

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HORIZON ELEMENTARY SCHOOL

District Name: Broward

Principal: Nora Chiet

SAC Chair: Craig Guy

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Nora Chiet	M.S. Educational Leadership M.S. Elem. Educ., Certified in Guidance, ELL endorsed Gifted endorsed	13	20	School Grades 2007-2008 – A 2008-2009 – A 2009-2010 – B 2010-2011 – A 2011-2012 – A 68% of students achieving Level 3 or higher - Math 64% of students achieving Level 3 or higher - Reading 71% of student making learning gains - Math 68% of students making learning gains – Reading 65% of students making learning gains in the lowest 25% - Math 81% of students making learning gains in the lowest 25% - Reading
					School Grades 2007-2008 – A 2008-2009 – A 2009-2010 – B 2010-2011 – A

Assis Principal	Geoff Henning	M.S. Educational Leadership B.S. Physical Educ. ELL endorsed	7	7	2011-2012 – A 68% of students achieving Level 3 or higher - Math 64% of students achieving Level 3 or higher - Reading 71% of student making learning gains - Math 68% of students making learning gains – Reading 65% of students making learning gains in the lowest 25% - Math 81% of students making learning gains in the lowest 25% - Reading The lowest 25% making learning gains in reading is 70%. The lowest 25% making learning gains in math is 76%.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Holly Bagwell	B.S. Elem. Educ. & Special Educ. Reading endorsed ELL endorsed	13	8	School Grades 2007-2008 – A 2008-2009 – A 2009-2010 – B 2010-2011 – A 2011-2012 – A 68% of students achieving Level 3 or higher - Math 64% of students achieving Level 3 or higher - Reading 71% of student making learning gains - Math 68% of students making learning gains – Reading 65% of students making learning gains in the lowest 25% - Math 81% of students making learning gains in the lowest 25% - Reading

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. SBBC Hiring Process	Nora Chiet	Ongoing	
2	2. Interviews by Committee	Nora Chiet	Ongoing	
3	3. Utilize Interview Questions and Rubric	Nora Chiet	Ongoing	
4	4. Regular meetings with teachers who have less than 3 years experience	Nora Chiet	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 (Entire Staff is Highly Qualified)	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
32	9.4%(3)	12.5%(4)	25.0%(8)	53.1%(17)	25.0%(8)	100.0%(32)	6.3%(2)	21.9%(7)	100.0%(32)

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
Monica Mahler	Nicole Moyer	Build knowledge of Common Core Curriculum	Classroom management - CHAMPSs Individual student strategies Demonstrate/Model lessons Organizational skills
Madela Matei	Marisol Escobar Sophia Hirsch Scott Saltzman	Build knowledge of Common Core Curriculum	Classroom management - CHAMPSs Individual student strategies Demonstrate/Model lessons Organizational skills

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, Part A
Total Allocation \$ 198,779

- Salary
- Parent Involvement
- FCAT Camp

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Total Allocation \$ 22,879

- Salary

Violence Prevention Programs

OLWEUS Anti Bullying Program, Rachel's Challenge, Character Traits, School-wide Discipline Plan, SRO G.R.A.D.E. Program, Threat Assessment Team, SBBC Anti-Bullying Policy, Guidance Classes, Mentoring Program

Nutrition Programs

SBBC Food Services, University of Florida Nutritional Program 1st & 2nd Grade

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Ron Rosenberg-Guidance Counselor
Randolph Ringel-ESE Specialist
Genna Reichstein- Psychologist
Amy Fink- Social Worker
Geoff Henning- Administration
Holly Bagwell- Reading Specialist

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?

- Ron Rosenberg - Guidance Counselor facilitates all meetings
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- Weekly meetings are held, the students are tracked by the RtI Team. The RtI data is collected on and stored on a database and hard copy.
- The teachers review Tier 1 data in the areas of Reading/Math/Writing/Science/Behavior this data is utilized to make decisions on referring students to RtI
- RtI Team makes recommendations of interventions for the teacher to implement modifications to the core curriculum and or behavioral strategies.
- Interventions are implemented and tracked by the teacher for 3-4 weeks. The data from the Intervention records and Progress Monitoring Graphs are generated for individual students
- Additional meetings are held to make adjustments to the intervention or monitor the student

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?

- Students who are the lowest 25%, Level 1&2 and AYP Subgroups in reading and math are brought to the RtI Team
- Interventions are recommended from the struggling reading and math charts and implemented by the teacher
- Data is collected to see if there are improvements(Probes that are aligned with the interventions, Pre/Post assessments, weekly assessments, DAR, and Easy CBM)

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.

- The teacher will collect data from pre/post test, frequency charts, work samples, and create a chart/graph comparing the baseline and post data, then present the information to the RtI Team

Describe the plan to train staff on MTSS.

- The staff was trained in RtI on August 13, 2012 the content of the training included discussion and explanation of Tier 1,2,3 and how to collect and interrupt the data. Additional trainings are held during Team Leader meetings and Grade Level meetings

Describe the plan to support MTSS.

Weekly meetings to monitor students in the RTI Process
Attend District Workshops

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal-Nora Chiet, Assistant Principal-Geoff Henning, Reading Coach/ELL Contact-Holly Bagwell, Guidance Counselor-Ron Rosenberg, ESE Specialist-Randolph Ringel, Grade Level Team Leaders-Yvette Reboyras(Kindergarten), Yvette Boulton(1st Grade), Robin Stubbolo(2nd Grade), Trudi Lewkowitz(3rd Grade), Patricia Rizzo(4th Grade), Robin Butcher(5th Grade).

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

Principal- Nora Chiet, Assistant Principal- Geoff Henning, Reading Coach/ELL Contact- Holly Bagwell, Guidance Counselor- Ron Rosenberg, ESE Specialist- Randolph Ringel, Grade Level Team Leaders- Kindergarten- Yvette Reboyras, 1st Grade- Yvette Boulton, 2nd Grade- Robin Stubbolo 3rd Grade- Trudi Lewkowitz, 4th Grade- Patrica Rizzo, and 5th Grade- Robin Butcher
There will be monthly LLT meetings, the agenda will be developed from the specific needs of the AMO Subgroups, FCAT Scores,
Teacher Data and information disseminated from the county.
The Team Leaders will share all information with their team during team meetings.

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

- Use data to analyze the effectiveness of instruction and design instruction and resources to meet the student's individual needs
- Participate in ongoing literacy professional development and PLC's
- Ensure the comprehensive core reading programs and comprehensive intensive reading programs are being implemented with fidelity
- Participate in ongoing literacy dialogues, share best practices, and demonstrate and model research-based reading strategies
- Assist in the implementation of Common Core K-2 and the beginning of exploring Common Core 3-5.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

- Kindergarten Round-Up is held in May, the round up allows incoming Kindergarten students and their families to familiarize themselves with the school and expectations for the coming year.
- Pre-School Visits are set up in April with the Kindergarten team.
- Kindergarten Pre-School Open House is held the Friday before school starts.
- Summer Testing for academic readiness, the data will be used to plan daily academic and social/emotional instruction for all students.

*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:	Maintain or increase the number of students scoring Level 3 on the Reading FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3, 4, and 5, 28% (73) students in 3rd, 4th, and 5th grade scored a Level 3 in Reading.	By June 2013, 35% (84) of the students will achieve above proficiency (Levels 4 and 5) 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	Lack of proficiency in the Sunshine State Standard. Lack of parental involvement. Lack of resources at home.	The utilization of McMillin and McGraw/Hill core program assessments. Utilizing the data collected interventions will be implemented (Quick Reads, QAR, Wilson, Phonics for Reading) based on the specific deficiencies of the student. Teachers will utilize either individual or small group instruction based on the student data and RTI recommendations. Parental strategies to help students at home.	Reading Coach, Classroom Teacher, Administration, and Support Staff.	Graphing the data from the weekly reading assessments from the core program and using the RTI model to determine the amount of growth. Data Chats and CWT will also be utilized.	BAT Testing, County approved assessment tools, monthly assessment using Triad, FCAT. Homework.

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:	Maintain or increase the number of students scoring Level 4, 5, and 6 on the Reading FAA Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3, 4, and 5 27% (3) students in 3rd, 4th, and 5th grade scored a Level 4, 5 and 6 in Reading..	By June 2013, 36% (5) of the students will achieve above proficiency (Levels 4, 5 and 6) 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
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1	Identified disability, Lack of parental support, varying degrees of motivation	Various technology (computers, iPads, communication devices,), various materials to meet multi-sensory needs., teachers will utilize either individual or small group instruction based on student needs.	Teachers and Autism Coach	Charting weekly data sheets based on each student IEP goals	Quarterly Progress Reports, FAA Test, Annual IEP meeting.
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the number of students achieving above proficiency (Levels 4 and 5) on the FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34 % or (89) students achieved above proficiency (levels 4 and 5) in Reading..	By June 2013, 37% (100) of the students will achieve above proficiency (Levels 4 and 5) 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	Maintaining motivation and interest in the curriculum.	Grouping high achieving students with challenging, relevant, and enriching materials with real world connections. This is accomplished through the Utilization of Student-Centered, High Mobility, High Order Thinking, Thematic Units and extension activities.	Classroom teacher, Administration	Graphing of weekly assessment data using RTI model to determine growth, teacher observation, and student survey. Data Chats and CWT will also be utilized	BAT, FCAT, monthly TRIAD assessments, and county assessment tools.

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:	Maintain or increase the number of students scoring Level 7 on the Reading FAA Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3, 4, and 5 63% (7) students in 3rd, 4th, and 5th grade scored a Level 7 in Reading..	By June 2013, 55% (6) of the students will achieve Level 7 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
	Identified disability, Lack of parental support, varying degrees of	Identified disability, Lack of parental support, varying degrees of	Teachers and Autism Coach	Charting weekly data sheets based on each student IEP goals	Quarterly Progress Reports, FAA Test, Annual IEP

1	motivation	motivation Various technology (computers, iPads, communication devices,), various materials to meet multisensory needs., teachers will utilize either individual or small group instruction based on student needs.		meeting.
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Maintain or increase the number of students making learning gains on the FCAT reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 3,4 & 5 ,68% (115) of the students made learning gains in reading	By June 2013, 71% (132) students will make learning gains 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	Deficiency in skills required to make learning gains.	Assessing students using the McMillin and McGraw/Hill core program Pre/Post and weekly assessments. Utilizing the data collected interventions will be implemented (Quick Reads, QAR, Wilson, Phonics for Reading)based on the specific deficiencies of the student. Teachers will utilize either individual or small group instruction based on the student data and RTI recommendations.	Classroom teacher, Reading Coach, Administration and Support Staff.	assessment data using RTI format. Data Chats and CWT will also be utilized	BAT Test, FCAT, County assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Maintain or increase the number of students making learning gains on the FAA Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 3,4 & 5 ,74% (5) of the students made learning gains in reading	By June 2013, 86% (6) students will make learning gains 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	Identified disability, Lack of parental support, varying degrees of motivation	Various technology (computers, iPads, communication devices,), various materials to meet multisensory needs., teachers will utilize either individual or small group instruction based on student needs.	Teachers and Autism Coach	Charting weekly data sheets based on each student IEP goals	Quarterly Progress Reports, FAA Test, Annual IEP meeting

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:	Increase the percentage of students in the lowest 25% making learning gains on the FCAT reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (34) of the students in the lowest 25% made learning gains in reading.	By June 2013, 83% (25) students in the lowest 25% will make learning gains

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	Deficiency in skills required to make learning gains	Assessing students using DAR, IRI, DIBLES, and Easy CBM to identify specific skill deficiencies. Utilizing the data collected interventions will be implemented based on the specific deficiencies of the student. Utilizing County approved intervention programs such as QAR, Quick Reads, Wilson, Phonics for Reading and Triumphs. Teachers will utilize either individual or small group instruction based on the student data and RTI recommendations.	Classroom teacher, Reading Coach, Administration, and Support Staff.	Graphing weekly assessments data using RTI format to determine the level of growth. Data Chats and CWT will also be utilized.	BAT, FCAT, County assessment tools

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 # For the next six years, the achievement gap will decrease by 4% a year for a total of 20% by June 2017. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64% (FCAT)	68% (FCAT)	72% (FCAT)	76% (PARCC)	80% (PARCC)	

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:	Maintain or increase the number of students in the subgroups by ethnicity on the FCAT Reading Test
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 28% Black: 45% Hispanic: 37% Asian: 8% American Indian: 33%	White: 25% Black: 42% Hispanic: 34% Asian: 5% American Indian: 30%
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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	White: Lack of parent support Black: Lack of parent support Hispanic: Lack of parent support, Language Asian: American Indian	Use of County approved strategies and programs, corresponding interventions, Technology based programs - Spelling City, Destination Learning	Classroom Teacher, Reading Coach, Administration	Graphing of Weekly Assessment, Data using RTI format, Data Chats, CWTs will also be utilized.	BAT Tests, FCAT, County Assessment Tests, Unit Tests

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:	Maintain or increase the number of ELL students on the FCAT Reading
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In Grades 3, 4, and 5 69% (16) students achieved proficiency (Level 3) in Reading	By June 2013, 74%. (17) students in Grades 3, 4, and 5 will achieve proficiency (Level 3) in Reading
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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	Inability or parents to communicate or practice English in the home. The mobility rate of students. Students inability to communicate with other students.	Teachers will incorporate ESOL instructional strategies in the classroom. Teachers will utilize technology and lessons provided for ELL students.	Classroom teachers and ESOL Coordinator	Weekly Assessments, Teacher observations, data charts.	FCAT, BAT, County Assessment Tools

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:	Increase the percentage of SWD scoring at or above grade level on the FCAT reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
36% () of the SWD scored at or above grade level in reading	By June 2013, 33% (27) of SWD will score at or above grade level 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	Deficiency in skills required making learning gains.	Using county approved strategies and programs and corresponding interventions Modifications according to their IEP will be followed	Using county approved strategies and programs and corresponding interventions Modifications according to their IEP will be followed Classroom Teacher, ESE Teacher, Reading Coach, ESE Specialist, Administration	Graphing weekly assessment data using RTI format to determine the level of improvement. Data Chats and CWT will also be utilized	BAT, FCAT, and county assessment tools

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:	Increase the percentage of economically disadvantaged students making AMO in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
39% or (71) Economically disadvantaged students made in reading.	By June 2013 36% or (76) economically disadvantaged students will achieve 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	Deficiency in skills required to make learning gains. learning gains.	Assessing students using DAR, IRI, DIBLES, and Easy CBM to identify specific skill deficiencies. Utilizing County approved intervention programs such as QAR, Quick Reads, Wilson, Phonics for Reading and Triumphs. based on the specific deficiencies of the student. Teachers will utilize either individual or small group instruction based on the student data and RTI recommendations.	Classroom teacher, Reading Coach, Administration, and Support Staff.	Graphing weekly assessment data using RTI format to determine the level of improvement. Data Chats and CWT will also be utilized.	BAT, FCAT, County assessment tools.

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
Vertical Teaming-AYP Subgroups, Lowest 25%, maintain Levels 3-5	K-5	Reading Coach/Administration	Team Leaders	Monthly Team Leader meetings	Reflective conversations with teachers, Team Leaders and Data Chats	Administration
RTI Process	K-5	Guidance, Reading Coach	School-wide	Planning Days	Weekly RTI meetings	Administration
Technology-BEEP Lessons	K-5	Yvette Boulton, Chris Delmonico, Administration - Geoff Henning	School-wide	Weekly	Classroom Walk-Through	Administration
Classroom Walk-Through	K-5	Administration, County workshops	School-wide	Weekly	Classroom Walk-Through and lesson Plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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
Workshops	Teacher Training in Common Core Standards	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assisting students with skill development in reading	FCAT Camp	Title 1	\$3,500.00
			Subtotal: \$3,500.00
			Grand Total: \$6,500.00

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:	CELLA Goal #1: Maintain or increase the number of students making Learning Gains by 5% 2012 Current Percent of Students Proficient in Listening/Speaking: 35%.
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2012 Current Percent of Students Proficient in listening/speaking:

35%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. Anticipated Barrier 1. Students scoring proficient in listening/speaking. Inability of parents to communicate or practice English in the home. The mobility rate of students. Classroom teachers inability to communicate in student's heritage language	Teachers will incorporate ESOL instructional strategies in the classroom. Teachers will utilize technology and lessons provided for ELL students.	Classroom teachers and ESOL Coordinator	Weekly assessments, teacher observations, data charts and IPT results	Cella 3013

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:	Maintain or increase the number of students making Learning Gains by 5%
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2012 Current Percent of Students Proficient in reading:

25%

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	2. Students scoring proficient in reading. Inability of parents to practice or read English in the home. The mobility rate of	Teachers will incorporate ESOL instructional strategies in the classroom. Teachers will utilize technology and lessons	Classroom teachers and ESOL Coordinator	Weekly assessments, teacher observations, data charts and IPT results, data chats	Cella 3013

students. Classroom teachers inability to read in student's heritage language.	provided for ELL students.			
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Maintain or increase the number of students making Learning Gains by 5%
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2012 Current Percent of Students Proficient in writing:

29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3. Students scoring proficient in writing. Inability of parents to practice or read or write English in the home. The mobility rate of students. Classroom teachers inability to read in student's heritage language.	Teachers will incorporate ESOL instructional strategies in the classroom. Teachers will utilize technology and lessons provided for ELL students.	Classroom teachers and ESOL Coordinator	Weekly assessments, teacher observations, data charts and IPT results	Cella 3013

CELLA Budget:

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

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:	Increase the number of students scoring Level 3 on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 3, 4, and 5, 32% or (84) students achieved proficiency (level 3) in math.	By June 2013 36% (95) of students in grades 3, 4, and 5 will achieve proficiency (level 3) 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	Lack of prerequisite skills required in addition to the maintenance of these skills for proficiency in math.	Utilizing Go Math and the new NGSSS the teachers will asses the students. Based on the data, interventions from struggling math chart for the specific deficiency will be implemented The students will be referred to RtI.	Classroom teacher, administration and support staff.	Graphing the data from the weekly reading assessments from the core program and using the RTI model to determine the amount of growth. Data Chats and CWT will also be utilized	BAT, FCAT, County assessment tools

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:	Maintain or increase the numbers of students making learning gains on the FAA Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3, 4, and 5 72% (9) of the students made learning gains	By June 2013, 82% (9) students will make learning gains 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	Identified disability, lack of parental support, varying degrees of motivation, frequent fluctuation in attention span.	Various technology (iPads, communication devices) various materials to meet multisensory needs, manipulatives, multisensory activities, Touchpad with activities	Teachers and Autism Coach	Data Charts, quarterly progress reports, IEP Meetings	FAA, Key Math, skill based teacher-made tests, Chapter Tests

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:	Increase the number of students proficient (levels 4 and 5) on the FCAT math
2012 Current Level of Performance:	2013 Expected Level of Performance:
34 % or (88) students achieved above proficiency (levels 4 and 5) in math	By June 2013, 38% (100) of students will achieve above proficiency (Levels 4 and 5) 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	Maintaining motivation and interest in the curriculum.	Grouping high achieving students and provide challenging, relevant, and enriching materials with real world connections. This is accomplished through the Utilization of Student-Centered, High Mobility, High Order Thinking, Thematic Units and extension activities.	Classroom teacher, administration, and support staff.	Graphing the data from the weekly reading assessments from the core program and using the RTI model to determine the amount of growth. Data Chats and CWT will also be utilized.	BAT, FCAT, County assessment tools

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:	Maintain or increase the numbers of students making learning gains on the FAA Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3, 4, and 5 18% (2) of the students made learning gains	By June 2013, 27% (3) students will make learning gains 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	Identified disability, lack of parental support, varying degrees of motivation, frequent fluctuation in attention span.	Various technology (iPads, communication devices) various materials to meet multisensory needs, manipulatives, multisensory activities, Touchpad with activities	Teachers and Autism Coach	progress reports, IEP Meetings	FAA, Key Math, skill based teacher-made tests, Chapter Tests

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:	Increase the percentage of students making learning gains on the FCAT math
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2012 Current Level of Performance:	2013 Expected Level of Performance:
70% or (119) students made learning gains in math.	By June 2013, 73% or (136) students will make learning gains 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	Deficiencies of prerequisite skills.	Assessing students and utilize County approved intervention programs.	Classroom teachers, administration, and support staff.	Graphing the data from the weekly reading assessments from the core program and using the RTI model to determine the amount of growth. Data Chats and CWT will also be utilized.	BAT, FCAT, County assessment tools.

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:	Maintain or increase the numbers of students making learning gains on the FAA Math Test
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2012 Current Level of Performance:	2013 Expected Level of Performance:
4, and 5 74% (5) of the students made learning gains	By June 2013, 86% (6) students will make learning gains 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	Identified disability, lack of parental support, varying degrees of motivation, frequent fluctuation in attention span.	Various technology (iPads, communication devices) various materials to meet multisensory needs, manipulatives, multisensory activities, Touchpad with activities	Teachers and Autism Coach	Data Charts, quarterly progress reports, IEP Meetings	FAA, Key Math, skill based teacher-made tests, Chapter Tests

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:	Increase the percentage of students in the lowest 25% making learning gains on the FCAT math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (29) students in the lowest 25% made learning gains in math.	By June 2013, 67% (18) students will make learning gains 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	Deficiencies of prerequisite skills.	Utilizing Go Math and the new NGSSS the teachers will assess the students. Based on the data, interventions from struggling math chart for the specific deficiency will be implemented. The students will be referred to RtI.	Classroom teacher, administration, and support staff.	Graphing data using RTI format. Data Chats and CWT will also be utilized.	BAT, FCAT, County assessment tools.

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 # For the next six years, the achievement gap will decrease by 4% a year for a total of 20% by June 2017 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62% (FCAT)	66% (FCAT)	70% (FCAT)	74% (PARCC)	82% (PARCC)	

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:	Maintain or increase the number of students in the subgroups by ethnicity on the FCAT Math Teast
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 14% Black: 43% Hispanic: 38% Asian: 8% American Indian: N/A	White: 11% Black: 40% Hispanic: 38% Asian: 5% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Lack of parent support Black: Lack of parent support Hispanic: Lack of parent support, Language Asian: American Indian:	Use of County approved strategies and programs, corresponding interventions, technology based programs – Destination Math, FCAT Explorer	Classroom Teacher, Administration	Graphing of Weekly Assessment, Data using RTI format, Data Chats, CWT will also be utilized	BAT Tests, FCAT County Assessment Tests, Chapter Tests

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:	Maintain or increase the number of ELL students on the FCAT Math Test
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3, 4, and 5, 69% students achieved proficiency (Level 3) in Math	By June 2013 72% of students in Grades 3, 4, and 5 will achieve proficiency (Level 3) 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	Inability of parents to communicate or practice English in the home. The mobility rate of students. Students inability to communicate with other students.	Teachers will incorporate ESOL instructional strategies in the classroom. Teachers will utilize technology and lessons provided for ESOL Students.	Classroom Teachers and ESOL Coordinator	Weekly Assessments, Teacher observations, data charts	FCAT, BAT, County Assessment Tools

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:	Increase the percentage of SWD scoring at or above grade level on the FCAT math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (19) of the SWD scored at or above grade level in reading	By June 2013, 54% (22) of SWD will score at or above grade level 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	Deficiency in skills required making learning gains.	Using county approved strategies and programs and corresponding interventions Modifications according to their IEP will be followed.	Classroom teacher, administration, support staff, and ESE teacher	Graphing weekly assessment data using RTI format to determine the level of improvement. Data Chats and CWT will also be utilized	BAT, FCAT, and County assessment tools.

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:	Increase the number of economically disadvantaged students scoring at or above grade level on the FCAT math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (68) economically disadvantaged students scored at or above grade level in math	By June 2013, 34% (72) economically disadvantaged students will score at or above grade level in math.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge and prerequisite skills.	Utilizing Go Math and the new NGSSS the teachers will asses the students. Based on the data, interventions from struggling math chart for the specific deficiency will be implemented. The students will be referred to Rtl.	Classroom teacher, administration, and support staff.	Graphing the data from the weekly reading assessments from the core program and using the RTI model to determine the amount of growth. Data Chats and CWT will also be utilized.	BAT, FCAT, and County assessment tools.

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
Technology- BEEP Lessons	K-5	Yvette Boulton, Chris Delmonico	School-wide	Weekly	Classroom Walk-Through and reflective conversation	Administration
Go Math series and Benchmarks	K-5	District Personnel and Team Leader	School-wide	Planning Days	Classroom Walk-Through and reflective conversation	Administration
Vertical Teaming- AYP Subgroups, Lowest 25%, Maintain levels 3-5	K-5	Reading Coach, Administration	Two teachers per grade level	Monthly	Reflection Sheets, Classroom Walk-Through and Data Chats	Administration
Common Core	K-5	Administration Workshops	School-wide	Weekly	Classroom Walk-Through, reflective conversation, Lesson Plans	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
Workshops	Teacher Training in Common Core Standards	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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:	Increase the percentage of students achieving proficiency (Level 3) on the FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% or (26) students achieved proficiency (Level 3) in Science.	By June 2011, 34% or 28 students will achieve proficiency (Level 3) in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure, background knowledge, and real world experience. Lack of time or focus.	Assessing students to determine background knowledge, Utilize Journals, Follow IFC's, Increase Science Vocabulary, Use Hands on Kits/Experiments, Comprehensive Science Assessment, FCAT Coach and Weekly Core Curriculum Assessments Technology – Science4Us Science Boot Camp – Grade 5 Increase Science time by 10 minutes per day.	Administration	Teacher observation, Science notebook, scientific method worksheet, and students can verbally express and explain real world connections. Utilize Data Chats and CWT. Formal tests, labs, and notebooks.	Teacher observation, Rubric for the Journal, Fusion lesson/unit assessments and mini BATS. FCAT 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 science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Increase the percentage of students achieving above proficiency (Levels 4 and 5) on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% or (9) students scored proficiency (Level 4 or 5) in Science.	14% or (13) students will achieve (Levels 4 or 5) in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining motivation and interest in the curriculum.	Utilize Science Fusion, IFC's, Hands on Kits, Journals, Grouping high achieving students with challenging, relevant and enriching materials with real world connection.	Administration.	Teacher observation, Evaluation of Science notebook, scientific method worksheets. Students can verbally express and explain real world connection. Data Chats and CWT will also be utilized.	Teacher observation, Rubric for the Journal, Fusion lesson/unit assessments and mini BATS.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Benchmarks	K-5	Team Leaders and Science Liasion	School-wide	Monthly Team Leader meetings and Team meetings	Reflection Sheets, Classroom Walk-Through	Administration
Science4Us	K-5	Administration Team Leader Company Representative	School-wide	October 2012	Hands-on use of tracking and student data, Classroom Walk-Throughs	Administration
Vertical Teaming- Increase the number of students scoring levels 3-5	K-5	Team Leaders and Science Liasion	Team Leaders	Monthly Team Leader meetings	Reflective conversations with teachers, Data Chats, Classroom Walk-Through	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops	Teacher Training in Common Core Standards	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Science Goals

Writing Goals

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

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

in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the number of students scoring 4.0 or above on FCAT writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 86% (65) of the 4th graders scored a 4.0 or above on the FCAT writing prompt.	By June 2013, 89% (68) of the 4th graders will score 4.0 or above on the FCAT writing prompt.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student proficiency in writing	The 4th grade writing team will meet, score prompts and make adjustments to the IFC's and rigor as needed. Provide an advanced FCAT writing camp to proficient students.	Writing Team, Reading Coach	Support staff and Administration will attend meetings and monitor writing process and revisions through data collections.	Progress made between Pre, mid year, Pre FCAT writing prompts and FCAT writes

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assisting Students with skill development in writing	FCAT Camp	Title 1	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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 number of students in attendance daily.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% of the students are in attendance daily.	By June 2012, 98% of the students will be in attendance daily.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 172 students (31%) with excessive absences.	By June 2012, the number of students with excessive absences will decrease to 160 students (28%).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

There were 147 students (26%) with excessive tardies.			By June 2012, the number of students with excessive tardies will decrease to 130 (23%).		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Tardiness	Parent link call, staff telephone call, letter to parent, parent conference with administrator, Newsletter and Interims	Assistant Principal, BTIP Designee	Attendance record review	Compare to previous school year: reduction in number of tardy days and a reduction in the number of tardy minutes.
2	Chronic accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence. Family assessment.	Assistant Principal, BTIP Designee, social worker	Review attendance record	Compare to previous school year: reduction in number of days absent

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
Spelling City	K-5	Company Representative	Grades K - 5	October 2012	Data provided by computer program, Data Chats, and CWTs	Teachers grades K – 5, Reading Coach, and Administration
Continuous Cross training of Writing across grade levels.	K-5	Administrators and team leaders.	School Wide	Monthly meetings.	Reflective conversations with teachers and students	Classroom teachers, and administration.
Will utilize BEEP lessons	K-5	Classroom teacher	School Wide	Monthly meetings.	Reflective conversations with teachers and students.	Writing Teachers.
Vertical Teaming	K-5	Teachers in grades 3 and 4 and Administrators	School Wide	Monthly meetings.	Reflective conversations with teachers and students.	3rd and 4th grade teachers and administration

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension Suspension Goal #1:		By June 2012 the total number of suspensions both in-school and external will decrease by 3 days and students		
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions		
There were 16 days (3%) internal suspensions		By June 2012, the total number of in-school suspensions will decrease to 13 (2%) students		
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School		
There were 12 (2%) students that served in-school suspensions		By June 2012, the number of students serving in-school suspensions will decrease to 9 (1%)		
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
There were 12 days (2%) of external suspension		By June 2012, the number of days of external suspensions will decrease to 9 (1%) days		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
In 2009-2010 there were 13 students (2%) that served external suspensions		By June 2012, the number of students serving external suspensions will decrease to 4 (1%) students.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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>	Increase the number of parents that attend school-wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-2012 51% (286) parents attended school-wide	By June 2013, 54% (297) parents will attend school-wide

activities			activities		
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	See PIP	See PIP	See PIP	See PIP	See PIP

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
See PIP	See PIP	See PIP	See PIP	See PIP	See PIP	See PIP

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar Increase the number of parents participating in school-wide activities Teaching parents hands-on activities to assist the ESE students at home	Parent Registration Parent Night ESE Night	Title 1 Title 1 Title 1	\$520.00
			Subtotal: \$520.00
			Grand Total: \$520.00

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:

To increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

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 technology and/or assistance in the home. Lack of financial resources in the home and/or within the school due to budget constraints.	Provide access to alternative STEM education through various programs (such as field trips, and after-school clubs and activities)	Administration	Participation in STEM activities offered.	Parent and student completed survey. Participation logs. Teacher observation and feedback.

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

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

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

STEM Budget:

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

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
Science	Workshops	Teacher Training in Common Core Standards	Title 1	\$3,000.00
				Subtotal: \$3,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Workshops	Teacher Training in Common Core Standards	Title 1	\$3,000.00
Mathematics	Workshops	Teacher Training in Common Core Standards	Title 1	\$3,000.00
				Subtotal: \$6,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assisting students with skill development in reading	FCAT Camp	Title 1	\$3,500.00
Mathematics	Assisting Students with skill development in Math	FCAT Camp	Title 1	\$3,500.00
Writing	Assisting Students with skill development in writing	FCAT Camp	Title 1	\$1,000.00
Parent Involvement	Annual Parent Seminar Increase the number of parents participating in school-wide activities Teaching parents hands-on activities to assist the ESE students at home	Parent Registration Parent Night ESE Night	Title 1 Title 1 Title 1	\$520.00
				Subtotal: \$8,520.00
				Grand Total: \$17,520.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District HORIZON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	86%	87%	49%	306	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	74%			149	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?	70% (YES)	76% (YES)			146	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					601	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District HORIZON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	75%	95%	42%	287	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	62%	62%			124	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?	54% (YES)	58% (YES)			112	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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested