

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WILTON MANORS ELEMENTARY SCHOOL

District Name: Broward

Principal: Melissa Holtz

SAC Chair: Laura McCarthy

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Melissa Holtz	Bachelor of Science, Master of Education, National Board Certification, Elementary Education, Educational Leadership, ESOL	1	6	North Fork Elementary- Intern Principal From 2011-2012: Grade C Reading: 47%, Math: 60%, Writing: 85%, Science: 30%.
					Bennett Elementary- Intern Principal From 2010-2011: Grade A Reading: 79%, Math: 82%; Writing: 98%; Science: 63% Learning Reading Gains 75% Learning Math Gains 79%
					Bennett Elementary- Assistant Principal From 2009-2010: Grade A Reading: 80%, Math: 80%; Writing: 99%; Science: 59%
					Bennett Elementary- Assistant Principal From 2008-2009: Grade A Reading: 74%, Math: 76%; Writing: 94%; Science: 54%
		Masters in Educational Leadership Bachelors in			Wilton Manors ES – Assistant Principal From 2011-2012: Grade B Reading: 47%, Math: 48%, Writing: 85%, Science: 37%.
					Meadowbrook ES - Reading Coach From 2010-2011: Grade B Reading: 65%,

Assis Principal	Sheneka Blue	Elementary Education/Educational Leadership (All Levels), Elementary 1-6, ESOL Endorsement, Reading Endorsement	2	2	Math: 68%, Writing: 84%, Science: 38%. Meadowbrook ES- 5th Grade Teacher From 2009-2010: Grade A Reading: 70%, Math: 72%, Writing: 85%, Science: 39%. Meadowbrook ES- 5th Grade Teacher From 2008-2009: Grade: A, Reading: 70%, Writing: 97%, Math: 74%, Science: 37%.
-----------------	--------------	---	---	---	--

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	Joanne Boyer	MS	4	17	Wilton Manors ES – Reading Coach From 2011-2012: Grade B Reading: 47%, Math: 48%, Writing: 85%, Science: 37%. From 2010-2011: Grade A Reading: 77%, Math: 77%, Writing: 99%, Science: 44%. 69% of AYP Criteria Met From 2009-2010: Grade A Reading: 75%, Math: 75%, Writing: 97%, Science: 29%. 77% of AYP Criteria Met From 2008-2009: Grade A Reading: 73%, Math: 75%, Writing: 99%, Science: 30%. 87% of AYP Criteria Met From 2007-2008: Grade A Reading: 73%, Math: 77%, Writing: 95%, Science: 43%. 95% of AYP Criteria Met

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	Teachers will participate in monthly IB training to assist teachers in delivering the PYP Units of Inquiry.	Lori Goldsmith	Ongoing	
2	Partnering new teachers or teachers with less than 3 years teaching experience with veteran staff.	NESS Liaison	Ongoing	

Non-Highly Effective Instructors

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

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

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

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
44	0.0%(0)	9.1%(4)	40.9%(18)	52.3%(23)	56.8%(25)	227.3% (100)	18.2%(8)	27.3%(12)	100.0%(44)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cindy Tkach	Florence Bastien Derrick Sullivan	New to School/ IB Curriculum	Activities are planned on an as needed basis.
Jodi Hansen	Christine Peter	New to School/ IB Curriculum	Activities are planned on an as needed basis.
Catherine Lozada	Susan Valandingham	New to School/ IB Curriculum	Activities are planned on an as needed basis.
Amanda Tuzzio	Mimi Scales	New to Grade Level	Activities are planned on an as needed basis.
Melissa Holtz	Samantha Tovar	Teacher leader that has administrative aspirations.	Teachers will be provided opportunities to experience administrative duties and receive informal training in scheduling and budget.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide additional teachers to assist students and enhance student achievement. Staff Development funds are used to develop a comprehensive professional training program and improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement funds are utilized to fund academic parent nights that provide parents with new skills to support student learning at home. In addition, improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. 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)

Our school utilizes Supplemental Academic Instruction funding to assist low achieving students in their area of need.

Violence Prevention Programs

Wilton Manors Elementary is committed to instilling the 12 PYP Attitudes into our students. The Attitudes are aligned with the Broward County School Character Traits and are keys to positive behavior. These Attitudes are the tools to developing our Student Profiles which in-turn promote lifelong learning. Wilton Manors implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Our school houses one unit of Head Start. Students who participate in this program are fully engaged in the Head Start Curriculum throughout the year. Then they matriculate to the school in the boundary of their home address for Kindergarten.

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end-of-the-year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the Head Start students' progress in the program.

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Melissa Holtz, Principal
Sheneka Blue, Assistant Principal
Nicole Campanella, School Psychologist
Dr. Ana Leon, Guidance & ESOL

Joanne Boyer, Reading Specialist
Dr. Joyce Barrows, ESE Specialist
Dr. Lori Goldsmith, Magnet Coordinator
Eva Merrill, School Social Worker
Parent

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 Leadership Team meets monthly. The team offers support through a tiered approach for instructional delivery by collecting an array of data to make instructional decisions that include interventions to assist student learning. The school's ESE Specialist, Joyce Barrows and the Guidance Counselor, Ana Leon, serve as coordinators of the school-based RtI Leadership Team. Tier 1 data is routinely inspected in the areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. Documentation and monitoring occurs throughout this problem-solving method and there is ongoing communication between all stakeholders. Staff utilize the AIMS Web monitoring system to track student practice and identify changes (negative or positive) in student progress. The school's administration, support staff, and team leaders are assigned as case managers for academic and behavioral referrals on a case-by-case basis. Data is also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the Collaborative Problem Solving Team for consideration of how best to proceed. Classroom teachers consult with case managers to track the implementation of interventions and utilize the AIMS Web program to monitor their effectiveness. For Tier 2 and 3, individual students' progress is tracked through the use of Intervention Records and progress monitoring graphs throughout the RtI process to monitor trends. Documentation and monitoring occurs throughout this collaborative effort and there is ongoing communication between all stakeholders. Additionally, the school psychologist provides training to all instructional personnel to ensure they understand the all aspects of the RtI process, screening, pinpointing intervention strategies and progress monitoring.

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?

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 students 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.

The RtI Leadership Team works with the SAC team to develop and implement the School Improvement Plan. They identify the problem, analyze data, develop and implement the intervention plan and evaluate its effectiveness. On several occasions, the RtI Leadership Team meets with the School Advisory Council (SAC) and Administration to help develop the SIP goals and objectives using feedback from respective grade level teams. Throughout the year, the implementation of the SIP goals and objectives are monitored by the Administration, the RtI Team, and the school's leadership team.

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.

Progress Monitoring: AIMS Web Monitoring System, Benchmark Assessments, Quarterly Benchmark Assessment Tests (QBATs), Mini-Benchmark Assessment Tests, Inventory Assessments

Midyear: Diagnostic Assessment for Reading (DAR)

End of year: Florida Comprehensive Assessment Test (FCAT), Reading and Math Benchmark Assessments (1st and 2nd)

Frequency of Data Days: monthly with administration (Data Chats); weekly with team members

Data Management System: RTI forms are used to document student progress at each Tier. Data is also prepared in graph form as needed. All documentation including psychologist and social worker reports are placed in the student cum folder at the end of the school year for the receiving teacher. The school psychiatrist will provide professional develop to ensure teachers have a clear understanding of the RtI process.

Describe the plan to train staff on MTSS.

RTI Leadership Team will present RTI Model to staff during pre-planning and will facilitate updates at faculty meetings throughout the school year. Additional trainings and follow-up will be continuous during the school year at grade level meetings/data chats.

Describe the plan to support MTSS.

The school RTI team provides continuous support to teachers throughout the RtI process. After completing Tier 1 paperwork, the RTI facilitator assigns caseworkers to provide guidance and support as teachers identify areas of concern and develop appropriate action plans. Additionally, the school's psychologist, ESE Specialist, and Guidance Counselor serve as on-site experts to provide additional consultation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mark Narkier, Principal
Sheneka Blue, Assistant Principal
Joanne Boyer, Reading Coach
Judi Macy, Reading Support Teacher
Joyce Barrows, ESE Specialist
Chauncey Adams, Autism Coach
Lori Goldsmith, Magnet Coordinator
Barbara Samuels, Media Specialist
Nicole Campanella, School Psychologist
Gina Pineda, Kindergarten Teacher
Lisa Krucker, First Grade Teacher
Vanessa Quiles, Second Grade Teacher
Jodi Hansen, Third Grade Teacher
Amanda Tuzzio, Fourth Grade Teacher
Arlene Lancaster, Fifth Grade Teacher

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

The LLT meets monthly to discuss reading and the reading progress and the integration of reading throughout the curriculum. Mr. Narkier and Ms. Blue monitor reading progress through mini-bats and DRA's. Ms. Boyer and Ms. Macy implement regular reading assessments. Ms. Goldsmith monitors the integration of reading and the International Baccalaureate curriculum. Ms. McCarthy models reading instruction and hosts study groups. Ms. Campanella monitors student progress through RtI and the Tiers of Instruction. Dr. Barrows and Ms. Adams assist teachers in selecting appropriate curriculum resources for use with students with disabilities.

The school-based Literacy Leadership Team meets monthly. It identifies areas of literacy that need to be addressed as well as areas where enrichment activities may be added to enhance the curriculum. Team members brainstorm and develop action plans to target different issues. Tasks are divided among team members and progress is assessed at subsequent meetings. Plans are revised as needed.

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

The LLT will target the union of the IB interdisciplinary themes and the Common Core Standards. Another initiative will be the integration of the Daily Five and CAFE curriculum framework into K-3 classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

Several procedures are in place to assist students with pre-school transition. We hold a magnet open house in January each

year to provide information to parents for students transitioning to kindergarten. Additionally, we host a kindergarten round up to aid families in the transition to Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June of 2013, 22%(53) of students in grades 3-5 meeting the DOE accountability rule will score Level 3 on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (44)	22% (53)

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	Inadequate Time Allocated for Reading Instruction	School-wide reading blocks of 120 minutes will be supported by administrators, support staff, teachers and paraprofessionals.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Master Schedule/ Classroom Visits	iObservation, Developmental Reading Assessment (DRA) Results, Benchmark Assessment Results
2	Teachers lack the materials needed to provide differentiated instruction within the students Zone of Proximal Development.	A resource room that includes fiction and non fiction leveled text will be utilized to support differentiated reading instruction and address the Primary Years Programme Units of Inquiry.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator	Classroom Visits Professional Learning Communities	iObservation, Developmental Reading Assessment (DRA) Results, Benchmark Assessment Results, Anecdotal Records
3	Students lack the opportunities to use a variety of learning modalities during instructional time.	Teachers will use technology such as FCAT Explorer, Riverdeep, Accelerated Reader, Renzulli Learning, and the Internet to cater all learning styles and enhance students' reading development.	Pam Bittner, Microtech Lori Goldsmith, Magnet Coordinator	Monitoring Integrated Learning System (ILS) Reports	ILS Reports
4	Teachers need to incorporate more inquiry skills into their instruction	Students will use inquiry to increase background knowledge and develop understanding and alignment with our International Baccalaureate PYP magnet.	Lori Goldsmith, Magnet Coordinator Grade Level Team Leaders	Teachers will participate in bi-weekly PYP Meetings that will be used to develop curriculum that aligns to the PYP Units of Inquiry.	Student PYP Projects, Rubrics
5	Students lack mastery of comprehension skills.	Students will utilize Thinking Codes to boost comprehension in reading	Lori Goldsmith, Magnet Coordinator	Teachers will participate in bi-weekly meetings with the magnet coordinator to plan instruction.	Observation Results, Classroom Walkthroughs, Developmental Reading Assessment (DRA) Results, Benchmark

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June of 2013, 25% (1) of students administered the Florida Alternative Assessment will score at level 4, 5, and 6 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2)	25% (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 need to develop verbal/nonverbal communication skills	Teachers will utilize Boardmaker to develop visual cues to assist the development of student language skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product
2	Students are reading below grade level because they struggle with reading application skills.	Teachers will utilize the "I Do, We Do, You Do" Model of instruction. Teachers will "chunk text"for discussions.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In June of 2013, 40% (97) of students in grades 3, 4, and 5 will score a level 4 or above on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (61)	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	Teachers need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to develop PYP units that address both NGSSS and Common Core standards.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator	Classroom Visits Professional Learning Communities Teachers will participate in bi-weekly PYP meetings that will be used to develop curriculum that aligns to	iObservation, Developmental Reading Assessment (DRA) Results, Benchmark Assessment Results

				NGSSS, Common Core, and IB curriculum standards.	
2	Teachers lack the materials needed to provide differentiated instruction within the students Zone of Proximal Development.	A resource room that includes fiction and non fiction leveled text will be utilized to support differentiated reading instruction and address the Primary Years Programme Units of Inquiry.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator	Classroom Visits Professional Learning Communities	iObservation, Developmental Reading Assessment (DRA) Results, Benchmark Assessment Results, Anecdotal Records
3	Teachers need to incorporate more inquiry-based strategies into their instruction.	Students will use inquiry to increase background knowledge and develop understanding and alignment with our International Baccalaureate PYP magnet.	Lori Goldsmith, Magnet Coordinator	Teachers will participate in bi-weekly PYP meetings that will be used to develop curriculum that align to the PYP Units of Inquiry.	Student PYP Projects, Rubrics
4	Students need opportunities to connect acquired knowledge to real-world experiences.	Parents, partners, and the community will collaborate with students in developing PYP Units of Inquiry by serving as human resources and sharing their areas of expertise. This two-way partnership will enrich both the students and the community.	Sheneka Blue, Assistant Principal Melissa Martinez, Volunteer Coordinator	Volunteer Participation will be tracked using the STAR system.	Volunteer Logs
5	Students achieving above proficiency have some difficulty utilizing higher order thinking skills.	Teachers will implement strategies to enhance reading comprehension that include graphic organizers, vocabulary development, QAR techniques, and literature circles to emphasize higher order thinking skills across curriculum.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator	Classroom Visits Professional Learning Communities Review of Assessment Results	iObservation, BAT, Mini-BAT,

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June of 2013, 75% (3) of students administered the Florida Alternative Assessment will score at level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2)	75%(3)

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 need to develop verbal/nonverbal communication skills	Teachers will utilize Boardmaker to develop visual cues to assist the development of student language skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product

			Coach		
2	Students are reading below grade level because they struggle with reading application skills.	Teachers will utilize the "I Do, We Do, You Do" Model of instruction. Teachers will "chunk text" for discussions.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product

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:	In June of 2012, 57% (90) of students in grades 3, 4, and 5 will make learning gains (must be greater than 50%) on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (74)	57% (90)

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 have difficulty determining the appropriate materials for instruction.	Students will receive instruction based on their reading assessments and the Struggling Reader's Chart.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Teachers will participate in data discussions with school administration and grade level teams.	BAT/ Mini-benchmark Results
2	Adequate Time for Instruction	Two doses of instruction will be provided to support struggling reader classes during the 120 minute reading block.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Master Schedule Teachers will participate in data discussions with school administration and grade level teams	iObservation Evaluation Tool BAT/ Mini-benchmark Results
3	Proper Monitoring of Students and Interventions for RTI	Students performing in the lowest quartile will be monitored via RTI	Nicole Camponella, School Psychologist, Joyce Barrows, ESE Specialist	Monthly CPST meeting will be held to discuss student progress and monitor intervention strategies.	CPST Notes
4	Monitoring of Student Progress	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Teachers will participate in data discussions with school administration and grade level teams.	Data Analysis Reflection Sheets
5	Intensive students need extended time outside of the regular school day to receive intensive remedial instruction.	Students in grades 3-5 that require additional remedial instruction will participate in After school Reading Camp and receive individualized instruction using intensive remedial curriculum.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Administration will track students' progress and growth to determine the effectiveness of the after school tutorial program.	Camp Attendance Assessment Results Data Chats FCAT Explorer Reports
6	Intensive Instruction for Remediation	Reading Acceleration Programs will be utilized for at risk readers.	Joanne Boyer, Reading Teacher	Teachers will participate in data discussions with school administration and grade level teams	Developmental Reading Assessment (DRA)
7	Monitoring of Student Progression	Students will maintain portfolios to document progress in reading and with our PYP Magnet	Lori Goldsmith, Magnet Coordinator	Student Portfolios will be compiled to analyze the effectiveness of instruction.	Portfolios

		Program.			
8	Alignment with the Struggling Reader Chart	All students scoring in the lowest quartile will be given prescriptive instruction by their reading teachers based on their assessments. Interventions to include leveled text and or FAST Track instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Teachers will participate in data discussions with school administration and grade level teams	DRA/DAR Results
9	Students lack mastery of comprehension skills.	Students will utilize Thinking Codes to boost reading comprehension.	Lori Goldsmith, Magnet Coordinator	Teachers will participate in bi-weekly meetings with the magnet coordinator to plan instruction.	iObservation, Developmental Reading Assessment (DRA) Results, Benchmark

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June of 2013, 100% (2) of students administered the Florida Alternative Assessment will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)	100%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to develop verbal/ nonverbal communication skills	Teachers will utilize Boardmaker to develop visual cues to assist the development of student language skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product
2	Students are reading below grade level because they struggle with reading application skills.	Teachers will utilize the "I Do, We Do, You Do" Model of instruction. Teachers will "chunk text" for discussions.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product

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:	In June of 2013, 76% (32) of students in the lowest 25th percentile in grades 3, 4, and 5 will make learning gains (must be greater than 50%) on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (30)	76% (32)

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	Ensuring Sufficient Student Progress	Teachers will utilize student reading assessments data and the Struggling Reader's Chart to select appropriate instructional materials.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams.	iObservation Evaluation Tool, Developmental Reading Assessment(DRA), and mini-Benchmark Checkpoints
2	Additional time needed to develop reading proficiency	Students below grade level in reading will participate in extended learning opportunities outside the normal instructional day.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal, Camp Coordinator	Administration will track students' progress and growth to determine the effectiveness of the after school tutorial program.	Data Chats, Assessment Results, FCAT Explorer Reports
3	Additional time needed to develop reading proficiency	Reading Acceleration Programs will be utilized for at risk readers.	Joanne Boyer, Reading Coach	Teachers will participate in data discussions with school administration and grade level teams.	Developmental Reading Assessment(DRA)
4	Additional time needed to develop reading proficiency	All students scoring in the lowest quartile will be given prescriptive instruction by their reading teachers based on their assessments. Interventions to include leveled text and or FAST Track instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal, Grade Level Team Leaders	Teachers will participate in data discussions with school administration and grade level teams.	Developmental Reading Assessment(DRA)
5	Additional time needed to develop reading proficiency	Two doses of instruction will be provided to support struggling reader classes during the 120 minute reading block.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal, Grade Level Team Leaders	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams	iObservation Evaluation Tool Developmental Reading Assessment(DRA) BAT/ Mini-benchmark Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By June 2016, Wilton Manors Elementary will reduce their achievement gap by 50%, with 77% of students demonstrating proficiency in Reading. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	65%	69%	73%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June of 2013, the percentage of students not making satisfactory progress will decrease. The percentage of students not making satisfactory progress will be reflected as follows: White: 16%(7), Black: 52%(66), Hispanic: 43%(21), Asian: N/A, American Indian: N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 20% (9), Black: 66% (86), Hispanic: 58% (31), Asian: N/A, American Indian: N/A	White: 16% (7), Black: 52%(66), Hispanic: 43% (21), Asian: N/A, American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate Monitoring of Student Progress	Students will receive instruction based on their reading assessments and the Struggling Reader's Chart.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams.	iObservation, Developmental Reading Assessment (DRA) Mini-Benchmark Checkpoints
2	Adequate Monitoring of Student Progress	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Developmental Reading Assessment Results Data Analysis Handouts	Developmental Reading Assessment (DRA) Mini-Benchmark Checkpoints
3	Additional time needed to develop reading proficiency	Students below grade level in reading will participate in extended learning opportunities outside of the normal instructional day.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Camp Schedule Teachers will participate in data discussions with school administration and grade level teams.	Assessment Results
4	Additional time needed to develop reading proficiency	Reading Acceleration Programs will be utilized for at risk readers.	Joanne Boyer, Reading Coach	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams.	iObservation Developmental Reading Assessment (DRA)
5	Additional time needed to develop reading proficiency	Two doses of instruction will be provided to support struggling reader classes during the 120 minute reading block.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams.	iObservation Developmental Reading Assessment (DRA)

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June of 2013, the percentage of students in the English language learner (ELL) subgroup not demonstrating satisfactory progress in Reading will decrease to 52% (11/21).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (21/21)	52% (11/21)

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	Varied Reading Instructional Support to Enhance Student Performance	ELL students in Grades K-5 will be given reading support via the classroom teacher, extended learning opportunities, the guidance counselor, and SES tutoring providers to provide them the support necessary to improve their language acquisition and achievement progress.	Joyce Barrows, ESOL Contact Ana Leon, Guidance Counselor	Ongoing Assessments	iObservation Assessment Results
2	Additional Time For Reading Instruction	Two doses of instruction will be provided to support struggling reader classes during the 120	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Review of Classroom Schedules Teachers will participate in data discussions with	iObservation, BAT and Mini-benchmark Results Developmental

		minute reading block.		school administration and grade level teams.	Reading Assessment (DRA)
3	Varied Reading Instructional Support to Enhance Student Performance	Teachers will use student assessment data and the Struggling Reader's Chart to determine appropriate materials for student instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Teachers will participate in data discussions with school administration and grade level teams.	iObservation Anecdotal Records
4	Heritage Language Support	Teachers and Paraprofessionals will be available to assist students in Spanish and Creole.	Melissa Holtz, Principal Sheneka Blue, Assistant Principa	Classroom visits to ensure varied support	CELLA, IPT Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June of 2013, the percentage of students in the Students with Disabilities (SWD) subgroup not demonstrating satisfactory progress in Reading will decrease to 70% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (34)	70% (30)

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	Varied Reading Instructional Support to Enhance Student Performance	ESE students in Grades 3-5 will be given reading support via the classroom teacher, before or after school camps, the ESE teacher, and private tutoring program to provide them the support necessary to improve their achievement.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrow, ESE Specialist Camp Coordinator	Review of Assessment Results Teachers will participate in data discussions with school administration and grade level teams.	Mini-Benchmark Checkpoints & District BAT
2	Students lack foundational reading skills and require additional instructional time to close the gap.	Two doses of instruction will be provided to support struggling reader classes during the 120 minute reading block.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrow, ESE Specialist	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams.	Mini-Benchmark Checkpoints & District BAT
3	Need for Varied Reading Instructional Support to Enhance Student Performance	Students will receive additional reading instruction through pull-out support provided by the school's VE teacher.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrow, ESE Specialist	Classroom Walkthroughs Review of Assessment Results	iObservation Mini-Benchmark Checkpoints & District BAT
4	Students are reading on grade levels 1-2 years below placement and they struggle with vocabulary and reading application.	Intensive reading intervention utilizing pull-out model with VE Teacher. The VE Teacher will collaborate with general education teachers to align benchmark focus per the Instructional Focus Calendar.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrow, ESE Specialist	Classroom Walkthroughs with a focus on instruction and grouping. Data chats with administration	iObservation Mini-Benchmark Checkpoints & District BAT
	Students are reading below grade level and they struggle to make a connection with text.	Build prior knowledge using graphic organizers, explicit instruction during small group.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Monthly data chats with administration to analyze data and adjust the curriculum as needed to	iObservation Mini-Benchmark Checkpoints & District BAT

5		Joyce Barrow, ESE Specialist	meet individual student needs. ESE Teacher will meet with general education teachers to review/analyze student data and plan instruction based on the results.
---	--	------------------------------	--

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June of 2013, the percentage of students in the Economically Disadvantaged (ED) subgroup not demonstrating satisfactory progress in Reading will decrease to 49% (97).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (121)	49% (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	Additional time needed to develop reading proficiency	Students below grade level in reading will participate in Extended Learning Opportunities (ELO) outside the normal school day.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Teachers will participate in data discussions with school administration and grade level teams.	ELO Schedule Assessment Results
2	Additional time needed to develop reading proficiency	Reading Acceleration Programs will be utilized for at risk readers.	Joanne Boyer, Reading Coach	Teachers will participate in data discussions with school administration and grade level teams.	Developmental Reading Assessment (DRA)
3	Additional time needed to develop reading proficiency	All students scoring in the lowest quartile will be given prescriptive instruction by their reading teachers based on their assessments. Interventions to include leveled text and or FAST Track instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Classroom Walkthroughs Teachers will participate in data discussions with school administration and grade level teams.	iObservation Developmental Reading Assessment (DRA)
4	Additional time needed to develop reading proficiency	Two doses of instruction will be provided to support struggling reader classes during the 120 minute reading block.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Classroom Walkthrough Review of Assessment Results	iObservation Developmental Reading Assessment (DRA)
5	Students struggle to make a connection with text because they lack prior knowledge about a variety of topics.	Teachers will set a purpose for reading by activating and building prior knowledge, making text connections.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Data Chats to review assessment data. Lesson plans and instructional delivery model will be adjusted to meet the needs of students.	iObservation Mini-Benchmark Checkpoint Results

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 PLC	K-5	Lori Goldsmith, Magnet Coordinator	All Teachers	2 per week during PYP meetings	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator
International Baccalaureate Training	IB Curriculum K-5	IBO Trainers	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator
Marzano Strategies PLC	K-5	Professional Development Team	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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
IB Curriculum Training	Workshop Registration Travel Costs	Title I	\$13,000.00
			Subtotal: \$13,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. | By June 2013, 20%(9) of students will demonstrate

CELLA Goal #1: proficient in listening/ speaking on the Comprehensive English Learning Language Assessment

2012 Current Percent of Students Proficient in listening/speaking:

4% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students experience gaps in reading instruction and have deficits in phonic, fluency, comprehension, and phonemic awareness.	ELL learners will receive supplemental instruction in reading concepts through the use of the ELLIS interactive software.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESOL Contact Classroom Teacher	Administration will evaluate the effectiveness of the software through a review of students' progress and growth.	CELLA & Data Chats

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

2. Students scoring proficient in reading.
CELLA Goal #2: (By June 2013, 25%(11) of students will demonstrate proficient in reading on the Comprehensive English Learning Language Assessment

2012 Current Percent of Students Proficient in reading:

11% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students experience gaps in reading instruction and have deficits in phonic, fluency, comprehension, and phonemic awareness.	ELL learners will receive additional small group instruction from the classroom teacher to target areas the specific ELL learner needs improvement on.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESOL Contact Classroom Teacher	Administration will monitor students' academic progress and growth to determine the effectiveness of this intervention.	CELLA & Data Chats

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

3. Students scoring proficient in writing.
CELLA Goal #3: By June 2013, 20%(9) of students will demonstrate proficient in writing on the Comprehensive English Learning Language Assessment

2012 Current Percent of Students Proficient in writing:

8%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students demonstrate a lack of English Language conventions and vocabulary.	Teachers in grades K-5 will use a balanced writing program that incorporates modeled writing, shared writing, guided writing, and independent writing to improve students' writing skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESOL Contact Lori Goldsmith, Magnet Coordinator Classroom Teacher	Administration will monitor student progress based upon writing samples and assessment data to ensure they are on target for achieving writing proficiency	Student Work Product Monthly Prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ELLIS (Software)	Addresses the needs on non-native English speakers to foster English language learning. It offers explicit, individualized, and engaging instruction.	ESOL Department	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June of 2012, 35% (85) of students in grades 3, 4, and 5 will score a level 3 on the FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% - (63)	35% (85)

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 need more opportunities to hone their mental math skills.	Teachers will integrate Singapore Math Strategies into their Mathematics Instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions with administration and grade level teams.	iObservation GO Math Assessment Results
2	Lack of Effective Instructional Strategies	Teachers will utilize NGSS standards, Common Core standards, and adopted text for their Mathematics Instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	BAT/ Mini-benchmark Results	iObservation GO Math Assessment Results
3	Students have difficulty connecting math instruction to real-life situations.	Students will be engaged in inquiry-based learning paralleling real-life situations and career applications in alignment with our PYP magnet. This will include the participation of parents and partners in activities such as Sunshine Math and Publix Math night	Lori Goldsmith, Magnet Coordinator	Classroom Walkthroughs Teachers will participate in bi-weekly PYP meetings that will be used to develop PYP Inquiry Units.	PYP Meeting Notes/ Work Products
4	Teachers need additional support in analyzing student data	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Mini Benchmark and BAT Assessments	Mini Benchmark and BAT Assessments Go Math Assessment Results
5	Inconsistency of Math Vocabulary	Teachers will utilize strategies to help students develop a common language of math and use this language to explain, construct and interpret.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthrough Review of Assessment Results	iObservation GO Math Assessment Results
6	Teachers need additional support in analyzing student data	Students will utilize centers, math journals, and/or products to demonstrate mastery of big ideas.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthrough Review of Assessment Results	iObservation GO Math Assessment Results

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	By June of 2013, 75% (3) of students administered the Florida Alternative Assessment will score at level 4, 5, and 6 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4/4)	75% (3/4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to develop verbal/nonverbal communication skills	Teachers will utilize Boardmaker to develop visual cues to assist the development of student language skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product
2	Students require additional time to master deficient benchmarks.	Teachers will utilize Direct and Explicit Instruction during small/whole group rotations with the aid of manipulatives to enhance student learning. Center activities will provide additional practice.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Schedules Student Work Product
3	Students lack computation skills.	Teachers will utilize TouchMath curriculum to remediate computational skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Schedules Student Work Product

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	By June of 2012, 41% (99) of students in grades 3, 4, and 5 will score a level 4 or above on the FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (50)	41% (99)

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 need additional support in utilizing mental math strategies.	Teachers will integrate Singapore Math Strategies into their Mathematics Instruction. Teachers will participate in Singapore Math professional	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Review of Assessment Results	iObservation GO Math Assessment Results

		development.			
2	Use of Ineffective Instructional Strategies	Teachers will utilize NGSS standards, Common Core standards, and adopted GO Math curriculum for their Mathematics Instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Review of Assessment Results	iObservation GO Math Assessment Results
3	Students need more opportunities to extend their connection between instruction and real-life application.	Students will be engaged in inquiry-based learning paralleling real-life situations and career applications in alignment with our PYP magnet. This will include the participation of parents and partners in activities such as Sunshine Math and Publix Math night.	Lori Goldsmith, Magnet Coordinator	Teachers will participate in bi-weekly PYP meetings. These meetings will be used to develop Units of Inquiry that align with the big ideas and the PYP curriculum.	iObservation GO Math Assessment Results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By June of 2013, 25% (1) of students administered the Florida Alternative Assessment will score at level 7 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25%(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 lack basic science vocabulary.	Students will learn science vocabulary through concept mapping and semantic webbing.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Review of Science Journals	iObservation Science Journals, Student products
2	Students struggle with science concepts and making real-life connections.	Students will utilize Delta Hands-On Science Kits, and the Fusion Science - directed, guided and independent inquiry hands on activities in a cooperative setting.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Science Journals reviewed using a rubric, Data Chats held during team meetings to identify areas of strengths & weaknesses.	iObservation Science Journals, Student products
3	Students require additional time to master deficient benchmarks.	Teachers will utilize Direct and Explicit Instruction during small/whole group rotations with the aid of manipulatives to enhance student learning. Center activities will provide additional practice.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Schedules Student Work Product
4	Students lack computation skills.	Teachers will utilize TouchMath curriculum to remediate computational skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	Classroom Walkthroughs Review of Student Work

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June of 2013, 60% (95) of students in grades 3, 4, and 5 will make learning gains (must be greater than 50%) on the FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (83)	60% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty understanding number concepts.	Teachers will integrate Singapore Math Strategies into their Mathematics Instruction. Teachers will receive professional development in Singapore Math strategies.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies.	iObservation GO Math Assessment Results
2	Ineffective Math Instruction	Teachers will utilize the ancillary materials provided in the GO Math curriculum to enhance students' mastery of the Big Ideas outlined in the NGSS and Common Core standards.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies	iObservation GO Math Assessment Results
3	Students require additional time to master math concepts.	Subgroups not meeting AYP proficiency levels will be identified through data collection, analysis, presentation, and interpretation and enrolled in extended learning opportunities to support mastery of mathematical concepts.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Camp Roster Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies	BAT, Mini Benchmarks
4	Teachers needs additional support in analyzing student data	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies.	Data Chat Sign In Sheets Data Analysis Reflection Sheets

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	By June of 2013, 100% (2/2) of students administered the Florida Alternative Assessment will demonstrate learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1/2)	100%(2/2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional time to master deficient benchmarks.	Teachers will utilize Direct and Explicit Instruction during small/whole group rotations with the aid of manipulatives to enhance student learning. Center activities will provide additional practice.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June of 2013, 60% (23) of students in the lowest 25th percentile in grades 3, 4, and 5 will make learning gains (must be greater than 50%) on the FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (17)	50% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are working 1-2 grade levels below their placement and require more small group instruction.	Teachers will differentiate instruction through the use of small group instruction, computer programs, and the integration of Singapore Math Strategies. Teachers will also utilize intervention resources provided withing the GO Math series. Teachers wil also provide small group remediation, based on student performance on specific benchmarks.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Classroom Walkthroughs Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies.	iObservation GO Math Assessment Results
2	Students lack prerequisite math concepts and therefore need additional time to master grade level expectations.	Subgroups not meeting AYP proficiency levels will be identified through data collection, analysis, presentation, and interpretation and enrolled in extended learning opportunities to receive additional mathematics support.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies.	iObservation BAT/ Mini-Benchmark Assessment Results
3	Teachers need additional support in monitoring student progress.	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Teachers will participate in data discussions to analyze student progress and determine the effectiveness of instructional strategies.	Data Chat Sign In Sheets Data Analysis Reflection Sheets
4	Students need additional support in master of mathematic concepts.	Teacher will utilize the ancillary intervention resources provided in the GO Math curriculum to	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions to analyze student progress	iObservation GO Math Assessment Results

	provide remedial instruction in the area of mathematics.	and determine the effectiveness of instructional strategies.
--	--	--

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 2016, Wilton Manors Elementary will reduce their achievement gap by 50%, with 74% of students demonstrating proficiency in Mathematics.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	61%	65%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June of 2013, the percentage of students not making satisfactory progress will decrease. The percentage of students not making satisfactory progress will be reflected as follows: White: 73% (32), Black: 38% (49), Hispanic: 52% (20), Asian: N/A, American Indian: N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 75% (33), Black: 41% (52), Hispanic: 41% (21), Asian: N/A , American Indian: N/A	White: 73% (32), Black: 38% (49), Hispanic: 40% (20), Asian: N/A, American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to strengthen problem-solving skills.	Teachers will integrate Singapore Math Strategies into their Mathematics Instruction. Teachers will participate in Singapore Math Training. Teachers will provide additional instruction in math vocabulary to assist student comprehension of math problems.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	iObservation Data Analysis Reflection Sheets
2	Students require additional support in the mastery of math concepts.	Teachers will will utilize small group instruction during math to provide remedial instruction for struggling math students. Teacher will also use math centers reinforce math instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	iObservation Go Math Assessment Results
3	Students need additional time to learn math concepts.	Subgroups not meeting AYP proficiency levels will be identified through data collection, analysis, presentation, and interpretation and enrolled in extended learning opportunities to receive additional mathematics support.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Camp Roster Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	BAT, Mini Benchmarks

4	Teachers need additional support in analyzing student data and selecting appropriate materials	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	Data Chat Sign In Sheets Data Analysis Reflection Sheets
5	Students are working below grade placement at least 1-2 levels.	Pull-out Model utilized by the ESE Teacher to provide Differentiated Instruction with Intervention Program from the Struggling Math Chart	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students	iObservation BAT, Mini Benchmarks

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June of 2013, the percentage of students in the English language learner (ELL) subgroup not demonstrating satisfactory progress in Mathematics will decrease to 70% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (15)	70% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are successful in computation; however, they have difficulty deciphering math word problems.	Teachers will integrate Singapore Math Strategies into their Mathematics Instruction. Teachers will participate in Singapore Math Training. Teachers will utilize the GO Math ancillary materials for English Language Learners to enhance student acquisition of math vocabulary.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	iObservation Go Math Assessment Results
2	Communication with Families	ELL students in Grades K-5 will be given reading support via the classroom teacher, before or after school camps, the guidance counselor, and private tutoring program to provide them the support necessary to improve their achievement.	Ana Leon, Guidance Counselor	Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	Attendance Checklists to ensure participation
3	Heritage Language Support	Teachers and Teacher Aides will be available to support students in Spanish and Creole.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Review of Language Acquisition Data	iObservation Cella

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

5D. Students with Disabilities (SWD) not making	
---	--

satisfactory progress in mathematics. Mathematics Goal #5D:	By June of 2013, the percentage of students in the Students with Disabilities (SWD) subgroup not demonstrating satisfactory progress in Reading will decrease to 77% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (32)	77%(33)

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	Ensuring Services Aligned with IEP	Teachers of students with disabilities will meet monthly to review instructional focus benchmark assessments and design instruction.	Joyce Barrows, ESE Specialist	Mini Benchmark and BAT Assessments	Mini Benchmark and BAT Assessments
2	Limited time for practice based on individual needs	Classroom Teachers will collaborate with the VE Teacher to plan for students' individual needs. They will place students in an intervention group and provide extensive hands-on practice using the intervention resources provided through the GO Math curriculum.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist	Classroom Walkthroughs Review of Mini Benchmark and BAT Assessment Results	iObservation Mini Benchmark and BAT Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June of 2013, the percentage of students in the Economically Disadvantaged (ED) subgroup not demonstrating satisfactory progress in Reading will decrease to 57% (113).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (116)	57% - (113)

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	Additional Time to Learn Concepts	Subgroups not meeting AYP proficiency levels will be identified through data collection, analysis, presentation, and interpretation and enrolled in extended learning opportunities support mastery of mathematic concepts.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Camp Roster Teachers will participate in regular data discussions in which they will discuss student progress and develop intervention strategies for struggling math students.	BAT, Mini Benchmarks
2	Teachers need additional support analyzing student data	Teachers will meet periodically with grade level teams and/or administration to share	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Review of BAT, Mini Benchmark Assessment Results	BAT, Mini Benchmarks Data Analysis Review Sheets

data and monitor student progress and develop teaching targets.

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
International Baccalaureate Training	IB Magnet Curriculum K-5	IBO Facilitators	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator
Common Core PLC	K-5	Lori Goldsmith, Magnet Coordinator	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator
Marzano Teaching Strategies	K-5	Professional Development Team	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator
Marzano Teaching Strategies	K-5	Professional Development Team	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator
Marzano Teaching Strategies	K-5	Professional Development Team	All Teachers	Varied	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Lori Goldsmith, Magnet Coordinator

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In June of 2012, 39% (28) of students in grade 5 will score a level 3 on the FCAT Science Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (23)		39% (28)			
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 do not understand the scientific process.	A paraprofessional will be assigned to the science lab to support teachers in the organization and utilization of materials and equipment.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Sharon Heinlen, Science Paraprofessional	Classroom Walkthroughs Development of Master Schedule to Support Science Teachers will participate in regular data discussion to review assessment results and determine the effectiveness of instruction.	iObservation Science Mini-Bat/ BAT Science Fusion Assessment Results
2	Students need additional time master scientific concepts.	Selected students will participate in extended learning opportunities to supplement their Science Instruction.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Camp Coordinator	Camp Roster Science Fusion, Mini-Bat, and BAT assessment results will be used to identify students. Teachers will participate in regular data discussion to review assessment results and determine the effectiveness of instruction.	iObservation Science Mini-Bat/ BAT/ Science Fusion Assessment Results
	Students need additional opportunities to build science inquiry skills.	Science big ideas will be integrated within the PYP Units of Inquiry and assessed at their completion.	Lori Goldsmith, Magnet Coordinator	Review of student progress via rubric.	Rubrics

3		Teachers will participate in bi-weekly PYP meetings. At these meetings, teachers will work with the magnet coordinator and grade level teams to develop PYP Units of Inquiry that integrate science skills.			
4	Teachers need support in selecting appropriate materials.	Teachers will meet periodically with grade level teams and/or administration to share data and monitor student progress and develop teaching targets.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Sharon Heinlen, Science Paraprofessional	Teachers will participate in regular data discussion to review assessment results and determine the effectiveness of instruction.	Science Mini Benchmark Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	By June of 2013, 100% (1/1) of students administered the Florida Alternative Assessment will score at level 4, 5, and 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/1)	100% (1/1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to develop verbal/nonverbal communication skills	Teachers will utilize Boardmaker to develop visual cues to assist the development of student language skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Joyce Barrows, ESE Specialist Don Leeper, Autism Coach	Classroom Walkthroughs Review of Student Work	iObservation Student Work Product
2	Students struggle with science concepts and making real-life connections.	Students will utilize Delta Hands-On Science Kits, and the Fusion Science - directed, guided and independent inquiry hands on activities in a cooperative setting weekly.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Classroom Teachers	Classroom Walkthroughs Science Journals reviewed weekly using a rubric, Data Chats held during weekly team meetings to identify areas of strengths & weaknesses.	iObservation Science Journals, Student products
3	Students lack basic science vocabulary.	Students will learn science vocabulary through concept mapping and semantic webbing.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Classroom Walkthroughs Review of Assessment Results	iObservation Science Journals, Student products

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

2a. FCAT 2.0: Students scoring at or above	
--	--

Achievement Level 4 in science. Science Goal #2a:	In June of 2013, 20% (14) of students in grade 5 will score a level 4 or above on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	20% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional opportunities to extend their understanding of scientific concepts.	Teachers will utilize hands-on science experiences to extend students' inquiry skills.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions to review student progress and develop enrichment strategies.	iObservation Science Mini-Bat/ BAT/ Science Fusion Assessment Results
2	Students need additional opportunities to extend their understanding of scientific concepts.	Teachers will utilize the Science Fusion ancillary materials and the Broward County Hands-On Science Kits to provide enrichment instruction and enhance student mastery of Science Big Ideas.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Teachers will participate in data discussions to review student progress and develop enrichment strategies.	iObservation Science Mini-Bat/ BAT/ Science Fusion Assessment Results
3	Students have difficulty expressing their scientific ideas in writing.	Teachers will utilize science journals to allow students opportunities to strengthen their ability to express themselves in regards to science.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Evaluation of Students' Science Notebooks	Rubrics
4	Students have difficulty grasping scientific concepts.	Teachers will utilize BEEP resources (Discovery Education, Florida Science Fusion Digital Lessons, etc.) to activate students' prior knowledge and frontload information, in turn, strengthening students' mastery of concepts.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Review of Baseline Data Review of Student Projects and Assessment Results	Rubrics Science Mini-Bat/ BAT/ Science Fusion Assessment Results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June of 2013, 100% (1/1) of students administered the Florida Alternative Assessment will score at level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1/1)	100% (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 lack basic science vocabulary.	Students will learn science vocabulary through concept mapping and semantic webbing.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Classroom Walkthroughs Review of Science Journals	iObservation Science Journals, Student products
2	Students struggle with science concepts and making real-life connections.	Students will utilize Delta Hands-On Science Kits, and the Fusion Science - directed, guided and independent inquiry hands on activities in a cooperative setting.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal Grade Level Team Leaders	Science Journals reviewed using a rubric, Data Chats held during team meetings to identify areas of strengths & weaknesses.	iObservation Science Journals, Student products

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Paraprofessional to support science instruction	Paraprofessional	General Budget	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$20,000.00

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:	In June of 2012, 95% (76) of students in fourth grade will score at achievement level 3 and higher on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (69)	95%(76)

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 need more opportunities to develop functional writing skills.	Students will be engaged in writing for real world situations as part of inquiry-based project work.	Lori Goldsmith, Magnet Coordinator	Practice Prompts Teachers will participate in bi-weekly PYP meetings to develop curriculum and determine the effectiveness of instruction.	State Scoring Rubric
2	Students have difficulty expressing themselves in writing.	Students will participate in a variety of writing experiences including research, writing prompts, and genre writing.	Lori Goldsmith, Magnet Coordinator	Portfolios	Rubric
3	Teachers need to conference with students regularly to remediate writing skills.	Teachers will conference with students to assist them with improving their writing skills.	Lori Goldsmith, Magnet Coordinator	Writing Samples	Rubric

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By June of 2013, 100% (1) of students administered the Florida Alternative Assessment will score at level 4 or higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100% (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
	Students use limited support in their writing i.e. lack specific details	Teachers will model how to develop ideas through small group	Lori Goldsmith, Magnet Coordinator	Data Chats with Administration and Teachers to review	iObservation Student Writing Samples

1	to develop ideas more thoroughly.	instruction, conferencing and mini-lessons. Students will practice during independent writing and shared opportunities.		student progress and/or areas in need of improvement.	
2	Improper grammar use in written language.	During writing block teachers will scaffold instruction, model mini-lessons and provide opportunities for students to apply grammar skills during independent and shared writing. Teachers will integrate reading and writing activities.	Lori Goldsmith, Magnet Coordinator	Data Chats with Administration and Teachers to review student progress and/or areas in need of improvement.	iObservation Student Writing Samples

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						

Writing Budget:

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

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	By June 2013, the percentage of students with Excessive Absences and Tardies will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.3%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33	23
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
98	88

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	Available Staff Members to Monitor Attendance	Incorporate into CPST	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	CPST Agendas	Attendance Reports
2	Contact With Parents	Contacting the Parents early about the concern	Eva Merrill, School Social Worker	Social Worker Reports	Attendance Reports
3	Monitoring of Attendance	Providing bi-weekly attendance reports to the principal for incorporation into cpst.	Lynne Buehrer, IMT	Review of Attendance Reports	Attendance Reports
4	Students Understanding the Importance of Being At School Daily	Guidance Classroom Lessons and Individual Counseling with Offenders	Dr. Ana Leon, Guidance Counselor	Counseling Log	Annual Guidance Plan

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

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

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

Attendance 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:	In 2011-2012 there were 62 in-school suspensions and 19 out-of-school suspensions. For the 2012-2013 school year our goal is to reduce the number of in-school and out-of-school suspensions by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
62	59
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
38	36
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
19	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

12	11				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional support in determining effective classroom management strategies	A Discipline Committee will meet to develop a teacher resource guide for proactive discipline strategies and strategies for resolving discipline concerns.	Sheneka Blue, Assistant Principal	Committee Minutes, Rosters	Student Suspension Data
2	Teachers need additional support in determining effective classroom management strategies, especially with extreme behaviors.	Teachers will be trained on positive discipline plan, CHAMPS. Teachers will implement CHAMPS with fidelity	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Analyze DWH reports for frequency of incidents	Student Suspension Data
3	The school needs additional support from home to reinforce positive behaviors.	A Fairness Committee will meet as needed to collaborate with students and parents to resolve discipline issues.	Melissa Holtz, Principal	Fairness Committee Rosters	Student Suspension Data
4	Some students do not respond well to their classroom behavior plan.	Students in need of behavioral support will be provided with and individualized plan to reduce targeted behaviors.	Sheneka Blue, Assistant Principal	Monitoring of Individualized Plans	Student Suspension Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Champs Training	K-5	District Facilitator	All Teachers	Planning Day	Classroom Walkthroughs	Melissa Holtz, Principal Sheneka Blue, Assistant Principal

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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In 2011, 70% of parents participated in decisions regarding their children's education as documented by attendance at parent trainings, meetings, and conferences.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70%	75%

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	Communication	A school activity calendar will be developed by all stakeholders and distributed to parents	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Parent Participation at events	Sign In Sheet
2	The school needs additional support from parents to reinforce what students learn at school.	A school Parental Involvement Policy will be revised annually by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school).	Samantha Tovar, Title I Liaison	Title I Parent Compact Agreement	Review of the number of signed compacts
3	Parents are unaware of student progress.	Students will be given a take home folder on Tuesdays to improve communication between school and home.	Melissa Holtz, Principal Classroom Teachers	Review of Parent Participation by checking folders for signatures	Signed Tuesday Folders
	Parents are unaware of available resources.	An annual public meeting will be held to	Samantha Tovar, Title I Liaison	Parent Participation at events	Sign In Sheets

4		inform parents of the school's participation in the Title I School wide program.			
5	Parents are unaware of student progress.	All teachers will convene parent conferences in order to provide individual student assessment results, including an interpretation of those results including Virtual Counselor via the internet.	Melissa Holtz, Principal Sheneka Blue, Assistant Principal	Percent of parent participation in conferences per class	Signed Conference Forms
6	Parents need additional information about school curriculum	Student Success Night will take place, during the last quarter of the school year, to provide an opportunity for each student to demonstrate to their parent(s) knowledge and skills learned through the PYP program during the school year.	Lori Goldsmith, Magnet Coordinator Samantha Tovar, Title I Liaison	Parent Participation at IB Student Success Night	Sign In Sheets

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
Active Parenting Training	K-5	Ana Leon, Guidance Counselor Nicole Campanella, School Psychologist	Parents	September and October 2012	Follow the Performance of the children of attendees	Ana Leon, Guidance Counselor
Parent University	K-5	Joann Boyer and Teacher Volunteers	Parents	December 2012	Sign In Sheets	Joann Boyer, Reading Coach Samantha Tovar, Title I Liaison

Parent Involvement Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Communication Between School and Home	Tuesday Folders - Parent Calendars	Title 1	\$2,642.00
Title I Parent Seminar	Parent Training	Title I	\$200.00
Parent University	Workshop Supplies	Title I	\$300.00
			Subtotal: \$3,142.00
			Grand Total: \$3,142.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	ELLIS (Software	Addresses the needs on non-native English speakers to foster English language learning. If offers explicit, individualized, and engaging instruction.	ESOL Department	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IB Curriculum Training	Workshop Registration Travel Costs	Title I	\$13,000.00
				Subtotal: \$13,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Paraprofessional to support science instruction	Paraprofessional	General Budget	\$20,000.00
Parent Involvement	Communication Between School and Home	Tuesday Folders - Parent Calendars	Title 1	\$2,642.00
Parent Involvement	Title I Parent Seminar	Parent Training	Title I	\$200.00
Parent Involvement	Parent University	Workshop Supplies	Title I	\$300.00
				Subtotal: \$23,142.00
				Grand Total: \$36,142.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/12/2012)

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
SAC funds will be used to support/fund initiatives that positively impact student achievement. The SAC committee will meet at a later date to determine specific amounts and initiatives that will be funded through SAC funds.	\$2,500.00

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

SAC meetings will be held the second Thursday of each month. The SAC committee will meet to discuss and monitor the progress of student achievement. The SAC will also gather stakeholder input that will be used to modify the current SIP plan and/or develop next year's SIP plan.

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 WILTON MANORS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	75%	99%	44%	295	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	64%	64%			128	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?	58% (YES)	55% (YES)			113	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					536	
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 WILTON MANORS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	77%	97%	29%	278	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	64%			130	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?	64% (YES)	73% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested