

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RIVERLAND ELEMENTARY SCHOOL

District Name: Broward

Principal: Oslay Gil

SAC Chair: Leonora Ahkin Chin Tai

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 10/19/2012

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

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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	Oslay Gil	Master in Education - Florida Atlantic University Bachelor of Arts - Florida Atlantic University Certified in Educational	1	9	Riverland Elementary School (2011-2012) Position – Principal School Grade – C Reading Proficiency - 59% at or above level Reading Learning Gains - 58% Students in Lowest 25% Making Year's Worth of Progress in Reading - 68% Math Proficiency - 45% at or above level Math Learning Gains - 54% Students in Lowest 25% Making Year's Worth of Progress in Math - 60% Writing Proficiency - 84% Science - 39% at or above level Educational Programs and Student Support - Charter Schools Support Department (2009-2011) Position - Principal on Task Assignment There are no school grades or AYP data associated with the responsibilities assigned.

		Leadership (All Levels) and Social Sciences (6-12)			Sunrise Middle School (2008-2009): Position - Principal School Grade - B Reading Proficiency - 67% at or above level Reading Learning Gains - 64% Students in Lowest 25% Making Year's Worth of Progress in Reading - 65% Math Proficiency - 68% at or above level Math Learning Gains - 68% Students in Lowest 25% Making Year's Worth of Progress in Math - 53% Writing Proficiency - 98% Science - 41% at or above level AYP - 74% of criteria satisfied (No) AYP Subgroups Needing Improvement - Black, Economically Disadvantaged, English Language Learners, Students with Disabilities
Assis Principal	Jodi Washington	Master in Education – Florida International University Bachelor of Science in Education – Elementary Education Certified in Educational Leadership All Levels And Reading (K-12)			<p>New River Middle School (2011-2012) Position – Reading Coach School Grade – C Reading Proficiency - 50% at or above level Reading Learning Gains - 64% Students in Lowest 25% Making Year's Worth of Progress in Reading - 66% Math Proficiency - 50% at or above level Math Learning Gains - 62% Students in Lowest 25% Making Year's Worth of Progress in Math - 50% Writing Proficiency - 76% Science - 42% at or above level</p> <p>New River Middle School (2010-2011) Position – Reading Coach School Grade - B Reading Proficiency - 61% at or above level Reading Learning Gains - 64% Students in Lowest 25% Making Year's Worth of Progress in Reading - 65% Math Proficiency - 66% at or above level Math Learning Gains - 64% Students in Lowest 25% Making Year's Worth of Progress in Math - 58% Writing Proficiency - 92% Science - 39% at or above level AYP - 67% of criteria satisfied (No) AYP Subgroups Needing Improvement - Total, White, Black, Hispanic, Economically Disadvantaged, English Language Learners, Students with Disabilities</p> <p>Bair Middle School (2009-2010) Position – Reading Coach School Grade - B Reading Proficiency - 62% at or above level Reading Learning Gains - 65% Students in Lowest 25% Making Year's Worth of Progress in Reading - 67% Math Proficiency - 63% at or above level Math Learning Gains - 67% Students in Lowest 25% Making Year's Worth of Progress in Math - 67% Writing Proficiency - 88% Science - 39% at or above level AYP - 79% of criteria satisfied (No) AYP Subgroups Needing Improvement - Total, Black, Hispanic, and Economically Disadvantaged</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					Riverland Elementary School (2011-2012) Position – Reading Coach

Reading	Kate Phillips	Elementary Education; ESOL Endorsement; Reading (K-12)	8	5	<p>School Grade – C Reading Proficiency - 59% at or above level Reading Learning Gains - 58% Students in Lowest 25% Making Year's Worth of Progress in Reading - 68%</p> <p>Riverland Elemenatry School (2010-2011): Position - Reading Coach School Grade - B Reading Proficiency - 74% at or above level Reading Learning Gains - 57% Students in Lowest 25% Making Year's Worth of Progress in Reading - 43%</p> <p>Riverland Elemenatry School (2009-2010): Position - Reading Coach School Grade - A Reading Proficiency - 86% at or above level Reading Learning Gains - 74% Students in Lowest 25% Making Year's Worth of Progress in Reading - 71%</p>
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.New Educator Support System	NESS Liaison	Ongoing	N/A
2	2.Mentoring	NESS Liaison	Ongoing	N/A
3	3.Modeling/Coaching	Reading Coach Clinical Educators Support Staff Teacher Leaders	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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	2.2%(1)	28.9%(13)	42.2%(19)	26.7%(12)	28.9%(13)	93.3%(42)	37.8%(17)	4.4%(2)	93.3%(42)

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
Oslay Gil Jodi Washington	Cherellida Branch	Aspiring Administrator	LEAD, Data Analysis, Curriculum, Day to Day Operations
Oslay Gil Jodi Washington	Ava Smith	Aspiring Administrator	Data Analysis, Curriculum, Day to Day Operations
Kate Phillips	April Schorn	New to the School (1 yr. experience)	Weekly meetings, data analysis, modeling as necessary
Kenya Rolle	Jennifer Lemus	New Teacher	Weekly meetings, data analysis, modeling as necessary

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds.

Title I, Part C- Migrant

One migrant student has been identified. We will collaborate with community agencies to ensure that needed services, such as health and nutrition are provided. Remediation and tutoring services will be provided, as needed.

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops, such as the Common Core State Standards training. Summer leadership 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)

SAI funds will be utilized to provide additional tutoring and enrichment services for students.

Violence Prevention Programs

Riverland Elementary will implement the School Board of Broward County's approved Anti-Bullying policy. The policy sets forth

guidelines for identification and reporting of bullying. The policy requires teachers and staff to utilize a variety of prevention and intervention activities to maintain a safe environment. Counseling is provided through the school counselor, the Starting Place and/or Chrysalis.

Riverland Elementary also participates in Red Ribbon Week that supports the prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment.

Nutrition Programs

Free or reduced price meals are offered to children whose families meet income requirements. This helps assure that all children have access to nutritious food during the school day. Eligible students receive this meal benefit during both breakfast and lunch each school day.

In 2012-2013, Riverland Elementary will participate in the District's Fruits and Vegetables Program. Healthy snacks will be delivered to students and staff several times per week. The community will develop healthy habits for snacking, and learn about exotic fruits and vegetables grown in the U.S. and other countries.

A Health Support Technician is assigned to our school to monitor vaccinations, vision and auditory screening. In addition, we provide a number of health education programs to promote health awareness.

Housing Programs

N/A

Head Start

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

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by specifying the necessary enrollment process and timeline 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 events at those schools.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal – Oslay Gil, Assistant Principal - Jodi Washington – District, Administrative, Community, Student Discipline Perspective
- Guidance Counselor, Cherellda Branch - Co-facilitator, Student Services Perspective
- ESE Specialist, Mrs. Michelle Katz-DiGiacomo - Co-facilitator, maintains records/files, IDEA Perspective
- Reading Coach, Kate Phillips - Reading Curriculum Needs
- School Psychologist, Patricia Lumsden -Academic, Psychological Evaluations, IDEA Perspective
- School Social Worker, Blanche Johnson - Social Services Needs
- Speech and Language Pathologist, Olga Membreno - Speech and Language Perspective
- General Education Teacher- Individual students / class needs
- Parent/Guardian of child

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 role/function of the MTSS Leadership Team is to look at school-wide core-curriculum and behavior management approaches that are in need of modification in order to meet school-wide goals and expectations. Students at risk of not meeting target goals are identified by teachers and referred to the RtI / MTSS Leadership Team, which meets weekly. At-risk students are referred to RTI / MTSS by staff members after baseline interventions have been implemented in the classroom setting. Students are referred for academic, behavioral, emotional and/or health related issues.

The RtI / MTSS Leadership Team collaborates in the Guidance Conference Room to discuss students, provide academic interventions, and assign case managers. Notes and minutes are taken during the meeting and distributed to all team members. This provides the RtI / MTSS team with documentation for tracking student process. The team reviews and considers the interventions and the students' response, be it a positive or upward growth pattern or no change seen in learning, then recommends further intensive interventions to be implemented, if needed, within a specific time frame. Students are observed and monitored for a period of time. After implementing the interventions, teachers provide additional data, which is analyzed to determine if the outcomes are successful or not. Further recommendations are made accordingly.

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?

In the development and implementation of the School Improvement Plan, the RtI / MTSS Leadership Team will follow the Florida Continuous Improvement Model (FCIM). The team will implement the Plan, Do, Check, Act process.

- 1) All students will be given a pre-assessment to establish baseline data i.e. Oral Reading Fluency (ORF), Diagnostic Assessment of Reading (DAR), Key-Math or end of the book tests. Teachers will have a Literacy Leadership Team (LLT) data binder, which will have data for each student in order to maintain adequate progress monitoring. Frequency charts, Antecedent Behavior Consequence (ABC) data and observations are utilized to monitor and document students' behavior.
- 2) For students not making adequate gains in Tier 1, a Tier 2 data sheet will be completed and a designated case manager will meet with the teacher to assist in implementing specific interventions for Tier 2. Specialized academic interventions will be put in place utilizing programs suggested from the Struggling Readers/Math charts utilizing small group setting of 2-3 students meeting 3-4 times a week with biweekly assessments for 6 weeks to monitor progress. A Functional Behavior Assessment (FBA) for students exhibiting noncompliant behaviors will be completed and a specific behavior plan will be developed, implemented and monitored to document the behaviors observed. A meeting with parents will be held to discuss the implementation of TIER 2.
- 3) After reviewing and graphing 6 weeks of data, if progress is made teacher will continue with interventions and progress monitoring. If no progress is noted, the teacher will provide a report with data graphing the lack of progress to the RtI / MTSS team, and a TIER 2 record will be completed. A meeting will be held with parents to discuss the movement to TIER 3.
- 4) The team will meet with the teacher to discuss TIER 3 and specific, specialized interventions will be implemented daily in a 1:1 or small group setting with weekly progress monitoring of targeted skills for 6 weeks. Additionally, for students who display repetitive behavior concerns, a Positive Behavior Intervention Plan (PBIP) will be developed, implemented and monitored.
- 5) If progress is made, interventions will continue, while ongoing progress is monitored. If no progress is noted, the team will move forward to conduct meetings with parents to review the data collected with recommendation for a comprehensive evaluation.

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.

Tier I-in areas of Reading, Math, Writing, Science and Behavior:

The District's Virtual Counselor and BASIS databases will be used, in addition to Progress Monitoring and Reporting Network (PMRN) and internally created databases to monitor the following sources of student data:

Broward Assessment Test (BAT 1 & 2 for reading, math, and science)

Florida Comprehensive Assessment Test (FCAT)

Stanford Achievement Test (SAT)

Mini Assessments Tier 2 and 3 - Intervention Records and Monitoring Graphs

FCAT Simulation

Florida Assessment for Instruction in Reading (FAIR)

Diagnostic Assessment for Reading (DAR)

Early Reading Diagnostic Assessment (ERDA)

Rigby Assessment in Reading

Data Chats with teachers (ongoing) Tier 2 and 3-Intervention Records and Monitoring Graphs

Frequency Charts

Antecedent Behavior Consequence (ABC)

Functional Behavior Assessment (FBA) Tier 2 and 3- Positive Behavior Intervention Plan (PBIP)

Easy CBM.com

Describe the plan to train staff on MTSS.

RtI / MTSS team (ESE Specialist, Guidance Counselor, School Psychologist, Reading Coach) will provide training during pre-planning and throughout the school year on Staff Development Days.
RtI / MTSS team will refresh individual teachers as needed on interventions and means to graph and document student progress.
Training will be provided / refreshed on the FCIM process as well as the Tier process.

Describe the plan to support MTSS.

Team members will attend appropriate staff development training and share the information with other team members.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Oslay Gil
Assistant Principal, Jodi Washington
Exceptional Student Education Specialist, Michelle Katz-DiGiacomo
Guidance, Cherellida Branch
Reading Coach & ELL Representative, Kate Phillips
Speech/Language Pathologist, Olga Membreno
Media Specialist, Aven Roberts
Team Leaders K-5
Parents
Community Partners

The individuals listed above were selected to serve on the Literacy Leadership Team because of their areas of expertise. As such, they are able to appropriately represent the needs of our students and offer possible academic and behavioral interventions.

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

Riverland Elementary School's LLT meets twice a month to discuss ways of improving literacy within the school and the community. An agenda is created and provided for each LLT member. The team discusses ways to increase literacy learning and student achievement. After the meeting, the LLT members disseminate the information to the staff through faculty or team meetings.

The LLT will also provide trainings to its parents during Parent Literacy Nights to increase literacy within the homes. Translators will also be provided to assist our ESOL parents.

Trainings will offer the following: make and take activities; technology assistance; Think-Pair-Share; Think Alouds; reading in the content areas; reading and writing connections, etc.

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

The LLT will focus on the implementation of the Common Core State Standards in grades K-2, blended implementation of text complexity in grades 3-5 and close analytical reading. In addition, the team will focus on:

- creating and sharing school-wide initiatives and activities such as Accelerated Reader
- using data to analyze the effectiveness of instruction
- reflecting on best practices associated with the Common Core State Standards
- planning Literacy Nights to enable parents to help their children at home.

Riverland Elementary's LLT will also provide trainings to its parents during Parent Literacy Nights to increase literacy within the homes. Translators will also be provided to assist our ESOL parents.

Trainings will offer the following: make and take activities; technology assistance; Think-Pair-Share; Think Alouds; reading in the content areas; reading and writing connections, etc.

*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.

The District's preschool programs ensure a smooth transition to kindergarten by providing information about the enrollment processes and timelines to families participating in the programs. The program's services support team and preschool teachers will share information with parents related to corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup events at those schools.

- Create and mail flyers related to the Kindergarten Roundup to neighboring childcare centers and post the dates of the events on the school's website.
- Kindergarten Roundup is scheduled for parents and children to visit the school prior to the beginning of the next school year. Parents and children are welcomed by the kindergarten teacher and a tour of the school is given. Parents receive information related to forms and requirements to complete the registration process.
- Prior to students starting kindergarten they attend an Open House the Friday before school starts. This event allows parents and students to see their new classroom, meet the teacher, and discuss kindergarten expectations and procedures.
- After the school year has begun, the Kindergarten Team hosts a Family Night. This event covers strategies to help students and parents succeed. Teachers also conference with parents individually to meet individual needs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Thirty-one percent (93) will score a level 3 on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (74) of the students scored a level 3 on the 2012 FCAT in Reading.	Thirty-one percent (93) will score a level 3 on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack adequate vocabulary skills.	Students will use strategies from Elements of Vocabulary in daily vocabulary lessons, context clues, prefixes, suffixes, interactive word walls, print rich environments, CRISS Strategies, and graphic organizers such as vocabulary squares, etc.	Reading Coach Administrators Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessment Mini Assessments End of Selection Test Observations BAT I / BAT II FCAT
2	Students lack adequate skills in informational text and the research process.	Teachers will use complex text for instruction at a ratio matching FCAT 2.0 and Common Core Standards (70% informational text and 30% literary text). Resources such as newspaper/magazine articles, menus, etc. will be used to enhance their exposure to informational text and the research process.	Reading Coach Administrators Support Staff Members Media Specialist Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessment Mini Assessments End of Selection Test Observations BAT I / BAT II FCAT
3	Students lack adequate exposure to a variety of genres and complex texts.	Students will use Accelerated Reader Program to respond to comprehension questions on a variety of genres. Common Core Curriculum framework will be utilized to provide students with a wide variety of genres. We will extend the curriculum to include the use of a variety of complex texts.	Reading Coach Administrators Support Staff Members Media Specialist Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Vocabulary Checks Mini Assessments Observations BAT I / BAT II FCAT

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	100% of the students will achieve proficiency on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA, 100% (1) student achieved a level 4,5,6 in reading.	100% of the students will achieve proficiency on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension skills due to students cognitive ability	Teacher will target comprehension skills when planning daily instruction	Reading Coach ESE Specialist	Assessments will be used to determine effectiveness of the strategy and student growth.	Comprehension Assessments Observations Classwork samples
2	Lack of lessons that highlight specific access points in reading	Teachers will be trained in utilizing access points in conjunction with benchmarks	Reading Coach ESE Specialist	Teacher(s) will be given access points to utilize Assessments will be used to determine effectiveness of the strategy and student growth.	Comprehension Assessment Observations Classwork samples
3	Student has inadequate exposure to variety of genres	Student will listen to various genres and respond to comprehension questions	Reading Coach ESE Specialist	Assessments will be used to determine effectiveness of the strategy and student growth.	Comprehension Assessment Observations Classwork samples

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	32% (96) of the students will score at or above Achievement Level 4 on the 2013 FCAT in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30 % (77) of the students scored a level 4 or 5 on the 2012 FCAT in Reading.	32% (96) of the students will score at or above Achievement Level 4 on the 2013 FCAT in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack higher order comprehension strategies.	Teachers will ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate understanding of the text, as well as make inferences from the text.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT

				effectiveness of the strategies.	
2	Students lack the stamina to read texts with increased complexity.	Teacher will focus on the paired reading selection (literary and informational text) in the Treasures Reading Series. Teachers will supplement the reading curriculum with more complex texts. Students will participate in DEAR for 20 minutes daily.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT
3	Students are lacking reading application skills.	Students will use CRISS Strategies, graphic and semantic organizers to improve their reading application skills.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		62% (127) of the students will make learning gains on the 2013 FCAT in Reading			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
58% (87) of the students made learning gains on the 2012 FCAT in Reading.		62% (127) of the students will make learning gains on the 2013 FCAT in Reading			
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to reading technology software	Students will use iStation, Destination Reading, LeapFrog, Accelerated Reader, STAR Reading, Accelerated Reader, FCAT Explorer and other Multimedia Tools.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT Accelerated Reader Reports iStation Reports
2	Students have inadequate vocabulary skills- context clues	Students will use strategies from Elements of Vocabulary in daily vocabulary lessons, context clues, prefixes, suffixes, etc.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT
3	Students lack informational text and reference/research process skills.	Teachers will provide guided reading instruction to focus on text features and skills to locate, interpret and organize information in nonfiction text	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Based on 2012 FAA 100% (1) of the students made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA 100% (1) of the students made learning gains in reading.	100% (1) of the students will make learning gains in reading based on FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to reading software technology	Students will use iStation, Destination Reading, LeapFrog, Accelerated Reader, STAR Reading, Accelerated Reader,	Reading Coach ESE Specialist	Assessments will be used to determine effectiveness of the strategy and student growth.	Observation Accelerated Reader Reports iStation Reports

		FCAT Explorer and other Multimedia Tools.			
2	Students lack adequate vocabulary skills	Student will be exposed to daily vocabulary lessons	Reading Coach ESE Specialist	Assessments will be used to determine effectiveness of the strategy and student growth.	Assessments Observations
3	Student lacks ability to understand reference materials	Student will be exposed to daily non-fiction text	Reading Coach ESE Specialist	Assessments will be used to determine effectiveness of the strategy and student growth.	Assessments Observations

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:	71% (36) of the students in the lowest 25% will make learning gains on the 2013 FCAT in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (25) of the students in the lowest 25% made learning gains on the 2012 FCAT in Reading.	71% (36) of the students in the lowest 25% will make learning gains on the 2013 FCAT in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students lack fluency.	Grades 2-3 will use Multi-Sequenced Speed Drills and Quick Reads/Quick Reads Technology to build fluency for all students identified as high risk based on beginning of the year assessments. Grades 1-2 will use Great Leaps and Grades 3-5 will use Six Minute Speed Drills to build fluency for all students identified as high risk through Oral Fluency Assessments.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Fluency Assessments Teacher Observation
2	The students lack phonemic awareness	Students will use Wilson Foundations/Words Their Way/Phonics for Reading as an intervention or double dose in small group instruction with those students assessed as struggling readers in phonological awareness.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	FAIR Unit Assessments DAR
3	The students lack background knowledge	Students will use CRISS strategies to develop background knowledge using anticipation guides and other structural graphic organizers in daily lessons.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT

				growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The percentage of non-proficient students in reading was 35% in 2012. The Annual Measurable Objective for Reading is to decrease the percentage of non-proficient students by 4%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	67	71	75	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Reduce the number non-proficient students in the following subgroups to the percentages listed below: White: 25% (7) Black: 39% (63) Hispanic: 32% (33) Asian: N/A American Indian: 0% (1)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 29% (6) Black: 41% (58) Hispanic: 42% (35) Asian: N/A American Indian: 100% (1)	Reduce the number non-proficient students in the following subgroups to the percentages listed below: White: 25% (7) Black: 39% (63) Hispanic: 32% (33) Asian: N/A American Indian: 0% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of connections between reading and comprehension skills	Imbed higher order comprehension component in ongoing progress monitoring. Continued use of FCIM mini lessons.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT
2	Identifying trends and patterns in data.	Training faculty in data analysis and targeted reading instruction that demonstrate explicit and systematic instruction meeting	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	We will decrease the number of non-proficient ELL students to 42%(30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (27) of the ELL students were not proficient on the 2012 Reading FCAT.	Decrease the number of non-proficient ELL students to 42% (30) on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack or limited formal education in their native language.	Student skill proficiency development imbedded in the use of their heritage language through the delivery of content curriculum.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT SAT On- going alternative assessments will be used to drive instruction and monitor the needs of ELLs.
2	The students lack phonemic awareness	ESOL students will receive accommodations as an intervention. Double dose instruction will be given to those students assessed as struggling readers in phonological awareness.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT SAT On- going alternative assessments will be used to drive instruction and monitor the needs of ELLs.
3	Students lack knowledge of the English language.	Teachers will effectively utilize the ESOL matrix.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT SAT On- going alternative assessments will be used to drive instruction and monitor the needs of ELLs.

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:	We will decrease the number of non-proficient Students With Disabilities to 51% (17).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (15) of the SWD students did not achieve proficiency on the 2012 Reading FCAT.	Decrease the number of non-proficient SWD to 51% (17) on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying trends and data patterns to accommodate individual needs of all students.	Fully implement with fidelity and consistency the Common Core Standards. Students will be provided differentiated instruction with intensity in alignment with their specific needs	Reading Coach Administration Support Staff Members ESE Specialist Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT DAR
2	The students lack phonemic awareness	Students will use Wilson Foundations and Phonics for Reading as an pull out intervention.	Reading Coach Administration Support Staff Members ESE Specialist Team Leader.	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT DAR

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:	We will decrease the number of non-proficient economically disadvantaged students to 36% (99).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (97) of the Economically Disadvantaged students did not achieve proficiency on the 2012 Reading FCAT.	We will decrease the number of non-proficient economically disadvantaged students to 36% (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 lack background knowledge.	Students will use CRISS strategies and United Streaming to develop background knowledge.	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT.

				effectiveness of the strategies.	
2	Students have a lack of exposure to appropriate reading resources	All classrooms have leveled libraries for student reading to be used during reading centers.	Reading Coach Administration Support Staff Members Team Leader Media Specialist	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT
3	The students lack phonemic awareness	Students will use Wilson Foundations, Words Their Way, or Phonics for Reading as an intervention or double dose in small group instruction with those students assessed as struggling readers in phonological awareness	Reading Coach Administration Support Staff Members Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT

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
Implementing District plan for PLC of Common Core Standards	K-5	Administrators Reading Coach Team Leaders	School-wide	School-wide Biweekly meetings after school	PLC documentation/agendas, attendance sign-in, minutes etc.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Text Exemplars	Text Exemplars Books	Reading Allocation - State	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Pro	Software Assessment Program	School Accountability Funds	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Common Core ELA Professional Dev.	Substitutes for Trainings	Inservice Funds	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$9,700.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		45% (92) ELL students will be proficient on the 2013 CELLA in Listening and Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
42% (85) ELL students were proficient on the 2012 CELLA in Listening and Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge of the English language.	Teachers will effectively utilize the ESOL matrix.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT IPT Oral CELLA
2	Limited content vocabulary.	Teachers will create content Word Walls for student interaction. Students will utilize vocabulary journals. Small group instruction will be consistently used. Step by step instruction, Visuals, One on One, Intervention, RtI, ESOL and Vocabulary Cards	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT IPT Oral CELLA
	Lack or limited formal education in their native language.	Student skill proficiency development imbedded in the use of their heritage language through the delivery of content curriculum.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to	Unit Assessments Mini Assessments Comprehension Assessments Observations

3				determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	BAT I / BAT II FCAT IPT Oral CELLA
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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:	28% (57) ELL students will be proficient on the 2013 CELLA in Reading
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2012 Current Percent of Students Proficient in reading:

24% (49) ELL students were proficient on the 2012 CELLA in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students lack background knowledge	Students will use CRISS strategies to develop background knowledge using anticipation guides and other structural graphic organizers in daily lessons.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT CELLA IPT
2	The students lack phonemic awareness	ESOL students will receive accommodations as an intervention. Double dose instruction will be given to those students assessed as struggling readers in phonological awareness.	Reading Coach Administration Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessments Mini Assessments Comprehension Assessments Observations BAT I / BAT II FCAT IPT Reading/Writing CELLA
3	Students lack adequate vocabulary skills.	Students will use strategies from Elements of Vocabulary in daily vocabulary lessons, context clues, prefixes, suffixes, interactive word walls, print rich environments, CRISS Strategies, and graphic organizers such as vocabulary squares, etc.	Reading Coach Administrators Support Staff Members ESOL Coordinator Team Leader	Classroom observations will be conducted to determine the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be conducted with teachers to identify the effectiveness of the strategies.	Unit Assessment Mini Assessments End of Selection Test Observations BAT I / BAT II FCAT IPT Reading/Writing CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

21% (43) ELL students will be proficient on the 2013 CELLA in Writing

2012 Current Percent of Students Proficient in writing:

17% (36) ELL students were proficient on the 2012 CELLA in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to the variety of genres in writing, which limits ideas (background information, creativity, imagination, etc.).	Read Alouds Text Talk Brainstorming Modeling Guided Thinking Picture Walks Think Clouds Treasures	Administrators Support Staff Members ESOL Coordinator Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Monthly writing prompts Observation of student samples Utilizing rubrics Florida's Classroom Walk-Throughs (CWT) Look-Fors Form CELLA IPT Reading/Writing
2	Students lack the usage of conventions	Grades K-5 will participate in Writers Workshop (BEEP) to assist students and develop students' writing. Daily Bites Modeling Treasures	Administrators Support Staff Members ESOL Coordinator Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Monthly writing prompts Observation of student samples Student conferences Utilizing rubrics Florida's CWT Look-Fors Form CELLA IPT Reading/Writing
3	Students have difficulty using higher vocabulary within writings	Grades K-5 will display appropriate word walls to assist students during the writing process. Interactive word walls Elements of Vocabulary Treasures	Administrators Support Staff Members ESOL Coordinator Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective.	Monthly writing prompts Observation of student samples Student conferences Utilizing rubrics Florida's CWT Look-Fors Form CELLA IPT Reading/Writing

			Student conferences Effective lesson planning	
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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
IStation	Supplemental Program	Title III	\$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:	We will increase the number of students scoring a level 3 to 40% (120) on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (69) of the students achieved a level 3 on FCAT Math.	We will increase the number of students scoring a level 3 to 40% (120) on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack appropriate comprehension skills needed to solve multi-step real world problems.	Follow District's recommended Instructional Focus Calendar, District Pacing Guide, and Strategic process in the Go Math series to teach skills to solve multi-step real world problems.	Administration	Coaching Logs Walk throughs Math Coach/ Teacher Conferences Data Chats Team Weekly Wrap Up Meeting	Pre/ Post Assessments Lesson Mini Checks Homework Assignments
2	Third grade students lack understanding of multiplication and division strategies.	Frontend estimation. Components and methods from Go Math Series. Show comparisons using Hundred Charts, Teach math Vocabulary. Model to show relationships between both operations. Use square tiles, number lines, tables, charts and draw pictures to show comparisons/ relationships.	Administration	Daily teacher observation of assigned independent work. Student performance in Benchmark Practice Book.	Responses to Essential Question Chapter Tests Daily Teacher Observation Benchmark Assessment Book
3	Third grade students lack the ability to describe, compare, or represent fractions greater than one.	Use pictures, diagrams, number lines, counters, graphic organizers, etc. to represent fractions.	Administration	Teacher observation; Student performance in Benchmark Practice Book.	Mini Assessments; End of Selection Test.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	100% (1) of the students will achieve a level 4,5,6 on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FAA, 100% (1) of the students achieved a level 4,5,6 in mathematics	100% (1) of the students will achieve a level 4,5,6 on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lacks the comprehension and understanding needed to solve real word problems	Students will be instructed on how to find key words in word problems and the strategic process in the Go Math series to teach skills to solve multi-step real world problems	ESE Specialist	Data collection Assessments Observations	Homework Daily Lessons Assessments
2	Student lacks the understanding of higher level addition and subtraction skills	Student will be instructed in Touch Math to teach basic and higher levels of addition and subtraction	ESE Specialist District Math Resource Person	Data collection Assessments Observations	Homework Daily Lessons Assessments
3	Student lacks the ability to describe and compare numbers	Use pictures and simple diagrams to help compare and describe numbers	ESE Specialist District Math Resource Person	Data collection Assessments Observations	Homework Daily Lessons 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	We will increase the number of students scoring a level 4 and 5 to 28% (84) on the 2013 FCAT in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (44) achieved a level 4 or 5 on the 2012 Math FCAT.	We will increase the number of students scoring a level 4 and 5 to 28% (84) on the 2013 FCAT in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack necessary skills to solve approximation problems and use appropriate tools to solve problems.	Use models to show when a more precise measurement is appropriate. Practice using correct tools to find measurement of angles. Practice using information found on Reference Sheet. Engage in rigorous Math Talk. Use graphs, diagrams, and charts. Show examples of how to answer Problem of the Day.	Administration	Daily teacher observation of assigned independent work. Periodic Binder Checks Student Conferences Small Group Instruction	Essential Question Chapter Tests Daily Teacher Observation
2	Lack of opportunities to complete work that challenge their abilities on a consistent basis	Students will complete activities suggested for Enrichment in Go Math Series Enrichment Book and/or Teacher Edition. They will also be provided with enrichment projects based on the benchmark they are learning.	Administration	Classroom observations	Chapter Test, Big Idea Test, Daily Teacher Observations, Big Idea Projects.
	Students' difficulty applying appropriate vocabulary during a math lesson.	Students will record vocabulary in journals, Students will utilize their Math Word Bank to answer essential	Administration	Teachers will monitor student journals for teacher feedback and student work products. Check Math Word Banks	Math Journals, Student work samples, Chapter tests, Big Idea Test

3	questions and HOT questions. Students will draw picture/create an example of vocabulary words	or Bulletin Board displays for student generated vocabulary samples. Classroom observations
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	We will increase the number of students making learning gains in math to 59% (120) on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (81) of the students made learning gains on the 2012 Math FCAT.	59% (120) of students will achieve learning gains on 2013 FCAT in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of the approach/ strategies from the NGSSS.	Utilize math books daily with fidelity to strengthen students' understanding of NGSSS approach/strategies. Small group instruction Pull out groups	Administration	Teacher observation based on performance of daily work and chapter assessments.	Big Idea Benchmark Assessments Chapter Test BAT I BAT II
2	Inconsistent use of manipulatives in the classroom.	Students utilize both virtual and hands on manipulatives during small group and whole group lessons daily.	Administration	Teacher Observations, Classroom observations.	Chapter Tests, Math journals, Data Chats with students.

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Based on 2012 FAA, 100% (1) of the students made learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA, 100% (1) of the students made learning gains	100% (1) of the students will make learning gains on the 2013 FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lacks the ability to apply real-world application of math concepts	Home/School Connections -menus, charts, newspapers ads	ESE Specialist District Math Resource Person	Data collection Assessments Observations	Data collection Assessments Observations
2	Student lacks understanding of math vocabulary	Step by step instruction in math Flash cards	ESE Specialist District Math Resource Person	Data collection Assessments Observations	Data collection Assessments Observations

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:	We will increase the number of students in the lowest 25% making learning gains in Math on the 2013 FCAT to 65% (33)
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(21) of students in the lowest 25% made learning gains on the 2012 math FCAT.	65% (33) of students in the lowest 25% will make learning gains on the 2013 FCAT in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to solve problems requiring measurement and geometry skills.	Small group instruction during math block Triple dose group outside of math block Pull out groups	Administration ESE Specialist	Students will demonstrate ability to accurately solve problems correctly. Computer based individualized opportunities with a report on students' progress, which will automatically increase level of difficulty.	Computer based programs. Hands on activities Mini Assessment

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 # The percentage of non-proficient students in 2012 was 56%. The annual measurable objective is 5%.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	68%	73%	78%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Reduce the number non-proficient students in Math in the following subgroups to the percentages listed below: White: 42% (11) Black: 34% (55) Hispanic: 31% (32) Asian: NA American Indian: 0% (0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 38% (8) Black: 60% (86) Hispanic: 50% (42) Asian: NA American Indian: 100% (1)	Reduce the number non-proficient students in Math in the following subgroups to the percentages listed below: White: 42% (11) Black: 34% (55) Hispanic: 31% (32) Asian: NA American Indian: 0% (0)

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 deficient in basic knowledge of number facts.	Manipulatives (base ten blocks, math boards, abacus, flip charts, technology).	Administration	Student journals Teacher observation Essential Questions Small Group	End of Selection Test BAT I and II
2	Lack of Real-World application in math concepts	Home/School Connection (shopping, elapsed time, menu, environmental print, etc.) (student agendas-conversion charts and reference charts)	Administration	Project based activities (realia) according to the skill being taught	End of Selection Test BAT I and II

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:	We will decrease the number of non-proficient ELL students to 37% (27).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (36) of the ELL students were not proficient on the 2012 Math FCAT	We will decrease the number of non-proficient ELL students to 37% (27).

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 have difficulties interpreting math word problems.	Teachers will incorporate learning strategies, such as selective highlighting and underlining of key words, so that students can breakdown word	Administration ESOL Coordinator	Data Collection Oral Responses Teacher/Student Conferences	BAT I & BAT II FCAT Data Big Idea Benchmark Assessments End of Selection

1		problems and perform the proper math steps. Teachers will differentiate instruction, including providing students with step-by-step directions and instructions. Teachers will increase the use of manipulatives during instruction.			Test Teacher Observation On-going alternative assessments will be used to drive instruction and monitor the needs of ELLs.
2	Limited math content vocabulary.	Teachers will create Math Word Walls for student interaction. Students will utilize math vocabulary journals. Small group instruction will be consistently used. Step by step instruction Visuals One on One Intervention RtI ESOL Activity Guide Work Mats Vocabulary Cards	Administration ESOL Coordinator	Oral Communication Data Chats Teacher/Student Conferences Interactive Word Walls	BAT I & BAT II FCAT Data Big Idea Benchmark Assessments End of Selection Test Teacher Observation On-going alternative assessments will be used to drive instruction and monitor the needs of ELLs.
3					
4					
5					

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:	We will decrease the number of non-proficient Students with disabilities to 40% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (20) of the SWD students did not achieve math proficiency on the 2012 Math FCAT	We will decrease the number of non-proficient Students with disabilities to 40% (13).

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	Difficulty understanding and application of math concepts.	Students will participate in teacher- directed small group instruction for reteach/remediation on a daily basis.	Administration ESE Specialist	Teacher will administer the district provided alternative assessment at the end of small group instruction.	BAT 1, Mock Assessments, BAT 2, Chapter Tests, Big Idea Tests Alternative Assessments.
2	Difficulty retaining math concepts learned daily in math lessons for future application.	Targeted Level 1 and 2 students will participate in extended learning opportunities during and regular school hours.	Administration ESE Specialist	Record, collect, analyze and discuss data gathered from program supplied assessments specific to the ELO resources.	Program supplied 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:	We will decrease the number of non-proficient economically disadvantaged students to 33% (92) on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (135) of the Economically Disadvantaged students did not achieve math proficiency on the 2012 Math FCAT.	We will decrease the number of non-proficient economically disadvantaged students to 33% (92) on the 2013 Math FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate resources (technology, books, materials, etc.).	Utilize computer based programs Utilize the Parent Resource Center Establish a partnership with community businesses (library, stores, restaurants)	Administration Partnership Laison Classroom Teacher	Observation Increase of Partners	Surveys Computer Generated Reports
2	Merging previous knowledge of NGSSS and Common Core Standards	Learning Communities Professional Development Best Practices Modeling Co-Teaching	Administration	Sharing Best Practices Classroom Observations of Co- Teaching Follow Up Activities	Mid Year Post Test End of Year Test Teacher Surveys CWT Data

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Math Standards	2-5	Team Leaders	Grades 2-5 Teachers	Weekly Team Meetings	iObservation reports, team meetings, teacher data chats, lesson plan review	Administration
Common Core Math Training	K-5	Team Leaders	All Teachers	Early Release, Teacher Planning Days, every other week	iObservation reports, team meetings, teacher data chats, lesson plan review	Administration

Mathematics Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math Training	Substitutes	Inservice Funds	\$3,000.00
Go Math Training	Substitutes	Inservice Funds	\$1,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$4,000.00			

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:		We will increase the number of students scoring a level 3 to 38% (28).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (23) of the students in the fifth grade achieved a Level 3 on the 2012 FCAT in science		38% (28) of the students will achieve a level 3 on the 2013 Science FCAT assessment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of comprehension of the science concepts.	Use of content area graphic organizers (KWL, Venn Diagrams, Cause & Effect Chart, etc.) to improve students' comprehension.	Administration Reading Coach	Informal teacher observations Student/ teacher conferences	Mini-Benchmark Assessments Quarterly Assessments BATs
2	Lack of Real-World Experience	Students will perform experiments related to topics taught, using the Scientific Process. Provide real-world science experiences and engaging activities e.g. Professor Why & Electrifying Experiences.	Administration Reading Coach	Journal Entries - Students will complete Science weekly journals & teachers will check journals Teacher observations Teacher/ student conferences	Science Weekly Mini-Assessment Conclusion/Summary on scientific process Reflection on Scientific process
3	Lack of exposure to life and environmental science concepts.	Students will perform experiments related to topics taught using the Scientific Process. Provide real-world science experiences and engaging activities; field trips.	Administration Reading Coach	Science Journal Entries - Students will complete Science weekly journals & teachers will check journals. Teacher observations Teacher/Student conferences	Quarterly Science Assessments 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on the 2011 Science FCAT data 11% (9) of the students scored a Level 4 or 5 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (9) students scored a level 4 or 5 on the 2011 Science FCAT.	14% (10) of the students will achieve a level 4 or 5 on the 2012 Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scientific vocabulary	Preview Vocabulary Vocabulary Graphic organizers Word Walls Student Journals	Administration Reading Coach	Informal teacher observations Demonstrate accurate completion of Cloze passages	Mini-Benchmark Assessments Assessment of vocabulary use in context (Vocabulary test e.g. Cloze passages)
2	Students lack background knowledge of science concepts.	All students will complete hands-on lab activities during their Science Lab rotation and use the Scientific Method format to document hands-on investigations.	Administration Reading Coach	Scientific Method format to document hands-on investigations	Science Fair Project Science FCAT Quarterly Science Assessments
	Students lack the ability	All students will analyze and interpret	Administration Reading Coach	Scientific method format to document	Science Fair Project

3	to accurately analyze and interpret data.	data based on hands-on science experiments/projects.		hands-on investigation	Science FCAT Quarterly Science Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Common Core State Standards Literacy in Science and Technical Subjects	All	Reading Coach	School-wide	Every other week	Administrative meetings with grade levels teams, iObservation, snapshot walkthroughs, data chats	Administration
FCAT 2.0 Science Standards	4th and 5th Grades	Science Teacher	4th and 5th Grade Teachers	Monthly	Administrative meetings with grade levels teams, iObservation, snapshot walkthroughs, data chats	Administration

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fusion Professional Dev.	Substitutes	Inservice Funds	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	87% (105) students will score a level 3 or higher on 2013 FCAT in Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (63) of students scored a level 3 or higher on the 2012 FCAT in Writing	87% (105) students will score a level 3 or higher on 2013 FCAT in Writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to the variety of genres in writing, which limits ideas (background information, creativity, imagination, etc.).	Read Alouds Text Talk Brainstorming Modeling Guided Thinking Picture Walks Think Clouds Treasures	Administrators Support Staff Members Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Monthly writing prompts Observation of student samples Utilizing rubrics Florida's CWT Look-Fors Form
	Students lack the usage of conventions when responding to a narrative and/or	Grades K-5 will participate in Writers Workshop (BEEP) to assist students and	Administrators Support Staff Members Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy.	Monthly writing prompts Observation of student samples

2	expository prompt.	develop students' writing. Daily Bites Modeling Treasures		Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Student conferences Utilizing rubrics Florida's CWT Look-Fors Form
3	Students have difficulty using higher vocabulary within writings.	Grades K-5 will display appropriate word walls to assist students during the writing process. Interactive word walls Elements of Vocabulary Treasures	Administrators Support Staff Members Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Monthly writing prompts Observation of student samples Student conferences Utilizing rubrics Florida's CWT Look-Fors Form

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:	100% (1) student will score a level 4 or higher on the Florida Alternate Assessment in Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% (1) student will score a level 4 or higher on the Florida Alternate Assessment in Writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to the variety of genres in writing, which limits ideas (background information, creativity, imagination, etc.).	Read Alouds Text Talk Brainstorming Modeling Guided Thinking Picture Walks Think Clouds Treasures	Administrators Support Staff Members Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences	Monthly writing prompts Observation of student samples Utilizing rubrics Florida's CWT Look-Fors Form

				Effective lesson planning	
2	Students lack the usage of conventions when responding to a narrative and/or expository prompt.	Grades K-5 will participate in Writers Workshop (BEEP) to assist students and develop students' writing. Daily Bites Modeling Treasures	Administrators Support Staff Members Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Monthly writing prompts Observation of student samples Student conferences Utilizing rubrics Florida's CWT Look-Fors Form
3	Students have difficulty using higher vocabulary within writings	Grades K-5 will display appropriate word walls to assist students during the writing process. Interactive word walls Elements of Vocabulary Treasures	Administrators Support Staff Members Team Leaders	Classroom observations will be conducted to identify the frequency of the strategy. Assessments will be used to determine the effectiveness of the strategy and student growth. Data chats will be used to ask teachers reflective questions and identify how the strategies could have been more effective. Student conferences Effective lesson planning	Monthly writing prompts Observation of student samples Student conferences Utilizing rubrics Florida's CWT Look-Fors Form

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
Implementing District plan for PLC of Common Core Standards	K-5	Administrators Reading Coach Team Leaders	School-wide	Biweekly meetings afterschool	PLC documentation/agendas, attendance sign-in, minutes etc.	Administration

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
Common Core ELA (Writing)	Substitutes for Training	Inservice Funds	\$1,900.00
			Subtotal: \$1,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,900.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Increase the overall daily attendance rate to 98% (588). Decrease the number of students with excessive absences and tardies.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The 2012 current daily attendance is 95% (570).		The expected daily attendance rate for 2012-2013 will be 98% (588).			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
Based on the 2012 data report, 43 students had excessive absences.		By June 2013, the expected number of students with excessive absences will be 38 students.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Based on the 2012 data report, 149 students had excessive tardies.		By June 2013, the expected number of students with excessive tardies will be 135.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with chronic illnesses are absent.	Ask parent for doctor's note Utilize ParentLink and school website to inform parents of tardy and absence policies. For students that are homebound, parents will be encouraged to turn in hospital homebound	IMT Registrar BTIP Liaison	Interim progress reports and report cards will reflect a decrease in absences and tardies per student.	Interim Progress Reports Report Cards

		paper work.			
2	Children walking to school arrive late or parents dropping off students late.	Inform parents of tardies. Utilize ParentLink and school website to inform parents of tardy and absence policies. Involve Social Worker if necessary. Monthly incentives for attendance.	IMT Registrar BTIP Liaison	Interim progress reports and report cards will reflect a decrease in absences and tardies per student.	Interim Progress Reports Report Cards

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
Grade Level Staff Development	PreK-5	Team Leader	Grade level team members	Weekly	C.I.A. Planning Template	Team Leaders

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
BTIP	Student Tardy and Absence Program	Safe Schools BTIP	\$2,900.00
			Subtotal: \$2,900.00
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: \$2,900.00

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:	We will decrease the number of suspensions by 10% in 2012-2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
16	Reduce the number of In-School suspensions to 14.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	Reduce the total number of students suspended In-School to 7.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	Reduce the number of Out-of-School suspensions to 1.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	Reduce the total number of students suspended Out-of-School to 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 getting suspended in school or out of school are repeat offenders.	Bring students up to RtI team.	Assistant Principal	Monitor DMS to determine if the students being referred are repeat offenders.	DMS
2	Consistency of behavior plans across grade levels	Utilize a school-wide discipline plan	Assistant Principal	Monitor DMS for the number of referrals being written	BASIS, Virtual Counselor, RtI

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	PreK-5	Assistant Principal	All faculty writing referrals	As needed	Monitor the number of referrals in DMS	Assistant Principal
Overview of Discipline Matrix	PreK-5	Assistant Principal	All faculty	September 2012	Monitor the number of referrals in DMS	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:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-2012 school year, parent involvement Parental involvement increased from 55% to 60% (387) during the 2011-2012 school year. Advertising in a variety of ways helped to increase the number of parents that were involved with their child's education. We will increase parental involvement to 65% (404).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60% (387) of Riverland Elementary's parents participated in parent involvement activities.	65% (404) of Riverland Elementary's parents will participate in parent involvement activities during the 2012-2013 school year.

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	Having translators available to attend all meetings and trainings.	Utilize staff members to translate during meetings and trainings.	Title I Liaison	Parent Surveys	Sign In Sheets
2	Advertising meeting dates and times in English, Spanish and Creole.	Use the school newsletter, Parent Link calling system, marquee and flyers to advertise meeting and trainings.	Title I Liaison	Observation Parent Surveys	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
Parent Conferencing Skills	PreK-5	Assistant Principal and Guidance	All teachers	September 27, 2012	Parent conference forms	Guidance Counselor Administration

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
Utilizing B.E.E.P., FCAT Explorer, Pinnacle, and Virtual Counselor	Faculty and Staff	Title I	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Parent Nights	Faculty and Staff	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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:		Increase student participation in inquiry-based science and math projects that infuse technology by showcasing the top projects at Student Success Night.			
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 support at home to complete projects/rigorous assignments	Provide students with opportunities to work on projects at school.	Classroom Teachers Assistant Principal	Classroom observations will demonstrate an increase in time on task working on inquiry driven projects.	Classroom observations Science Project Rubrics Elementary

					School Math Competition Results
2	Students lack materials to complete projects	Provide students with materials at school from Kids In Need Resource Center as well as from Partners In Education to successfully complete their projects.	Science Teacher Classroom Teachers Assistant Principal	Report of teachers utilizing the Kids In Need Resource Center Number of students completing projects	Rubrics of completed projects
3	Students lack exposure to technology.	Students will visit the computer lab on a regular basis with their teacher.	Classroom Teacher Assistant Principal	Monitor the computer lab schedule	The number of students utilizing technology to complete their inquiry based projects.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair Rubrics	All Grades	Science Teacher	School-wide	3-22-13	Monitoring use of rubrics when judging projects	Team Leaders Assistant Principal

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
STEM Integration	Substitutes	Inservice Funds	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase Text Exemplars	Text Exemplars Books	Reading Allocation - State	\$1,200.00
Attendance	BTIP	Student Tardy and Absence Program	Safe Schools BTIP	\$2,900.00
				Subtotal: \$4,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SuccessMaker Pro	Software Assessment Program	School Accountability Funds	\$3,500.00
CELLA	IStation	Supplemental Program	Title III	\$0.00
Parent Involvement	Utilizing B.E.E.P., FCAT Explorer, Pinnacle, and Virtual Counselor	Faculty and Staff	Title I	\$500.00
				Subtotal: \$4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core ELA Professional Dev.	Substitutes for Trainings	Inservice Funds	\$5,000.00
Mathematics	Common Core Math Training	Substitutes	Inservice Funds	\$3,000.00
Mathematics	Go Math Training	Substitutes	Inservice Funds	\$1,000.00
Science	Science Fusion Professional Dev.	Substitutes	Inservice Funds	\$1,500.00
Writing	Common Core ELA (Writing)	Substitutes for Training	Inservice Funds	\$1,900.00
Parent Involvement	Literacy Parent Nights	Faculty and Staff	Title I	\$500.00
STEM	STEM Integration	Substitutes	Inservice Funds	\$1,500.00
				Subtotal: \$14,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$22,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/19/2012)

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
The School Advisory Council funds will be used to purchase FCAT Success Maker Pro. This software program enables teachers to generate students assessments and receive immediate feedback, which is used to inform curricular and instructional decisions.	\$3,500.00

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

The School Advisory Council (SAC) will continue to provide after school activities and trainings for parents in order to orient them to the Common Core State Standards and allow them to better prepare their children to be successful academically.

Moreover, the School Advisory Council (SAC) will continue to monitor and implement the programs and academic interventions listed within our School Improvement Plan to determine if modifications are needed in order to increase student achievement.

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 RIVERLAND ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	81%	85%	40%	280	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	88%			145	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?	43% (NO)	95% (YES)			138	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					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District RIVERLAND ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	70%	96%	47%	299	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	74%	61%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	53% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					558	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested