

**FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM  
2012-2013 SCHOOL IMPROVEMENT PLAN**



School Name: ATLANTIC WEST ELEMENTARY SCHOOL

District Name: Broward

Principal: Janette Hameister

SAC Chair: Renee Westergren

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

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Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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**PART I: CURRENT SCHOOL STATUS**

**STUDENT ACHIEVEMENT DATA**

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

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

**ADMINISTRATORS**

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Janette Hameister	Master of Education K-12 Educational Leadership	2	7	Principal -Janette Hameister Experience includes thirty one years as a Broward County Educator; six years in administration, four years - Area Center for Educational Enhancement@FAU-state grant four years as Curriculum Coordinator and 17 years as a classroom teacher  09-10 – Liberty El Grade A-AYP 85%(67% learning gains in reading,65% in math, 91%proficiency in writing, 47% in Science 10-11 – Margate El Grade B - AYP 82% (68% learning gains in reading, 59% in math,86% high standards in writing,42% in science) 11-12 - Atlantic West El. Grade B 48% level 3 and above in reading,52% level 3 and above in math, 83% level 3 and above in Writing, 35% level 3 and above science
Assis Principal	Jounice Lewis	Master of Science in Educational Leadership	4	8	Assistant Principal – Jounice Lewis Experience includes seventeen years as Broward Educator; seven years in administration, five years as a Curriculum Coach in both elementary and middle schools and five years as a classroom teacher. Prior School Performance school Grade in 2006-07- was an A. 2007-08 C grade at another school. All subgroups made AYP in 2007-08 except in Reading; 2008-2009: Grade A - AYP in all subgroups with the exception of black and SWD subgroups in math. In 2009-2010 the School earned a grade of A. Met AYP in reading for Blacks and SWD; in math all subgroups met AYP, except SWD.Percent of Criteria Met: 87%; Science proficiency increased 7 percentage points to 50% and 97% of students met proficiency in writing. 2010-2011 - Atlantic West Elem - Grade A - AYP 74%  11-12 - Atlantic West El. Grade B 48% level 3 and above in reading,52% level 3 and above in math, 83% level 3 and above in Writing, 35% level 3 and above science

**INSTRUCTIONAL COACHES**

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Maria Lowenstein	B.A. in Elementary Ed., Masters in Educational Leadership, Reading and ESOL endorsed, National Board Certification	10	5	2008-2009: Grade A - AYP in all subgroups with the exception of black and SWD subgroups in math. 2009-2010 -Grade of A (AYP 83%); 2010-2011 Grade of A (AYP 74%) 11-12 - Atlantic West El. Grade B 48% level 3 and above in reading, 52% level 3 and above in math, 83% level 3 and above in Writing, 35% level 3 and above science

### 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	New Educator Support System (NESS)	Rosemary Puia	06/13	
2	New teachers in K, 1/2, 3, and ASD will get a NESS coach to provide daily, weekly support	Team Leaders	06/13	
3	Professional Learning Communities	Jan Hameister, Jounice Lewis, Maria Lowenstein, K-5 Team Leaders	06/13	
4	Weekly grade level meetings, for planning instruction	Team Leaders	06/13	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	2.1%(1)	6.4%(3)	55.3%(26)	36.2%(17)	21.3%(10)	100.0%(47)	6.4%(3)	29.8%(14)	97.9%(46)

### 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
Shannon Todd	Annette Dittmeier	New to school	Weekly planning meeting, Support as needed, monthly Ness support
Kristen Rich	Susann Reeves	New to school	Weekly planning, support daily as needed, Monthly NESS support
Ann Holz	Carolyn O'Malley	New to school	Weekly planning, support daily as needed, Monthly NESS support
Kelly Waldorf	Maria Lowenstein	new to school and grade	Weekly planning, support as needed, NESS support
Danielle Spasiano	Annette Dittmeier	New to school	Weekly planning, support as needed, NESS support

### ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 funds are used for teacher salaries.

Funds are also used for parent involvement, tutoring, extended learning opportunities for students and Staff development.

Our tutoring and mentoring programs are aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of BAT 2 and his/her mini assessments and with appropriate programs.

A variety of extended learning opportunities are conducted during the year. Students who attend the after school program or Saturday camps (4 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. The students are also invited if they are not predicted to pass the FCAT for the current year based on the Benchmark Assessment Test, (BAT). Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above in during the day activities/camps.

Opportunities for Instructional Professional Development are: Technology, Math, Reading, Science & Writing; ELL English Language Learners Reading and Math: Understanding AYP; Florida Continuous Improvement Model (FCIM) Disaggregate Assess Re-teach Test, Training; Reading – Comprehension and Vocabulary, FAIR analysis , Common Core Standards: Marzano Domain 1,2,3,4

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title III

ELL students receive reading and developmental language arts instruction in the classroom with ESOL endorsed teachers. The Multicultural department provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction will be offered through after school tutoring sessions and Saturday Camps. The Focus groups (based on subgroups in need of improvement) are identified and encouraged to attend beyond the classroom, to ensure academic success. A variety of extended learning opportunities are conducted during the year. Students who attend the after school program or Saturday camps (4 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above in during the day activities/camps. Tutoring and mentoring programs are also aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs.

Violence Prevention Programs

The School Board of Broward County approved an Anti-Bullying Policy. The District's Office of Prevention Programs and Student Support Services designed this policy, under the Safe Schools Healthy Students Grant initiative. This policy sets forth guidelines for the identification and reporting of bullying – as the overall goal of the initiative is the protection of students and their increased feelings of safety and belonging. Atlantic West's teachers and staff utilize a variety of prevention and intervention activities and include tools and resources that create an environment of safety and respect, such as CHAMPS (School and Classroom Management Strategies) and Proactive Discipline. The school participates in Anti-Bullying activities that consists of Announcements, Wall of Peace, and designating one day of week as PEACE Day. The school has selected a Prevention Liaison. This person represents the school at District Trainings will share prevention issues throughout the year, with anti-bullying being one subject.

Nutrition Programs

Commit 2 B Fit TM program is a children's wellness initiative designed to encourage better nutrition and increased physical activity. This initiative is coordinated by the District's Physical Education Department

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.

Identify the school-based RtI Leadership Team.

Principal, Janette Hameister, Assistant Principal, Jounice Lewis, Guidance Counselor, Charlotte Jaleiba, School Psychologist, Susan J Schwartz, School Social Worker, Fay Zacca, Speech Pathologist, Carrie Karasik, ESE Specialist, Kathleen Kirouac and Instructional Coach Maria Lowenstein.

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 RTI team is facilitated by the Guidance Counselor. Meetings are held every Wednesday. Case managers include: assistant principal, reading coach, speech teacher, and guidance counselor. Data is recorded and tracked in the school filemaker database. Excel graphs are created to note data trends in tier 2 and 3 interventions for progress monitoring.

Teachers implement strategies and resources from the struggling reading and math charts, appropriate text book resources, CHAMPS II, individual behavior plan, research based suggestions from the case manager.

The Atlantic West RtI Leadership Team will include the following processes in weekly meetings:

- Step 1: Assess Teacher Concerns and Assign a Case Manager to assist the teacher with the RtI Process
- Step 2: Inventory Student Strengths and Talents
- Step 3: Review Background/Baseline Data
- Step 4: Select Target Teacher Concerns
- Step 5: Set Academic or Behavioral Goals
- Step 6: Design an Intervention Plan
- Step 7: Select Method for Progress Monitoring
- Step 8: Plan How to Share Information with the Student, Parent(s), and Teacher
- Step 9: Review the Intervention and Monitoring Plans

AWE RtI roles/functions may include, but not limited to the following:

- Develop annual RtI objectives
- Assign and monitor work being done by core team members, assuring all time frames are met
- Provide parents with notice of referral and request for a comprehensive evaluation if a disability is suspected
- Determine the intensity of the support that a student needs in order to be successful
- Review student results and make decisions about which individual students or classes might need further assistance to figure out how to improve student performance
- Collect and analyze academic, social, behavioral or attitudinal outcomes (Include Data Comparisons)
- Monitor student outcomes in the intervention to examine trends for the evaluation of interventions, general education progress monitoring, and AYP accountability
- Write goals and monitor more frequently for those who need intensive instructional services
- Develop quick process for reporting outcomes to determine response to intervention
- Monitor all students who have not reached benchmark and evaluate the effectiveness of instructional changes
- Train teachers in administering assessments and provide refreshers on scoring procedures
- Consolidate data and quickly provide reports for evaluation and determine tier placement
- Quickly identify and intervene in the education of struggling learners

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 AWE /RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP and discussed how they would assist the school staff with implementing the plan and integrating RtI as part of their vision for educating children.

Tier 1 data are routinely inspected in the areas of reading, math, writing, science and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk student who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed. For Tiers 2 and 3, the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

When developing and implementing the school improvement plan the AWRtI Team must:

- Involve all staff in the process
- Motivate the staff by demonstrating how this initiative will help students
- Collaborate with staff to enhance RtI implementation
- Establish a set of processes and procedures to make decisions about students based on the data
- Plan and attend professional development activities
- Participate actively in data analysis meetings
- Evaluate the effectiveness of the tiers instruction

### 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.

Data is recorded in the school based FM data base. Academic data comes from a variety of sources:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT), FAIR data, Running Records

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation, Running Records, FAIR, LLI RR

Midyear: Florida Assessments for Instruction in Reading (FAIR), , LLI, Running Records, BAT 2

End of year: FAIR, FCAT

Frequency of Data Days: quarterly by individual, 3x per year by team

Atlantic West will use the FDOE and Broward School District Data Warehouse Internet Site to assist with summarizing tiered data:

Virtual Counselor Reports; BAT Reports (Graphed and Charted - Benchmark Assessment Test for Reading and Math; School and Teacher Reports by Strand/Cluster Level Summary; Benchmark Level Summary); Two year teacher reports ; Student Information – Assessment, Attendance ; B. Data Warehouse Reports: ; 4 year Strand Report (student by student) ; FCAT Demographics ; School Accountability ; FCAT 1 Reading Level 1; 21 Membership ; AYP Report/Roster; AYP BAT FCAT Math and Reading ; BAT School and Teacher Summary for Reading and Math (Tests 1 and 2) ; Student Progress Monitoring Plan Letters (for parents)

Data from behavior interventions is collected on tally charts, scatterplots, and additional resources from CHAMPS.

Describe the plan to train staff on MTSS.

IN October 2012 the staff will participate in an MTSS/RTI review training to review the process, procedures, paperwork needed and teacher responsibilities. Additionally, throughout the year RTI review/updates will be done at monthly faculty meetings.  
The RTI team will also evaluate additional staff PD needs during the bi-monthly RTI Leadership Team meetings.

Describe the plan to support MTSS.

RTI/MTSS is supported through all operations of the school. The RTI/CPST team meets bi-weekly to discuss individual cases. Case managers are available for classroom support as well. Regular grade level data chats and quarterly individual data conversations include discussions on the needs of entire classrooms, grade levels, small groups and individual student. At each meeting a multi-tiered approach is used to ensure effective interventions are applied.

### Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Jan Hameister, Assistant Principal: Jounice Lewis, Guidance Counselor: Charlotte Jalaiba, ESE Specialist: Kathy Kirouac, Autistic Coach: Lynn Salgado, Reading Coach: Maria Lowenstein, Media Specialist: Bonnie Goldstein, ESOL Representative: Maria Lowenstein and K – 5 Team Leaders: Melissa Sheran, Carolyn O'Malley, Jeanne Menke, Annette Dittmeier, Mailodie Ferland, Caryn Linden, Mindy Agress, Stacy Havran

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

The agenda consists of monthly meetings that focus on grade level student performance in reading, math, science and writing; professional development trainings for teachers that align with the IF calendar, district reading plan, and the AWE reading plan.

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

The team will closely follow the PLC plan that was developed by the Summer Leadership Team during the post planning days: use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs; monitor and support the implementation of the CCSS and to use the diagnostic assessments available to teachers to drive instruction. The focus on teacher learning will be understanding text complexity and close reading and rereading of texts. The team will understand scientifically based reading instruction and strategies will be used with fidelity; lead and support PLCs and Study Groups focused on FAIR, Running Record, DAR, and cool tools data; Marzano DQ 1,2,3,4 connections, and create and share school-wide initiatives and activities that promote literacy

### Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/16/2012)

### \*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.

A Kindergarten Round-Up is held in February and May of each year to assist parents and their children in the transition to Atlantic West Elementary.

The community is notified via the school newsletter and our website. Flyers are also placed in the local area day care centers. Additionally, the school's marquee provides a vehicle to inform the community of the date and time of the Kindergarten Round-Up.

Parents and their future Kindergarten students receive a brief orientation of what children experience during a typical Kindergarten day. The Pre-Kindergarten students are also involved in a breakfast simulation with foods donated by the PTA. Students receive a special pencil to welcome them to our school. Parents and their children receive a tour of the school that includes observing Kindergarten classes in progress.

Kindergarten teachers also offer a "Meet and Greet" for kindergarten students and their parents. Students meet their teachers and visit their new classroom the Friday prior to the beginning of the school year.

### \*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:	The trend data indicates a decrease in the percent of students scoring 3 on the FCAT 2012 reading assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (74) of students in grades 3-5 achieved proficiency (level 3) on the 2012 administration of the FCAT Reading Test	It is expected that 39% (128) of students in grades 3-5 will achieve level 3 on the 2013 administration of the FCAT Reading Test

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials resources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores students attending FCAT camp
2	Insufficient implementation of differentiated teaching strategies during instruction and assessments.	Teachers will be trained on research-based strategies to differentiate instruction to include setting up learning centers, classroom libraries, cooperative groups, literature circles, oral and silent reading drills strategies.	Principal Assistant Principal Reading Coach Team leaders	Review of lesson plans, classroom observations/visits, data chats Observation feedback DQ1,2,3,4,	Review of lesson plans, classroom observations/visit chats Observation feedback DQ1,2,3,4
3	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive small group reading instruction.	Teachers will be trained through a year long PLC on how to analyze diagnostic assessments to determine the areas of weakness and drive classroom instruction.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats Observation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test, running record BAT 2, FCAT 2013 Observation DQ1
4	Student's insufficient independent reading at school and at home.	Teachers will be trained on programs such as the Daily Five so that students learn how to pick the right books to independently read and there will be additional time on task reading for each child.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats Observation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test, running record BAT 2, FCAT 2013 Observation DQ1
5	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks and focused on addressing specific student needs.	Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy test, running records, FCAT 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	47% (5) of students will score at levels 4,5, and 6 on the Florida Alternate Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4) of students scored at levels 4,5, and 6 in reading on the Florida Alternate Assessment test.	47% (5) of students will score at levels 4,5, and 6 on the Florida Alternate Assessment test.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving level 3,5, or 6 on FAA.	Staff will use PLC time to investigate research based strategies and programs (such as Foundations and Wilson Foundations) to address students' individual needs.	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year.	Data chats quarterly analyze data and discuss instructional strategies Program assessments FAA.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	The trend data indicates a drop in level 4 and 5 students on the 2012 I

Reading Goal #2a:	Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (72) of students achieved above proficiency (FCAT Levels 4 and 5) on the 2012 FCAT in reading	26% (78) of students will achieve above proficiency (FCAT Levels 4 and 5) 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 Tools
1	Consistent development and monitoring of student's independent reading.	Create a school-wide plan to provide opportunities for students to read for enjoyment and information using: Accelerated Reader (AR), Sunshine State Readers Groups and conference with students on results. Included in the plan is regular use of the school reading resource room.	Principal Assistant Principal Reading Coach Team Leader	Data chats that include a discussion with each teacher on implementing and monitoring independent reading (inc. AR) Mentors (3-5) meet and discuss AR progress each month	AR reports, Sunst State Reader logs students' personal reading logs
2	Planning for enrichment activities to stretch our strongest reading students.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks and focused on addressing the enrichment needs of students.	Principal Assistant Principal Reading Coach Team Leader	Review of grade level reading plans, classroom observations, quarterly data chats	IObservation Review of journals Review of perform tasks and rubrics, 2, Marzano DQ3,4
3	Using more complex texts with students using a close reading lesson plan including various genres, text structures and extensive tier 2 and tier 3 vocabulary.	Teachers will be part of a year long reading PLC that will focus on bringing in more complex texts in the classroom. Teachers will learn how to plan using a close read template and implementing these plans in their reading instruction.	Principal Assistant Principal Reading Coach Team Leader	Review of grade level reading plans, classroom observations, quarterly data chats	IObservation Review of lesson BAT 2, Marzano D
4	Student's insufficient independent reading at school and at home.	Through our year long Reading PLC, teachers will be trained on programs such as the Daily Five so that students learn how to pick the right books to independently read and there will be additional time on task reading for each child.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats	IObservation feed DQ1,2,3,4, and ru record. Lesson pla skills test, running records, BAT 2, F 2013 IObservation DQ1

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	1 out of 9 students scored a 7 on the 2012 Florida Alternate Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (1) student scored level 7 on the 2012 Florida Alternate Assessment.	20% (2) students will score a 7 on the 2013 Florida Alternate Reading Assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving level 7 on FAA.	Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR) to address students' individual needs.	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year.	Data chats quarterly analyze data and discuss instructional strategies Program assessments FAA.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The trend data indicates that there is a decrease in reading learning gains 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (115) of students made learning gains in FCAT 2012 reading	65% (134) of students will achieve learning gains on the 2013 reading I

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials resources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores students attending FCAT camp
2	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.	Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Quick Reads and Foundations)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.	Feedback on observation data provided to grade teams and Team Leaders. Reading Chapter tests, minibenchmark assessments, BAT 2, FCAT
3	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive their small group reading instruction.	Teachers will be trained through a year long PLC on how to analyze diagnostic assessments to determine the areas of weakness and drive classroom instruction.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats Observation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test, running record, BAT 2, FCAT 2013 Observation DQ1
4	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy test running records, FCAT 2013
5	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	Teachers will be trained on how to incorporate Leveled Literacy Intervention in their small group instruction for struggling readers.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy test running records, FCAT 2013

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	3 out of 5 students showed learning gains on the 2012 Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (3) of students made learning gains on the 2012 Florida Alternate Assessment in reading	80% (4) students will show learning gains on the 2013 Florida Alternate Assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA.	Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Foundations or Wilson Foundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year.  Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quarterly to analyze data and discuss instructional strategies Program assessments FAA.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	56%(35) of students in the lowest 25% showed a learning gain in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
55 % (29) of students in Lowest 25% made learning gains on the 2012 FCAT Reading	65% (34)% of students in Lowest 25% will make learning gains on the 2013 FCAT 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 Tools
1	Using more complex texts with students using a close reading lesson plan including various genres, text structures and extensive tier 2 and tier 3 vocabulary.	Teachers will be part of a year long reading PLC that will focus on bringing in more complex texts in the classroom. Teachers will learn how to plan using a close read template and implementing these plans in their	Principal Assistant Principal Reading Coach Team Leader	Review of grade level reading plans, classroom observations, quarterly data chats	Observation Review of lesson plans BAT 2, Marzano D

2	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks and focused on meeting the needs of the lowest 25%.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tests, running records, FCAT 201
3	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive their small group reading instruction.	Teachers will be trained through a year long PLC on how to analyze diagnostic assessments to determine the areas of weakness and drive classroom instruction.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test, running recor BAT 2, FCAT 201; IObservation DQ1
4	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.	Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Quick Reads and Foundations)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.	Feedback on observation data provided to grade teams and Team Leaders. Reading minbenchmark assessments, BAT 2, FCAT 201;
5	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	Teachers will be trained on how to incorporate Leveled Literacy Intervention in their small group instruction for struggling readers.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tests, running records, FCAT 2013
6	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak	Feedback provide instructors Data collected from FCAT 2013 scores students attendin FCAT camp

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2016-2017 Atlantic West E1 will reduce the achievement Gap (level 3 or above) and 79% of students will be level 3 or above. 5A : (Baseline data for 2010 was 55% proficient)				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	63%	67%	71%	75%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2011 FCAT Reading assessment 26% White students, 36% Black students, 23% Hispanic students did not achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT Reading assessment 42% (19) White students, 58% (89) Black students, 48%(33) Hispanic students, 44% (10) Asian students, and 100% (1) Indian student did not achieve proficiency.	By June 2013 there will be a decrease in the number of students not m proficiency on FCAT reading: 32% (14) white students, 44%(67) black students, 33% (23) Hispanic, 12%(3) Asian students and 0 Indian 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 Tools
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected fro FCAT 2013 scores students attendin FCAT camp
2	Teacher limited use of intervention programs on the Struggling Reader Chart	Year Long Reading PLC on interventions on the the struggling reader chart that are available at the school site.	Principal Assistant Principal Reading Coach: Team Leaders	Classroom Observations focused on observing the use of intervention materials from the struggling reader chart. Quarterly data chats discussing the interventions used for subgroup students	lesson plan review I observation
3	Using more complex texts with students using a close reading lesson plan including various genres, text structures and extensive tier 2 and tier 3 vocabulary.	Teachers will participate in training that will focus on bringing in more complex texts in the classroom. Teachers will learn how to plan using a close read template and implementing these plans in their reading instruction.	Principal Assistant Principal Reading Coach Team Leader	Review of grade level reading plans, classroom observations, quarterly data chats IObservation	Review of lesson   BAT 2, Marzano D
4	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tests, running records, FCAT 2013

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	18%(6) students demonstrated satisfactory progress on the 2012 FCAT Reading assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (28) of English Language Learners did not make satisfactory progress in reading on the 2012 FCAT reading assessment	There will be a decrease in the number of English Language Learners NOT making satisfactory progress by June 2013. 67%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials resources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores students attending FCAT camp
2	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	Teachers will be trained on how to incorporate Leveled Literacy Intervention in their small group instruction for struggling readers.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy test running records, FCAT 2013
3	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.	Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Quick Reads and Foundations)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Feedback on observation data will be provided to grade level teams and Team Leaders.	Reading tests, minibenchmark assessments, BAT 2, FCAT 2013
4	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive their small group reading instruction.	Teachers will be trained through a year long PLC on how to analyze diagnostic assessments to determine the areas of weakness and drive classroom instruction.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats Observation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test, running records, BAT 2, FCAT 2013 Observation DQ1

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:	21% (13) made satisfactory progress on the 2012 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (51) of Students with Disabilities (SWD) did not make satisfactory Progress in reading 2012	There will be a decrease in the percent of SWD students NOT making satisfactory progress on the 2013 FCAT reading assessment 67% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials resources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores students attending FCAT camp
2	Insufficient implementation of differentiated teaching strategies during instruction and assessments	Teachers will be trained on research based strategies to differentiate instruction and resources from the struggling readers chart. Modeling, co-planning and teaching will be part of the training process for teachers learning differentiation	Principal; Ast. Principal; Reading Coach, ESE Specialist Team Leaders ESE teachers	Classroom Observations focused on implementation of strategies that differentiate instruction Review of lesson plans	Feedback from classroom observations lesson plans
3	Limited collaboration between the ESE and general education teachers on strategies to improve ESE student performance.	Ongoing systematic communication and collaboration between ESE Providers, General Education teachers and Coaches. Utilize programs that are research based, taught with fidelity and age appropriate	Principal; Ast. Principal; Reading Coach, ESE Specialist Team Leaders ESE Teachers	Classroom Observations focused on implementation of strategies that differentiate instruction Review of lesson plans. ESE teacher is included in data chats	Feedback from classroom observations lesson plans

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:

subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	45% (109) of Economically Disadvantaged Student subgroup made satisfactory progress on the 2012 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (134) of Economically Disadvantaged Student did not make satisfactory progress on the 2012 FCAT Reading Assessment.	There will be a decrease in the number of Economically Disadvantaged Students NOT making Satisfactory Progress on the 2012 FCAT Reading Assessment: 43% (104).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tools
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials resources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores students attending FCAT camp
2	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	Teachers will be trained on how to incorporate Leveled Literacy Intervention in their small group instruction for struggling readers.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tests, running records, FCAT 2013
3	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.	Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Quick Reads and Foundations)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.  Feedback on observation data will be provided to grade level teams and Team Leaders.	Reading tests, minibenchmark assessments, BAT 2, FCAT 2013
4	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive their small group reading instruction.	Teachers will be trained through a year long PLC on how to analyze diagnostic assessments to determine the areas of weakness and drive classroom instruction.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats Observation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test, running records, BAT 2, FCAT 2013 Observation DQ1
5	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tests, running records, FCAT 2013

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	Pers Pos Respr for Mo
Common Core State Standards	K-5	Maria Lowenstein, Melissa Sherman, Rosemary Puia	K-5 teachers	Aug 8, 2012 Monthly reading planning meetings for CCSS	Lesson Plans, Classroom Observations, Running Record and FAIR data scores	Reading Coach, Assistant Principals
Leveled Literacy Interventions	K-3	Maria Lowenstein	K-3 teachers	9/14/2012 and individually modeled in classroom by reading coach	Observation in classroom, data chats,	LLI assessment Running Record
Various topics phonics, Daily 5, small group reading, centers, close reads, word work	K-5	Maria Lowenstein, J. Hameister	K-5 not mandatory	Monday afternoons beginning 9/10	Classroom observation lesson plans, data chats	Reading Principals, Assistant Principals
PLC using FAIR and other assessment data to drive instruction	K-5	Maria Lowenstein, Melissa Sherman, Rosemary Puia, Annette Dittmeier, Carolyn O'Malley, Renee Westergren	K-5 teachers	8/30, 9/6, 9/10, 9/13, 9/27, 10/11, 10/18, 10/26, 11/1, 12/6, 1/10, 1/24, 2/7, 2/21, 3/7, 4/4, 4/25, 5/9	Data chats, minutes from meetings, observation of classroom instruction	Reading Principals, Assistant Principals

Including research based strategies in weekly lessons/planning	K-5	Maria Lowenstein	K-5 teachers	1/2 day each month	lesson plans, classroom observation of strategy use, data chats	reading Principals Assistants Principals
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Avail Am
Using question stems	Common Core Standards Stem questions	Title I	\$31
			Subtotal: \$31
Technology			
Strategy	Description of Resources	Funding Source	Avail Am
Use of Accelerated Reader, I Station, Destination	Reading programs available on the computer	N/a	\$
			Subtotal: \$
Professional Development			
Strategy	Description of Resources	Funding Source	Avail Am
Common Core Standards training to continue implementation	CCSS training by staff already trained - stipends	Title I	\$1,80
PD/professional development on data and standards	substitutes	Title I	\$2,89
Developing student vocabulary (ELL)	Elements of Vocabulary materials and subs for training	Title I	\$2,88
			Subtotal: \$7,56
Other			
Strategy	Description of Resources	Funding Source	Avail Am
ELO before school and Saturday FCAT Camps	\$ for teacher salaries and materials	Title I not yet funded	\$
			Subtotal: \$
			Grand Total: \$7,86

End of Reaag

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.		25% of students will(11) score proficient on the listening/speaking 2013 CELLA			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
20% (9/44) of students scored proficient on the listening/speaking 2012 CELLA					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student vocabulary	Teachers in grades 3-5 will implement Elements of Vocabulary in small group and build content area vocabulary (Tier3) through word walls, journals, and word work	Reading Coach, Team leaders, Literacy Leadership Team, Principal, Assistant Principal	Monitor student growth through Running Records and data chats	Running Records, BAT 1 and 2 Data, CELLA 2013

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.					
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency in sight word vocabulary	Teachers will utilize research based 500 Fry words and the Fry phrases created from the Fry words in small groups, literacy centers, and partner activities	Principal, reading coach, team leaders, teachers	conduct quarterly sight word assessments and analyze data in data chats, team meetings.	Sight word assessment

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

3. Students scoring proficient in writing.  
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student knowledge of the basic conventions and structure of written English language.	Teachers will differentiate instruction through planned oral language experiences, shared writing, and peer collaboration.	Principal, Reading coach, Literacy Leadership team	Review/analyze writing samples monthly to determine progress and discuss at data chats.	Writing samples

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:	The trend data indicates a 6% drop in the percent of students achieving proficiency on the FCAT Math Assessment in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (86) of students achieved proficiency (Level 3) on the 2012 FCAT Mathematics Assessment.	By June 2013 at least 43% (130) of students will achieve proficiency (level 3) on the FCAT Mathematics Assessment

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal, Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores for students attending FCAT camp
2	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4,	Lesson plans, Chapter test (scores and timing), BAT 2, FCAT 2013 IObservation DQ1,2,3,4,
3	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use if intervention Math programs and strategies and small group instruction	Teachers will work together teacher to implement, in small groups, remediation resources available. (Go Math Intervention Strategies, BEEP lessons, Destination Math)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Feedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT
5	Lack of fluency in number facts - addition, subtraction, multiplication, and division	Teachers will use the CCSS fluency chart to develop quarterly objectives and assessments for students K-5. Additionally, teachers will implement fact fluency activities and centers in planning	Principal, Assistant Principal, Team Leaders	Review quarterly assessment scores, Data chats, Classroom observation	fluency quizzes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	4 out of 9 students scored level 4,5,and 6 on the Florida Alternate Assessment in Mathematics 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4) of students scored levels 4,5, and 6 on the 2012 Florida Alternate Assessment in Mathematics.	55% (5) students will score levels 4,5,and 6 on the Florida Alternate Assessment in Mathematics 2013.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving level 3,5, or 6 on FAA	Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math and touch math) to address students' individual needs	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss	Program assessments FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	There was a 22 percent decrease in the percent of students scoring level 4 and 5 on 2012 FCAT math assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (71) of students achieved above proficiency (FCAT Levels 4 and 5) on the 2012 FCAT math assessment.	29% (88) of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2013 FCAT Mathematics assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with identifying and using problem solving strategies	Implement Singapore Math problem solving strategies learned in 2012 to use with students to enhance the basal math program	Principal, Assistant principal, Curriculum coach	Weekly observation focused on observing the implementation and use of Singapore math problem solving strategies. Data chats quarterly to review enrichment strategies	observation, BAT 2, Chapter tests, FCAT 2013
2	Planning for enrichment activities to stretch our strongest math students	Teachers will meet monthly to plan math lessons. Included in this will be time to plan for enrichment activities to include extensions on Destination Math, and enrichment activities in Go Math	Team Leaders, Principal, Assistant Principal	Review of grade level math plans, classroom observations, quarterly data chats IObservation	Chapter tests, BAT 2, Marzano DQ3,4

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:	1 out of 9 students scored at or above level 7 on the Florida Alternate Assessment in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (1) of students scored at or above level 7 on the Florida Alternate Assessment in math.	22% (2) of students will score at or above level 7 on the Florida Alternate Assessment in Math.

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' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving level 7 on FAA	Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math and touch math, and Go Math ) to address students' individual needs	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies	Program assessments FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Trend data indicates a decrease of 12% in the number of students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (116) of students made learning gains in mathematics on the 2012 FCAT Assessment	69% (142) will achieve learning gains on the 2013 FCAT math assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Need for extended	Implementation of	Assistant	Observation during camps	Data collected



1	learning opportunities for students not predicted proficient on BAT 2	Saturday FCAT camp . Identify materials esources for review of assessed skills content	Principal, Reading coach, classroom teachers,	Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	from FCAT 2013 scores for students attending FCAT camp
2	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats Observation of DO 1,2,3,4 and feedback	Lesson plans, Chapter test (scores and timing), BAT 2, FCAT 2013 IObservation DO1,2,3,4,
3	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use if intervention Math programs and strategies and small group instruction	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies and small group math instruction)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. eedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT
5	Lack of fluency in number facts - addition, subtraction, multiplication, and division	Teachers will use the CCSS fluency chart to develop quarterly objectives and assessments for students K-5. Additionally, teachers will implement fact fluency activities and centers in planning	Principal, Assistant Principal, Team Leaders	Review quarterly assessment scores, Data chats, Classroom observation	fluency quizzes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	3 out of 5 students made learning gains in math on the Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (3) made learning gains in math on the Florida Alternate Assessment	80% (4) students will achieve learning gains on the Florida Alternate Assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving gains on the FAA	Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth, the need to adjust IEP and programs.	Program assessments, FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Trend data indicates a significant drop in the percent of students in the lowest 25 percent making learning gains (45)
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (25)of students in the lowest 25% made learning gains on the 2012 FCAT Mathematics Assessment	58% (31) of students in the lowest 25% will make learning gains on the 2012 FCAT Mathematics assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Limited comprehension of mathematics vocabulary and concepts as they apply to specific grade levels.	Teachers plan with grade levels to explicitly teach math vocabulary through everyday experiences and systematically maintain a record/log of critical vocabulary. (Student journals/math word walls)	Principal, assistant principal, Team leaders	classroom observation of vocabulary in use in the classroom (word wall, student journals) Feedback to team leaders monthly.	Observation data, lesson plans, Chapter tests, BAT 2 FCAT 2013
2	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4,	Lesson plans, Chapter test (scores and timing), BAT 2, FCAT 2013 IObservation DQ 1,2,3,4
3	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Team Calendar math plans & lessons, Classroom observations/visits, data chats	BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use of intervention Math programs and strategies and small group instruction	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies and small group math instruction)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Feedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT
5	Lack of fluency in number facts - addition, subtraction, multiplication, and division	Teachers will use the CCSS fluency chart to develop quarterly objectives and assessments for students K-5. Additionally, teachers will implement fact fluency activities and centers in planning	Principal, Assistant Principal, Team Leaders	Review quarterly assessment scores, Data chats, Classroom observation	fluency quizzes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By June there will be a decrease of 50% to 20% of students not proficient in math. (baseline data for 2011 is 60% proficient)				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	63	66	69	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Trend data indicates there is an in students NOT meeting proficiency on FCAT Math . In 2011 16%Whites students, 33% Black Students, 20% Hispanic students did NOT meet proficiency on FCAT math
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (15) Whites students, 59% (91) Black Students, 33% (23) Hispanic students, 30% (7) Asian students, 100% (1) Indian student did NOT meet proficiency on FCAT math 2012	By June 2013 there will be a decrease in the number of students not meeting proficiency on FCAT math: 22% (10) White students, 47% (72) Black students, 23%(16) Hispanic Students, 18% (4) Asian Students and 0% (0) Indian 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	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Chapter test (scores and timing), BAT 2, FCAT 2013
2	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
	Need for extended	Implementation of	Assistant	Observation during camps	Data collected

3	learning opportunities for students not predicted proficient on BAT 2	Saturday FCAT camp , Identify materials esources for review of assessed skills content	Principal,Reading coach, classroom teachers,	Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	from FCAT 2013 scores for students attending FCAT camp
4	Insufficient use if intervention Math programs and strategies and small group instruction	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies and small group math instruction)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.  Feedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Trend data indicates an increase in the percent of English Language Learners who did NOT make satisfactory progres (15%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (26) of students who are English Language Learners did NOT make satisfactory progress in mathematics	There will be a decrease in the % of students who are English Language Learners not making satisfactory progress in FCAT 2013 math : 64% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores for students attending FCAT camp
2	Insufficient use if intervention Math programs and strategies and small group instruction.	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies and small group math instruction)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Observation of DQ 1,2,3,4 and feedback Feedback .	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT Observation of DQ 1,2,3,4
3	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans,Chapter test (scores and timing), BAT 2, FCAT 2013
4	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
5	Student mastery of math vocabulary	Teachers will use math vocabulary cards with pictures. Student centers will be developed to review vocabulary. CAVS math kits for vocabulary will be used	Principal, Assistant Principal,	Classroom observations, data, data chats,	Bat 2, Chapter tests scores, FCAT 2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There was an increase in students NOT making satisfactory progress on the 2012 FCAT math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (47) of students with disabilities did not make satisfactory progress on the FCAT 2012 math assessment	There will be decrease in the percent of students with disabilities NOT making satisfactory progress on the 2012 FCAT math assessment: 60% (38)

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	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores for students attending FCAT camp
2	Limited collaboration between the ESE and general education teachers.	Plan regular/monthly meetings with ESE teacher and Gen ed teacher to build collaboration.	Principal, assistant principal, Curriculum coach, ESE teacher, ESE Specialist	Classroom observations Data Chats quarterly including ESE teacher	Chapter Tests, BAT 2,FCAT 2013
3	Insufficient use of intervention Math programs and strategies and small group instruction.	Teachers will work together and with ESE teacher to implement remediation resources available.(Go Math Intervention Strategies, Moving with Math, and small group math instruction)	Principal, Assistant Principal, ESE teacher	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting IObservation DQ 1,2,3 with feedback	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT IObservation DQ1,2,3
4	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	ALL Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)  ESE teacher to place particular emphasis in planning on developing prerequisite skills for the Fraction, measurement, and geometry benchmarks	Principal, Assistant Principal,	Calendar math plans, ESE teacher lesson plans/schedule, Classroom observations/visits, data chats	observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
5	lack of student prerequisite skills in math	ESE teacher will use moving with math in conjunction with information from prerequisite tests to work with students on foundational and prerequisite skills	Principal, Assistant PRincipal	ESE teacher plans, data chats, classroom observations	BAT 2, Chapter tests, FCAT 2013
6	Lack of fluency in number facts - addition, subtraction, multiplication, and division	Teachers will use the CCSS fluency chart to develop quarterly objectives and assessments for students K-5. Additionally, teachers will implement fact fluency activities and centers in planning ESE teacher will use additional strategies to assist students in meeting these goals	Principal, Assistant Principal, Team Leaders	Review quarterly assessment scores, Data chats, Classroom observation	fluency quizzes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Trend data indicates a decrease of 21% in the number of economically disadvantaged students NOT making satisfactory progress in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (126) of students who are Economically Disadvantaged did NOT make satisfactory progress on the 2012 FCAT math assessment	There will be a decrease in the number of students who are Economically disadvantaged NOT making satisfactory progress on the 2013 FCAT math assessment. 40% (97)

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	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores for students attending FCAT camp
2	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats IObservation and	Lesson plans,Chapter test (scores and timing), BAT 2, FCAT 2013

		frameworks		feedback DQ1,2,3,4	IObservation DQ1,2,3,4
3	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	ALL Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Calendar math plans, Classroom observations/visits, data chats	Team Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use of intervention Math programs and strategies and small group instruction.	Teachers will work together and with ESE teacher to implement remediation resources available.(Go Math Intervention Strategies, Moving with Math, and small group math instruction)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.Feedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	Maria Lowenstein, Renee Westergren, Annette Dittmeier, Rosemary Puia, Melissa Sherman, Carolyn O'Malley	K-5 teachers	August 8, 2012	Monthly lesson planning by grade level for implementation of CCSS	Principal, Assistant Principal, Reading Coach
Calendar Math implementation and focus on weak math skills	K-5	Renee Westergren	K-5 teachers	August 14, 2012	Grade level Calendar math lesson plans, observation	Assistant Principal
Grade level montly planning (1/2 day per month)	K-5	Melissa Sherman, Carolyn O'Malley, Maria Lowenstein,Annette Dittmeier, Mailodie Ferland, Stacy Havaran	K-5 teachers	First week of the month 1/2 day planning for team	Lesson plans, classroom observation, I Observation DQ 1,2,3,4	Principal, Assistant Principal
Singapore Math problem solving strategies	K-5	Maria Lowenstein, Renee Westergren, Elise Gottlieb,Rosemary Puia,Kristy Schradel, Kristy Good,	K-5 teachers	Montly faculty meetings -2nd Tuesday One strategy presented per meeting, grade level reps share at weekly grade level meetings	Classroom Observations	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Train staff on Singapore Math Problem solving strategies	handbook of problem solving strategies	Title I	\$250.00
			Subtotal: \$250.00
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
1/2 day monthly training/planning includes CCSS and training on benchmarks to be taught	CCSS, Math Benchmarks, Go Math lesson materials for on level, remediation, enrichment, Destination Math	Title I	\$2,899.50
CCSS training in Math all teachers K-5	Stipend	Title I	\$1,800.00
			Subtotal: \$4,699.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
DAta Chats/training	Sub \$ to cover classes during data chats	Title I	\$634.00
ELO before school and Saturday FCAT camps	\$ for teacher salaries and materials	Title I not yet funded	\$0.00
			Subtotal: \$634.00
<b>Grand Total: \$5,583.50</b>			

## 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:			There was a 9 percentage point decrease in students achieving proficiency (level 3) on 2012 FCAT science assessment		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In June 2012, 25% (28) of students scored level 3 on the 2012 FCAT Science assessment			40% (44) of students will achieve proficiency (FCAT Level 3) on the 2013 FCAT science assessment		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of journal writing in science	Teacher training in the use of journals in science.	Principal, Assistant principal,	Weekly CWT's that focus on the use of science journals. Feedback provided to individual teams and Team Leaders	CWT data student science journals
2	Teacher lack of complete detailed lesson plans (including hands-on activities, journal writing, technology) for teaching science at all grade levels	Teachers will plan quarterly science lessons/activities together at weekly planning sessions using the instructional frameworks (1st planning session during preplanning week)	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, Journals, data chats	Lesson plans, Chapter test (scores and timing), Journals, BAT 2, FCAT 2013
3	Review of previous year's science content required for FCAT	Teachers will use Sciencosaur centers (teacher developed) to review topics from previous years. They will also utilize United streaming videos in a center format	Principal, Assistant Principal,	Review of lesson plans and center plans, Science assessments and benchmark review	BAT2 Science and FCAT 2012, Journal

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:			2 out of 4 students scored level 4,5, or 6 on the 2012 Florida Alternate Assessment in Science		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
50% (2) students scored at level 4,5 or 6 on the 2012 Florida Alternate Assessment in Science.			75% (3) students will score a level 4,5, and 6 on the 2013 Florida Alternate Assessment in Science		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving level 3,5, or 6 on FAA	Staff will use PLC time to investigate research based strategies and programs to address students' individual needs	ASD Coach, Principal, Assistant Principal	Review of lesson plans and Data chats quarterly to analyze data and discuss instructional strategies	Program assessments FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal # 2a:			There was a 13 percentage point decrease in the number of students scoring level 4 or above on the 2012 FCAT science assessment.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In June 2012, 8% (9) of students scored at or above			25% (28) of students will score at or above level 4 on		

Achievement level 4 on the 2012 Science FCAT		the 2013 FCAT science assessment			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of student participation in hands-on science activities	Teachers Incorporate the Broward Hands-on Science activities weekly in lesson plans	Team Leader Principal, Assistant Principal	Observations focused on hands-on science activities.  Feedback on Observation data will be provided to grade level teams and Team Leaders. IObservation DQ3,4	Observation data focused on hands-on activities, lesson plans, student science journals   Observation DQ3,4
2	Teacher lack of complete detailed lesson plans (including hands-on activities, journal writing, technology)for teaching science at all grade levels	Teachers will plan quarterly science lessons/activities together at weekly planning sessions using the instructional frameworks (1st planning session during preplanning week)	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, Journals, data chats	Lesson plans, Chapter test (scores and timing), Journals, BAT 2, FCAT 2013
3	Lack of use of content area text related to all science concepts	Teacher use of leveled science readers to include in literacy centers, and student research on science topics as center activity	Principal, assistant principal,	Review of lesson plans, student work, observations	student work, BAT 2, FCAT 2012

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science pd/planning	K-5	Melissa Sherman, Carolyn O'Malley, Maria Lowenstein, Annette Dittmeier, Mailodie Ferland, Maria Yeates	K-5 teachers and ASD	8/16/2012 Weekly Team meetings	Lesson plans Classroom observations Student Journals	Principal, Assistant Principal, Team Leaders

Science Budget:

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

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

End of 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:			Trend data indicates a decrease in the percent of students scoring proficient in writing		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
85% (68) of students achieved 3.0 or higher in writing			85% (103) of students will achieve a level 4 or above in writing on the 2013 FCAT writing Assessment		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of the new emphasis on conventions and specific elaboration of details.	Professional development for all grade levels on conventions in writing. FLDOE anchor papers and student work samples will be used as teaching tools to promote understanding of the writing components	Principal, assistant principal, reading specialist, team leader	Improved scores on regular writing assessments, teacher observation, writing samples at data conferences	FCAT Writing rubric, baseline and mid-year reporting as well as regular writing samples
2	Students with limited vocabulary and grammar skills	Daily 3 min grammar lessons in class and daily editing activities in the hallway as students wait in the morning	Principal, assistant principal, media specialist and speech teacher	review of student writing, writing samples, data conferences	Monthly writing prompts, Midyear assesement, FCAT Writing
3	need for additional support for students scoring 1,2,3 in writing	In school camps and before school camps. In school camps bi-monthly in the cafeteria, and beginning in Nov. on Thursdays. (students broken down by level and move to different teachers for writing) ELO writing camp in January	Principal, Assistant Principal, Team leader	Review of student writing samples and monthly prompts. Data conferences	Monthly prompts, midyear assesement, FCAT WRITING

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:			0 out of 2 students scored 4 or higher on the 2012 Florida Alternate Assessment in Writing		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (2) of students scored level 4 or higher on the 2012 Florida Alternate Assessment in Writing			50% (1) of the students will score a level 4 or higher on the 2013 Florida Alternate Assessment in Writing		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool



1	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving level 3,5, or 6 on FAA	Staff will use PLC time to investigate research based strategies and programs in writing to address students' individual needs	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies	Program assessments FAA
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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
Retrain teachers in changes on the writing assessment rubric	Gr 3 and 4	Maria Lowenstein	gr 3 and 4 teachers and ESE teacher	9/26/2012	Adm team to grade monthly prompts (random selection)	Reading coach

Writing Budget:

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

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	Trend data indicates the attendance rate increased by .4% in 2012
Attendance Goal #1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 Attendance Rate, was 95.8% (605)	By June 2013, the Expected Attendance Rate will be 98% (607)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012, the number of students with excessive absences was .52% (32).	By June 2013 the Expected number of Students with Excessive Absences (10 or more) will drop to .40%(25).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2012, the number of students with excessive tardies was 22% (142)	By June 2013, the expected number of students with excessive tardies will drop to 19% (117).
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	Parents awareness of the opportunities awarded to students that attend school regularly	Recognizing students that have perfect attendance at quarterly awards assemblies; Create a symbolic representation of daily attendance	Guidance Counselor, Assistant Principal, Teachers, Data Processor	Monitor Attendance report in Pinnacle	Attendance report
2	Parents know the correlation between regular school attendance and student achievement	Information on the benefits of regular attendance in newsletter, website.	Assistant Principal, Guidance Counselors	Review of Attendance reports/B-Tip numbers	Attendance report/ B-tip meeting decreased
3	Shortage of mentors	Match students with high absentees and tardies with mentors	Guidance Counselor, Assistant Principal, Teacher	High absentees and tardies decrease	Attendance report
4	Parents aware that school/ instruction starts at 8:00 AM.	Large (2 sided) Sign in front of the office door with 2 messages: 1. You are on time for school. 2. You are late. Instruction starts at 8:00 AM.	Assistant Principal	Daily tardy slips	Attendance/tardy report
5	Students who continue to arrive to school late	Institute an incentive program for students who are on time every day in the quarter. (Free skating passes from our partner)	Assistant principal, classroom teacher	Monthly Attendance/tardy reports	Quarterly report of tardy students - comparison

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:	The total Number of suspensions were less than 1% of students
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
By June 2012, the total number of in school suspensions was .02% (10) of the student population.	In June 2013 the total number of in-school suspensions will remain less than 1%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
By June 2012, the total number of students suspended in school was .001% (6)	In June 2013 the total number of students suspended in schools will decrease to >.001% (5).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
By June 2012, there was one external suspensions	By June 2013, the expected total Number of Out-of-School suspensions will be 0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
By June 2012, the total Number of students suspended Out-of-School was >%01 (1)	By June 2013, the Expected Number of students suspended Out-of-School will be >%01 (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with challenging behaviors need a stronger connection to school	Reduce the number of in-school and out of school suspensions. Mentors for students; Students involved in small counseling groups for specific concerns; Student recognition activities;	Principal Assistant Principal, Guidance Counselor	monitor referrals and individual student behavior Plans Monitor the implementation of mentors and small group counseling	DMS Reports
2	Teachers using research based strategies for dealing with challenging behaviors in the classroom.	Provide training in A Framework to Understanding Poverty and CHAMPS review	Principal, Assistant Principal	CWT's focused on classroom management and use of CHAMPS and strategies from A Framework to Understanding Poverty	Data on teacher referrals
3	Teachers use incentive strategies to promote the usage of the procedures, rules and character traits.	Standardize Classroom Management Incentive Program for Primary Level and Intermediate Level to identify behavior that allows students to go beyond the "normal" acceptable behavior section.  Discipline team created school wide rules as a guide for classroom rules.  Weekly, Teachers identify students that exhibit monthly character trait and be awarded with a named feather to complete the school Eagle mascot. These students will be recognized during the Awards Assembly.  Bi-weekly, Cafeteria Incentive Program that promotes CHAMPS Procedures awarded to successful classes. These classes will be recognized during the Awards Assembly.  School Pledge that is recited daily during morning announcements to create an atmosphere for learning.	Principal, Assistant Principal, Guidance Counselor, Members of the Positive Behavior/Discipline Plan.	Monitor Referrals for infractions of the school and classroom rules and procedures.	DMS Reports

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

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

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

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>	Atlantic West Elementary increased parent participation in school based events			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
The current level of parents who participated in school activities duplicated unduplicated by June of 2012 was 70% (445)	By June 2013, the expected Level of Parent Involvement increase to 75% (464)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Limited access to translators for evening meetings	Plan to provide Creole and Spanish translators for evening meetings and parent presentations. Fliers sent to parents with translations available: school marquee; newsletter, parent link and school's website	Renee Wetergren	Review of RSVP's from parents; Keep a count of parents attending. Include attendance issues in marketing committee meeting.	Sign In Sheets; Visible Parent Participation
2 Consistent daily communication	All students 2-5 be given a yearly planner for writing down homework and as a daily communication with parents K-1 students have a	Assistant Principal	Review of student planners, folders	Customer survey data showing positive attitudes towards school home communication 80% or higher

		weekly folder			
3	Parent comfort level in school participation	Hold a parent drop in before school gr. K-5 (previously k,1 only)  Hold a new parent orientation night to help parents understand general school procedures  At Drop In and Open House provide computer access for parents to sign up to volunteer	Principal, Volunteer coordinator	Review parent participation data at marketing committee meetings Parent survey data Parent attendance Number of volunteers (currently 3)	Customer survey data Sign in sheets for parent events Volunteer attendance (STAR)

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
Annual Parent Seminar	Parents	District Title I	2 parent representative	Spring	Share info at SAC meeting	Renee Westergren

Parent Involvement Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	registration fee	Title I	\$80.00
			Subtotal: \$80.00
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
Training for parents on using the student planners	\$ for student planners	Title I	\$2,571.00
Problem solving in math	\$ for parent resource	Title I	\$19.00
			Subtotal: \$2,590.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Literacy nights	\$ for training materials and snacks	Title I	\$500.00
Parent Literacy nights	\$ to pay facilitators	Title I	\$264.00
			Subtotal: \$764.00
			Grand Total: \$3,434.00

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			Increase the use of technology to enhance instruction in science, math, reading, and writing		
STEM Goal # 1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of working computer equipment for student use	1. move computers out of unused classrooms 2. place a computer cart at each grade level for sharing 3. Create a computer lab using student laptops - k-4 access	TLC, Assistant Principal, Principal	Monitor lab use, teacher lesson plans	Use of AR, Destination, Istation, ebooks Student projects/products

Teacher use of Promethean Boards and available programs	4. Use "FAIR" laptops for 5th grade access only Technology PLC facilitated by the media specialist/TLC	Media specialist/TLC	Teacher observations	lobervationDQ2
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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
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using question stems	Common Core Standards Stem questions	Title I	\$310.00
Mathematics	Train staff on Singapore Math Problem solving strategies	handbook of problem solving strategies	Title I	\$250.00
Parent Involvement	Annual Parent Seminar	registration fee	Title I	\$80.00
				Subtotal: \$640.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Accelerated Reader, I Station, Destination	Reading programs available on the computer	N/a	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards training to continue implementation	CCSS training by staff already trained - stipends	Title I	\$1,800.00
Reading	PD/professional development on data and standards	substitutes	Title I	\$2,899.00
Reading	Developing student vocabulary (ELL)	Elements of Vocabulary materials and subs for training	Title I	\$2,885.00
Mathematics	1/2 day monthly training/planning includes CCSS and training on benchmarks to be taught	CCSS, Math Benchmarks, Go Math lesson materials for on level, remediation, enrichment, Destination Math	Title I	\$2,899.50
Mathematics	CCSS training in Math all teachers K-5	Stipend	Title I	\$1,800.00
Parent Involvement	Training for parents on using the student planners	\$ for student planners	Title I	\$2,571.00
Parent Involvement	Problem solving in math	\$ for parent resource	Title I	\$19.00
				Subtotal: \$14,873.50
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ELO before school and Saturday FCAT Camps	\$ for teacher salaries and materials	Title I not yet funded	\$0.00
Mathematics	DATA Chats/training	Sub \$ to cover classes during data chats	Title I	\$634.00
Mathematics	ELO before school and Saturday FCAT camps	\$ for teacher salaries and materials	Title I not yet funded	\$0.00
Parent Involvement	Parent Literacy nights	\$ for training materials and snacks	Title I	\$500.00
Parent Involvement	Parent Literacy nights	\$ to pay facilitators	Title I	\$264.00
				Subtotal: \$1,398.00
				Grand Total: \$16,911.50

## 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 10/14/2012)

## 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
Support student FCAT camps as needed. Support student technology needs.	\$2,619.00



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

The SAC will monitor the goals and implementation of strategies of the SIP  
The SAC will work to increase parent involvement  
The SAC will advise the SAF chair on school issues  
The SAC committee will serve as liaisons to the community.

## 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 ATLANTIC WEST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	80%	94%	54%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	68%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	71% (YES)			127	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District ATLANTIC WEST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	82%	94%	55%	306	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	75%			144	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?	50% (YES)	68% (YES)			118	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					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested