differentiated Instruction and small groups.	Principal and Assistant Principal	Classroom walkthroughs with a focus on differentiating instruction for diverse learners	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats

2					(bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
3	Lack of support staff to reinforce and review math concepts with SWD.	Effective use of interventions and manipulatives in a classroom setting to help reinforce math concepts with SWD. Collaboration with ESE teachers and ESE coordinator to support teachers with SWD.	ESE coordinator, ESE teachers and classroom teachers	Collegial discussions between ESE teachers and classroom teachers, classroom walkthroughs, data chats and classroom assessments	2013 FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	At least 61.1% (102) of the economically disadvantaged students in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.9% (70) of the economically disadvantaged students in grades 3 through 5 did not make satisfactory progress on the 2012 Math FCAT.	At least 61.1% (102) of the economically disadvantaged students in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.

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	Implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Teacher trainings on the implementation of effective strategies and usage of available resources to differentiate instruction for all diverse learners.	Principal, Assistant Principal and Reading Coach	Classroom Walkthroughs and monitoring student achievement	Classroom Walkthroughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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
Effective use of data from classroom and standardized assessments to guide math instruction (mini- BATs, chapter tests, FCAT explorer reports)	K-5	Team leaders	All classroom teachers grade K-5	Monthly during team meetings	Data chats and collegial discussions with the Principal and/or assistant principal during monthly team meetings	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Plan instructional lessons using math manipulatives.	Go Math Kits	SAC/Accountability Fund	\$400.00
			Subtotal: \$400.00
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: \$400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	At least 38.7% (37.9) of the students in 5th grade will earn a level 3 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35.7% (35) of the 5th grade students earned a level 3 on the 2012 Science FCAT.	At least 38.7% (37.9) of the students in 5th grade will earn a level 3 on the 2013 Science FCAT.

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	Effective implementation of on level strategies and differentiated instruction for level 3 students	Teacher training in effective strategies and usage of Science Fusion, Go Math and Treasures supplemental resources to use with level 3 students	Principal, Assistant Principal and Reading Coach	Classroom Walkthrough Log- frequency of classroom walkthroughs will be weekly for every grade level, data disaggregation and collegial discussions of student achievement	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Effective implementation of remediation strategies to target struggling students, particularly those in the lowest 25%	Teacher training in effective strategies and usage of the remediation and supplemental materials of the Science Fusion, Go Math and Treasures series to target struggling students	Principal, Assistant Principal, ESE Specialist and Reading Coach	Classroom walkthrough log-frequency of classroom walkthroughs will be weekly for every grade level; data disaggregation; IStation reports; FCAT Explorer reports; collegial discussions of student achievement and remediation strategies	Classroom walkthroughs using data from school-wide ongoing assessments, mini-BATs, BAT testing administered in September and December; IStation reports; FCAT Explorer reports; collegial discussions of student achievement and remediation strategies. The above evaluation tools will be used to guide classroom instruction and to target benchmarks for students
3	Instructional Focus Calendar did not allot sufficient time to fully cover each Strand, therefore, all material will not be covered to mastery.	Teachers will collaborate to develop effective science curriculum to align with science standards and school calendar in order to effectively cover all benchmarks for 5th grade science.	Administration	Classroom assessments and experiments	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
	Continuous effective implementation of the Science Fusion in all grade levels and	Grade level teams will meet monthly, 5th grade, weekly, to review and discuss	Reading Coach and Administration	Classroom walkthroughs, collegial curriculum discussions and data	Classroom Walk-Throughs, using data from school wide

4	reflective practices by teachers to determine effectiveness of instruction	curriculum and instruction. Many classes will pair with other classes for Science buddies to foster a community of exploration and science.		disaggregation	assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
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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 science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At least 22.4% (21.9) of the 5th grade students will score at or above a level 4 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19.4% (19) of the 5th grade students scored at or above a level 4 on the 2012 Science FCAT.	At least 22.4% (21.9) of the 5th grade students will score at or above a level 4 on the 2013 Science FCAT.

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
	Effective implementation of enrichment strategies and resources for level 4 and 5 students	Collaboration with team members to discuss concerns and share best practices for teaching and learning. Students will participate in project-based learning and hands on, inquiry-	Principal and Assistant Principal	Ongoing Classroom Walkthroughs, data disaggregation and progress monitoring	Classroom Walkthroughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment

1		based investigations.			(BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.
2	Continuous improvement and mastery of the implementation of the Science Fusion series including effective and purposeful progress monitoring	For 5th grade, weekly meetings to look at data from assessments as well as active reflection of teaching strategies by all teachers. This will take place monthly for all other grade levels. Use District IFCs to pace instruction and integrate Florida Science Fusion and Broward County's hands-on science kits in grades K-5, with emphasis on enrichment activities.	Administration	Classroom walk-throughs, collegial curriculum discussions, data disaggregation discussions, classroom assessment data	Classroom Walk-throughs, using data from school wide assessments, ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Understanding the skills and concepts that spiral through the Science Fusion series	K-5	5th grade team	K-5 teachers	September 27, Early Release day as well as a follow up in February	Classroom walkthroughs focusing on use of core concepts and skills in science; lesson plan reviews; collegial discussions at team meetings; team planning for science to ensure fidelity	Principal and Assistant Principal
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize hands-on materials to teach the scientific process.	Delta Science Kits and Science Fusion Flip Chart materials	SAC/Accountability	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	At least 91.2% (108.5) of the fourth grade students will score at level 3.0 or higher on the 2013 Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.2% (105) of the fourth grade students scored at a level 3.0 or higher on the 2012 Writing FCAT.	At least 91.2% (108.5) of the fourth grade students will score at level 3.0 or higher on the 2013 Writing FCAT.

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
	Time constraints for writing with the mandatory times for	Fourth grade teachers will train all classroom teachers in the most	Administration and Reading Coach	Grade Level Teachers will meet monthly to evaluate student	Student writing samples

1	reading and math during the school day.	effective use of the writing block and effective time management of the daily schedule		writing samples, plan and revise instruction.	
2	Creating a writing curriculum that will spiral through all the grades with a new focus on grammar and spelling.	A teacher from each grade level will meet monthly for the writing/literacy committee to determine an effective writing curriculum for each grade level. Monthly writing prompts will also be given school wide.	Administration and Reading Coach	Grade Level Teachers will meet monthly to evaluate student writing samples, plan and revise instruction.	Student writing samples

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across the curriculum in alignment with the Common Core standards	K-5	Off site facilitator	All teacher K-5 (separated in groups K-2; 3-5)	October teacher planning	Teacher reflection papers and student writing samples to show evidence of the strategies learned at the training	Principal and Assistant Principal

Writing Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshops	SBBC	Title I	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

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:	Increase the current attendance rate to 96.5% during the 2013 school year
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.5%	Increase the current attendance rate to 96.5% during the 2013 school year
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
250 students with excessive absences in grades K-5	Decrease the number of students in grades K-5 with excessive absences by 5%, 238 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
132 students with excessive tardies in grades K-5	Decrease the number of students with excessive tardies in grades K-5 by 5%, 125 students

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	Parent involvement and parent contact when excessive absences or tardies occur	Inform parents of attendance and tardy policy and enforce it by all means possible. Recognize those students with exceptional	Principals and classroom teachers	Daily attendance cards	Attendance rates

attendance.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of suspensions of students in grades K-5 by 5%, resulting in 14 in school suspensions, 10 students with in-school suspensions, 11 out of school suspensions and 6 students with out of school suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

16	We would like to decrease the number of in-school suspensions by 5%, resulting in 14 suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11 students in grades K-5 suspended in-school	Decrease the number of students suspended in-school by 5%, resulting in 10 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12 out-of-school suspensions	Decrease the number of out-of-school suspensions by 5%, resulting in 11 suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7 students in grades K-5 suspended out-of-school	Decrease the number of students suspended out-of-school by 5%, resulting in 6 students.

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 not adhering to school and classroom rules.	Students will attend responsibility assemblies and participate in developing classroom rules and consequences, teachers will review rules and procedures throughout the year, and students will participate in Caught Doing the Right Thing program to reinforce positive behavior.	Administration and classroom teachers	Monitor the number of discipline incidents recorded into Virtual Counselor each month as well as behavior referrals for the RTI process.	Suspension 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						

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		100% (842)of parents or guardians in grades K-5 will participate in at least one school activity: PTA meetings, SAC meetings, Parent-Teacher conferences, Literacy Night, other PTA events or Open House			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
100% (830) of parents or guardians participated in school activities		100% (842)of parents or guardians in grades K-5 will participate in at least one school activity: PTA meetings, SAC meetings, Parent-Teacher conferences, Literacy Night, other PTA events or Open House			
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	Economy has affected parental ability to attend events and meetings as well as a language barrier for our ELL students	Increase communication through website, Parent-Teacher correspondence and email and bilingual communication	Principals and Classroom Teachers	Attendance at school events and meetings	Attendance at school events and meetings

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Literacy Events	refreshments and literature for participating parents and students	Title One	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		At least 68% (60)of the Hispanic students in grades 3 through 5 will be proficient in math on the 2013 FCAT. At least 50.2% (18) of the ELL students in grades 3 through 5 will make satisfactory progress on the 2013 Math FCAT.			
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
	Implementation of effective strategies and usage of available resources to differentiate instruction	Teacher training in effective strategies and usage of available resources to meet the unique needs of ELL	Principal, Assistant Principal and Reading Coach	Targeted classroom walkthroughs, team lesson planning with assistance from the ESOL coordinator, and	Classroom Walk-throughs, using data from school wide assessments,

1	for all diverse learners with a focus on ELL students.	students, in particular, enriching their vocabulary by making it tangible and exposure to high level vocabulary		monitoring of student achievement data with a focus on ELL students	ongoing Mini-Bats (bi-weekly), the Benchmark Assessment (BAT) administered in September and December, results of the above assessments will be analyzed to guide classroom instruction
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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
Embedding ESOL strategies into lessons to target our ELL students	K-5 Math	ESOL Coordinator/ Reading Coach	K-5 instructional staff	Early release and monthly team meeting for review	Lesson plan review, targeted classroom walkthroughs	Principals and Assistant Principals

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training on differentiating math instruction	In house training for teachers on an early release day at which they can review plans and strategies for targeting ELL students and embedding ELL strategies into lessons	0	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Research-based Materials	SAC Accountability Funds	\$1,000.00
Reading	Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core	Research-based materials	SAC Accountability Funds	\$1,000.00
Reading	Teachers will utilize supplemental materials to have students practice reading skills.	Treasures Supplemental Materials	General Fund Instructional Materials	\$10,000.00
Mathematics	Plan instructional lessons using math manipulatives.	Go Math Kits	SAC/Accountability Fund	\$400.00
Science	Teachers will utilize hands-on materials to teach the scientific process.	Delta Science Kits and Science Fusion Flip Chart materials	SAC/Accountability	\$1,000.00
				Subtotal: \$13,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School Operations & RTI	ESE Specialist	0	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Integration Training	Reading Specialist and Coach	0	\$0.00
Writing	Writing Workshops	SBBC	Title I	\$300.00
STEM	Teacher training on differentiating math instruction	In house training for teachers on an early release day at which they can review plans and strategies for targeting ELL students and embedding ELL strategies into lessons	0	\$100.00
				Subtotal: \$400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent Literacy Events	refreshments and literature for participating parents and students	Title One	\$500.00
				Subtotal: \$500.00
				Grand Total: \$14,300.00

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 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Targeted intervention materials	\$1,000.00
Delta Science Kit Materials	\$1,000.00
Supplemental reading materials for leveled instruction	\$1,000.00
Supplemental Reading Programs	\$1,000.00
Go Math Kit materials	\$400.00

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

The SAC is currently in the process of rewriting the school mission and vision. With so many administrative changes over the past 6 years, we thought it pressing to author and compose a new mission and vision that would reflect the current status, culture and goals of our school. Furthermore, SAC seeks to fund a Parent Literacy Program that targets our ELL population through the use of bilingual presenters, bilingual literature and paired teams of bilingual parents to attempt to bridge the language barrier between home and school. There are three events scheduled to invite parents into the school to learn how to effectively read with their children and how to foster a love of books at home. SAC will also continue to support the goals created in the SIP to provide teachers and students with the resources needed to best meet the unique needs of our learners. The School Advisory Council will meet monthly to discuss the current state and status of the school as well as to review the SIP to ensure that it meets the needs of all students at McNab. SAC will cooperate and communicate with local businesses and community citizens to bridge the gap between schools and the community at large. They will determine best practices to increase parental and community participation and support at McNab.

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 MCNAB ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	87%	94%	62%	325	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	62%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	52% (YES)			92	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					542	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District MCNAB ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	89%	90%	54%	314	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	67%	74%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	64% (YES)			120	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					575	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested