FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PANTHER RUN ELEMENTARY SCHOOL

District Name: Broward

Principal: Elaine L. Saef

SAC Chair: Hillary Stevens

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		•BS in Business Administration/Marketing •BA in			2011-2012 Grade: A Reading Mastery: 74% Reading Learning Gains: 67% Reading Gains Lowest 25%: 59% Math Mastery: 70% Math Learning Gains: 75% Math Gains Lowest 25%: 81% Writing Mastery: 83% Science Mastery: 60% 74 % of all subgroups were proficient in Reading AMO targets 70 % of all subgroups were proficient in Math AMO targets 2010-2011 Grade: A Reading Mastery: 91% Reading Learning Gains: 74% Reading Gains Lowest 25%: 66% Math Mastery: 85% Math Learning Gains: 69% Math Gains Lowest 25%: 54% Writing Mastery: 90%

| Principal | Elaine L. Saef | Elementary Ed
•MS in Educational Leadership
•ESOL Endorsement
•Certified in: Elementary Ed. 1-6 and School Principal | 15 | 15 | | Science Mastery: 68%
85% of subgroups met AYP Status
72 % of all subgroups were proficient in Reading AMO targets
69 % of all subgroups were proficient in Math AMO targets

2009-2010
Grade: A
Reading Mastery: 87 %
Reading Learning Gains: 66%
Reading Gains Lowest 25%: 52%
Math Mastery: 87%
Math Learning Gains: 65%
Math Gains Lowest 25%: 70%
Writing Mastery: 90%
Science Mastery: 40%
92% of subgroups met AYP status

2008-2009
Grade: A
Reading Mastery: 88%
Reading Learning Gains: 76%
Reading Lowest 25%: 65%
Math Mastery: 89%
Math Learning Gains: 76%
Math Lowest 25%: 59%
Writing Mastery: 92%
Science Mastery: 68%
100% of all subgroups met AYP status |
| Assis Principal | Shannon M. Chacona | •Ph.D. in Educational Leadership
•MA Counseling Psychology
•BS Psychology, Certified K-12 in Educational Leadership, Guidance & Counseling, ESOL endorsed | 2 | 5 | | Panther Run Elementary
2011-2012
Grade: A
Reading Mastery: 74%
Reading Learning Gains: 67%
Reading Gains Lowest 25%: 59%
Math Mastery: 70%
Math Learning Gains: 75%
Math Gains Lowest 25%: 81%
Writing Mastery: 83%
Science Mastery: 60%
74 % of all subgroups were proficient in Reading AMO targets
70 % of all subgroups were proficient in Math AMO targets

Panther Run Elementary
2010-2011
Grade: A
Reading Mastery: 91%
Reading Learning Gains: 74%
Reading Lowest 25%: 66%
Math Mastery: 85%
Math Learning Gains: 69%
Math Lowest 25%: 54%
Writing Mastery: 90%
Science Mastery: 68%
85% of subgroups met AYP status
72 % of all subgroups were proficient in Reading AMO targets
69 % of all subgroups were proficient in Math AMO targets

Sheridan Park Elem.
2009-2010
A Rated
AYP-No
FCAT and AYP data:
76% proficient in reading
66% making learning gains in reading
54% of lowest 25% making a years worth of progress
78% proficient in math
66% making learning gains in math
51% of lowest 25% making a years worth of progress
90% of students making state standards in writing
51% of students at or above grade level in science

Sheridan Park Elem.
2008-2009
A Rated
AYP-Yes
FCAT and AYP data:
81% proficient in reading
74% making learning gains in reading
64% of lowest 25% making a years worth of progress
88% proficient in math
68% making learning gains in math
69% of lowest 25% making a years worth |

| | | | | | of progress
91% of students making state standards in writing
46% of students at or above grade level in science |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Hillary Stevens	•Specialist in Educational Leadership (K-12) •BA in Elementary Ed. •BA in Psychology •MS in Childhood Education •ESOL Endorsement •Certified in: Elementary Ed., Exceptional Student Education •Reading Endorsement	1	1	Panther Run Elementary 2011-2012 Grade: A Reading Mastery: 74% Reading Learning Gains: 67% Reading Gains Lowest 25%: 59% Math Mastery: 70% Math Learning Gains: 75% Math Gains Lowest 25%: 81% Writing Mastery: 83% Science Mastery: 60% 74 % of all subgroups were proficient in Reading AMO targets 70 % of all subgroups were proficient in Math AMO targets Coconut Palm Elementary 2010-2011 Grade: A Reading Mastery: 80% Reading Learning Gains: 69% Reading Gains Lowest 25%: 61% Math Mastery: 81% Math Learning Gains: 65% Math Gains Lowest 25%: 64% Writing Mastery: 98% Science Mastery: 50% 82% of subgroups met AYP Status 62 % of all subgroups were proficient in Reading AMO targets 64 % of all subgroups were proficient in Math AMO targets Coconut Palm Elementary 2009-2010 Grade: A Reading Mastery:78% Reading Learning Gains: 70% Reading Gains Lowest 25%: 62% Math Mastery: 81% Math Learning Gains: 63% Math Gains Lowest 25%: 51% Writing Mastery: 94% Science Mastery: 49% 90% of subgroups met AYP status Coconut Palm Elementary 2008-2009 Grade: A Reading Mastery: 82% Reading Learning Gains: 73% Reading Lowest 25%: 58% Math Mastery: 83% Math Learning Gains: 73% Math Lowest 25%: 74% Writing Mastery: 95% Science Mastery: 56% 100% of all subgroups met AYP status

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. Induction	Elaine L. Saef, Shannon M. Chacona and Lara Smith	Ongoing	
2	2. Showcase Best Practices	Elaine L. Saef, Shannon M. Chacona, Hillary Stevens, & Leadership Team	Ongoing	
3	3. Professional Development	Elaine L. Saef, Shannon M. Chacona, Lisa Vullo & Leadership Team	Ongoing	
4	4. Administration Open Door Policy	Elaine L. Saef, Shannon M. Chacona	Ongoing	
5	5. PIF-WIAMAD: Pay It Forward & Who I Am Makes A Difference Culture	Elaine L. Saef, Shannon M. Chacona	Ongoing	
6	6. Professional Learning Communities	Elaine L. Saef, Shannon M. Chacona, Staff Development Team, & Leadership Team	Ongoing	
7	7. Differentiated Instruction	Elaine L. Saef, Shannon M. Chacona, Staff Development Team, & Leadership Team	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
0	NA

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
44	2.3%(1)	18.2%(8)	50.0%(22)	25.0%(11)	52.3%(23)	97.7%(43)	11.4%(5)	4.5%(2)	97.7%(43)

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
		Ms. Stevens	

Elaine L. Saef, Shannon M. Chacona	Hillary Stevens	is an aspiring administrator and is interested in developing her leadership skills.	Monthly meetings, shadowing, observations, attend district and in-house trainings.
Elaine L. Saef, Shannon M. Chacona	Emanuel Hunter	Mr. Hunter is in the LEAD Program and is interested in developing his leadership skills.	Monthly meetings, shadowing, observations, attend district and in-house trainings
Lara Smith, Shannon M. Chacona	Dawn Hall	Mrs. Hall is a new Guidance Counselor to Broward County School District.	NESS Activities on a weekly basis, attend district and in-house trainings

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-based MTSS/RtI Team is coordinated by Mrs. Dawn Hall, Guidance Counselor. Administration, Grade Chairs and Support Staff (Reading Coach, ESE Specialist, Autism Coach, Speech/Language Pathologist, School Psychologist, & School Social Worker) are members of the MTSS/RtI Team. The Collaborative Problem Solving Team also participates in the decision making process in order to provide the best educational decisions for all students.

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 MTSS/RTI Leadership team meets monthly (more often if needed) to discuss curriculum updates, data analysis, program/instructional focus adjustments based on data analysis, and determine progress of current programs and look to future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students in all AYP subgroups. RTI Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Autism Coach, Grade Chairs, School Psychologist, Speech/Language Pathologists, Guidance Counselor, and Social Worker.

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

The MTSS/RTI Leadership Team assisted in the development of the School Improvement Plan and progress monitors the action steps. The MTSS/RTI Leadership Team works collaboratively with the School Advisory Council (SAC) members to ensure that the School Improvement Plan is implemented with fidelity. Regular meetings with administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Whenever it appears something is not working, appropriate adjustments are made. SAC team is provided an update at monthly SAC Curriculum Committee meetings and SAC Team Meetings. Data is monitored and any needed adjustments and program modifications are made.

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.

Panther Run has created its own comprehensive File Maker Pro database to monitor our tiered data students which can be easily accessed by instructional personnel for the purpose of making academic and curriculum decisions for the school as a whole, by grade levels and in individual classrooms. Teachers and staff are well versed in the usage of the Data Warehouse and Virtual Counselor. We use FCAT data and District Assessment data to make decisions regarding the formulation of classes, proper placement of students, determine professional development needs, utilization of school resources (materials, supplies, technology, supplemental texts, etc.). In addition to the FCAT data, District assessment data, FAIR and AYP data are used to identify students in tier 2 (at-risk sub groups) in order to provide tutorials and/or additional support/instruction during the school day. Finally, we use mini-assessments, PMRN, FCAT simulations, chapter tests, District assessments, BATs, Mini-BATS, teacher observations/anecdotals, and reading assessment data to monitor students' progress in each class and in each subject: reading, math, science, and writing to determine mastery of the skills that must be taught as part of the content areas' Common Core and Next Generation Sunshine State Standards. Student attendance and behavioral issues are monitored by the classroom teacher and concerns are brought forward through the RtI process. Attendance concerns are

tracked through the Broward Truancy Intervention Program (BTIP). Behavioral concerns are tracked through the Discipline Management System (DMS) and appropriate interventions are implemented in accordance with the plan. XY Graphs are used to track student progress based on Curriculum Based Monitoring.

Describe the plan to train staff on MTSS.

Professional development, Professional Learning Communities will be provided during teachers' common planning time and mini sessions will occur throughout the year.
• Staff taught to disaggregate data at beginning of every year, throughout the year, and review at the end of each year with electronic Articulation Cards & DWH.
• Staff Development Committee, SAC Team and MTSS/RTI Leadership Team analyze data to determine trainings for the school year.
• Classroom Walkthrough Data analyzed to determine areas in need of growth during grade chair meetings throughout the year.
• Science Trainings for all teachers K-5
• SIP Committees, Grade Level Meetings, Articulation Chats, Data Chats, MTSS/RTI Leadership Team Meetings are held monthly.
• SREB Trainings & Effective Schools District Trainings
• Instructional Focus Calendar Trainings
• FCIM – Florida Continuous Improvement Model professional development
• Non-Negotiables from District are shared and training is provided
• Go Math Series Trainings
• Moving with Math Trainings
• Differentiated Instruction Trainings
• Test Specs training- Reading, Math, Writing & Science
• ESOL & Reading plan training
• High Yield Strategies
• Select teachers from all levels 3-5 & ESE are CRISS trained. These staff members will coordinate monthly CRISS PLC to provide leadership and support for all teachers 2-5 to implement CRISS strategies into instruction.
• K, 1, 2 & 3 teachers attended training on centers, small group strategies and vocabulary. These staff members will coordinate monthly PLC to provide leadership and support for all teachers K-3 to implement these strategies into instruction.

The MTSS/RtI team will also evaluate additional staff PD, PLC and Lesson Study needs during the monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, Grade Chairs, Reading Committee Members and Support Staff (Guidance, Reading Coach, ESE Specialist, & Autism Coach)

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

The Literacy Leadership Team (LLT) meets monthly (more often if needed) to focus on and discuss literacy initiatives, programs, updates, data analysis, and literacy concerns throughout the school. The LLT focuses on adjustments to the literacy curriculum based on data analysis. The LLT determines the progress of current programs and looks at future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students in all AYP subgroups. The Reading Committee meets monthly to review progress on literacy initiatives and action step progress for the School Improvement Plan (SIP). The LLT ensures that all school stakeholders understand and support the work of the SIP, the school professional development plan, reading initiatives throughout the school, collaborative problem solving and the Response to Intervention Process. The LLT coordinates Family Literacy Night to train parents in reading and writing strategies to use at home with their children. This provides a school to work to home transition in learning.

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

- •Engage in regular, ongoing, literacy professional development.
- •Participate in Professional Learning Communities.
- • Provide Differentiated Instruction training to staff and implement DI in curriculum.
- •Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's individual instructional and intervention needs.
- •Implement Comprehensive Core Reading Programs, Comprehensive Intensive Reading Programs, and scientifically based reading instructional strategies with fidelity.
- •Participate in ongoing literacy dialogues with peers.
- •Create and share activities designed to promote literacy.
- •Support and participate in classroom demonstrations and modeling of research-based reading strategies.
- •Mentor other teachers and present staff development.
- •Reflect on practice to improve instruction.
- •Family Literacy Night
- •Edu-Quest family educational quest with Partners in Excellence at the Shoppes at Pembroke Gardens

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.

NA

*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.

NA

*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?

NA

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?

NA

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

NA

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:	June 2013, 33% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Level 3 or above) in reading on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (100)	33% (109)

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 in test taking strategies.	All students in grades K-5 will receive training and instruction on test taking strategies & skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Common Core & Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments
2	Lack of prerequisite skills in utilizing District resources to drive instruction.	Teachers will be trained to utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP subgroups.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative Assessments
3	Lack of prerequisite skills in phonemic awareness, phonics, vocabulary, comprehension & oral reading fluency.	Students will participate in Triumphs intervention, Phonics for Reading, Super QAR, Six Minute Solutions, & Soar to Success.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative 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 reading. Reading Goal #1b:	June 2013, 23% of fourth & fifth grade students who take the Florida Alternate Assessment will demonstrate proficiency in reading at a supported level (4, 5 or 6) or independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	23% (3)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

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:	By June 2013, 48% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Levels 4 and 5) in reading on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (149)	48% (159)

		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 in reference & research.	Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, reference & research skills and comprehension skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments.
2	Lack of prerequisite skills in comprehension skills.	Students, parents, community partners in education will participate in "Edu-Quest." Each subject area curriculum committee will provide 2-4 questions in the Edu-Quest Passport for a total of four questions per subject. Students will travel to the Shoppes at Pembroke Gardens to solve the problem presented in the "Edu-Quest Passport" and bring their Passport back to school. Students who solve the problems correctly will receive a prize from the Partner in Education. All students who take part receive a participation award.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	Edu-Quest Passport Questions
	Lack of prerequisite skills	All students will receive	Administration,	FCIM	BAT, Mini BAT,

| 3 | in test taking strategies. | training and instruction on test taking strategies and skills. | Reading Coach, Reading Committee, Teachers | | District Assessments, Formative Assessments |
| 4 | | | | | |

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	June 2013, 33% of fourth & fifth grade students who take the Florida Alternate Assessment will demonstrate proficiency in reading at an independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	33% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

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:	By June 2013, 72% of the fourth, fifth and retained 3rd graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (169)	72% (177)

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 in test taking preparation strategies and skills.	All students in grades K-5 will receive training and instruction in test taking preparation strategies and skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Lack of prerequisite skills in identifying specific benchmarks for targeted instruction for students in need.	All teachers will be trained to utilize the FCIM process by infusing the District Instructional Focus Calendars & Beep Lessons for reading into weekly lessons. Individual benchmarks for targeted instruction will be concentrated on each week in reading. Assessments will be used to determine student mastery of skills after each benchmark.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, FOrmative Assessments.
3	Lack of prerequisite skills in phonemic awareness, phonics deficiencies, fluency, vocabulary and comprehension.	Struggling students will participate in Triumphs intervention for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative 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:	June 2013, 56% of fourth & fifth grade students who take the Florida Alternate Assessment will demonstrate learning gains in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (4)	56% (5)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

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:	By June 2013, 66% of the lowest 25th percentile of fourth, fifth and retained 3rd graders will demonstrate annual learning gains in reading on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (38)	66% (40)
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 in test taking strategies.	Students will receive training & instruction on test taking preparation strategies and skills.	Administration, Reading Coach, Reading Committee, Math Committee, Teachers.	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments
2	Lack of prerequisite skills in Oral reading fluency, Phonics, Comprehension skills & strategies and Vocabulary development.	Students performing at the lowest 25th percentile will be identified for targeted instruction daily using Triumphs intervention.	Administration, Reading Coach, Reading Committee, Teachers.	FCIM	BAT, Mini BAT, District Assessments, Formative Assessments
3	Coordinating schedules to facilitate student grouping.	Students identified in the lowest 25th percentile will receive an additional 20-30 minute targeted intervention each day utilizing Triumphs intervention.	Administration, Reading Coach, Reading, Committee/Teachers	FCIM Process	BAT, Mini BAT, District Assessments, Formative assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By June 2017, PRE will reduce the achievement gap in reading to 14%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28%	23%	21%	19%	16%	

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:	June 2013, 87% of White, 66% of Black, 76% of Hispanic, 100% of Asian & 100% of American Indian fourth, fifth and retained 3rd graders will make satisfactory progress in reading on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 16% (12), Black 37% (21), Hispanic 27% (45), Asian 7% (1), American Indian 100% (1)	White 13% (11), Black 34% (20), Hispanic 24% (44), Asian 4% (1), 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
	Lack of prerequisite skills in test taking strategies.	All students will receive training & instruction on test taking preparation strategies.	Administration, Reading Coach, Reading Committee, Teachers, ESOL Contact.	Florida's Continuous Improvement Model is a continuous process in which data analysis	BAT, Mini BAT, Formative Assessments

				determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	
1					
2	Lack of prerequisite skills in phonemic awareness, phonics, fluency, vocabulary and comprehension.	Student subgroups will participate in Triumphs Intervention, Phonics for Reading, & Super QAR.	Administration /Reading Coach/ Reading Committee/Teachers	FCIM Process	BAT, Mini-BAT, District Assessments, Formative 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2012, 21% of ELL fourth, fifth and retained 3rd graders will demonstrate proficiency in reading on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (14)	79% (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	Scheduling	SWDs will participate in daily interventions based on IEP goals.	Administration, Reading Coach, Reading Committee, Teacher, ESE Specialist, Autism Coach	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	FAIR, BAT, Mini-BAT, Rigby, Treasures, and DAR.
2	Lack of prerequisite skills in phonemic awareness, phonics, fluency, vocabulary & Comprehension.	Students identified as struggling learners in this subject will receive additional assistance via Computer Assisted Instruction programs, double/ triple dose small group support, FCAT camp, strategy development time for enrichment.	Administration, Reading Coach, Reading Committee, Teachers, ESOL Contact	FCIM	BAT, Mini BAT, Formative assessments
3	Lack of prerequisite skills in test taking strategies.	All students will receive training & instruction on FCAT test taking preparation strategies.	Administration, Reading Coach, Reading Committee, Teachers, ESOL Contact	FCIM	BAT, Mini BAT, Formative 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	By June 2013, 48% of the Students with Disabilities (SWD) in fourth, fifth and retained 3rd graders will make satisfactory

	Reading Goal #5D:		progress in reading on the FCAT Reading Test.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	55% (31)		52% (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	Scheduling	Economically Disadvantaged students will receive targeted interventions based on deficiencies.	Administration, Reading Coach, Reading Committee, ESOL Contact, Teacher	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT
2	Lack of prerequisite skills in Oral Reading Fluency	SWDs who are performing below grade level on an Oral Reading Fluency Assessment will participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	Administration, Reading Coach, Reading Committee, Teachers, ESE Specialist, Autism Coach	FCIM Process	BAT, Mini BAT, Formative assessments
3	Lack of prerequisite skills in Phonics, Comprehension strategies and skills	SWDs will receive additional assistance via Computer Assisted Instruction programs, double/triple dose, small group support, FCAT camp, & strategy development time.	Administration, Reading Coach, Reading Committee, Teachers, ESE Specialist, Autism Coach	FCIM Process	BAT, Mini BAT, Formative 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 reading. Reading Goal #5E:	By June 2013, 64% of the economically disadvantaged students in fourth, fifth and retained 3rd graders will make satisfactory progress in reading on the FCAT reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(43)	36%(39)

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
	Scheduling	Teachers, Support Staff and Administration will identify the students in grades K – 5 performing at the	Administration, Reading Coach, Reading Committee, Teachers, ESOL Contact	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student	Two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & DAR.

1		lowest 40th percentile (struggling readers) in reading for skills grouping information using two or more of the following FAIR, IRI, FCAT, Rigby, Treasures and DAR.		achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	
2	Lack of prerequisite skills in phonemic awareness, phonics, Oral Reading Fluency, vocabulary & comprehension.	Students who are performing below grade level will be able to participate in Triumphs intervention, Phonics for Reading, Super QAR, and the READ Naturally Fluency Lab to increase their skills.	Administration, Reading Coach, Reading Committee, Teachers, ESOL Contact	FCIM	BAT, Mini BAT, Formative assessments

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
Professional Learning Community: Differentiated Instruction	K-5	Leadership Team, Reading Coach	Professional Learning Community school-wide	On going - 20 hrs.	CWT	Administration, Reading Coach
Professional development: Interpreting & Analyzing data to drive instruction	K-5	Leadership Team, Reading Coach	Professional development school-wide	On going - 20 hrs.	CWT, BAT, Mini BAT, Formative Assessments	Administration, Reading Coach
Professional development: FCIM Process	K-5	Leadership Team, Reading Coach	Professional development school-wide	On going - 20 hrs.	CWT	Administration, Reading Coach
Professional development: Small Group Centers	K-3	Leadership Team, Small Group Center Trainers, Reading Coach	Professional development K-3	On going - 20 hrs.	CWT	Administration, Reading Coach
Professional development: Reading FCAT Item Test Specs	K-5	Leadership Team, Reading Coach	Professional Learning Community school-wide	On going - 20 hrs.	CWT, Lesson Plans	Administration, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as substantially deficient will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Treasures Intervention materials	Instructional materials funds	$0.00
Students identified as substantially deficient will receive additional support through supplemental materials in small group delivery in	Buckle Down Grades 4 & 5	Internal Accounts-Partner donations	$2,589.12

intervention reading programs and intensive reading skills remediation.			
Students and parents will participate in "Panthers & Cubs READ!" a learning opportunity. During Family Literacy Night parents will learn to make stories come alive for their child by modeling changes in voice or pace, using sound effects or motions. The parents will help the children become familiar with the parts of a book: beginning, middle and end. The program will enhance the child's ability to use language fluently through parent modeling. The child's vocabulary, phonics skills and comprehension skills will increase. Additionally, we will instill reading motivation and create life-long readers.	Treasure Bay - We Both Read Series	Received Target Grant	$0.00
Fundamentals	Remedial Reading Program	PTA Funds	$1,400.00
			Subtotal: $3,989.12

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, strategy development time for enrichment.	FCAT Explorer	NA	$0.00
All students in grades K-5 will receive training & instruction on FCAT test taking preparation strategies and skills	Pearson CCC Success Maker	NA	$0.00
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, strategy development time for enrichment	Accelerated Reader	NA	$0.00
Students who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	Read Naturally Fluency Program	NA	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will utilize the FCIM process by infusing the School & District Intructional Focus Calendars & BEEP Lessons for reading into weekly lessons. Individual benchmarks will be concentrated on each week in reading lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM	NA	$0.00
Students identified as substantially deficient will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	CRISS Strategy, CRISS chats, Differentiated Instruction training & chats	Staff development funds	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, strategy development time for enrichment.	FCAT Camp	A+ Accountability Funds	$3,500.00
Students will utilize newspapers			

| and news-type magazines such as Time For Kids to enhance reading skills, research skills and comprehension skills. | TIme for Kids | Voucher from fundraiser | $0.00 |

	Subtotal: $3,500.00
	Grand Total: $7,489.12

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:	By June 2013, 45% of English Language Learners will demonstrate proficiency in listening/speaking on the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

42% (35) total K-5 K - 8/24, 1st - 12/22, 2nd - 10/14, 3rd - 2/6, 4th - 0/10, 5th - 3/8

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	Utilize ESOL strategies in classroom and small group instruction.	Administration, Reading Coach, Reading Committee, ESOL Contact, Teacher	FCIM	IPT, CELLA, Informal Assessments

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

2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 37% of English Language Learners will demonstrate proficiency in reading on the CELLA.

2012 Current Percent of Students Proficient in reading:

34% (28) K - 2/23, 1st - 5/22, 2nd - 11/14, 3rd - 1/6, 4th - 3/9, 5th - 6/8

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.	Utilize ESOL strategies in classroom and small group instruction.	Administration, Reading Coach, Reading Committee, ESOL Contact, Teachers	FCIM	CELLA, IPT

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

3. Students scoring proficient in writing. CELLA Goal #3:			By June 2013, 35% of English Language Learners will demonstrate proficiency in writing on the CELLA.		

2012 Current Percent of Students Proficient in writing:

32% (27)
K - 0/24, 1st - 7/22, 2nd - 8/14, 3rd - 3/6, 4th - 4/10, 5th - 5/8

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	Utilize ESOL strategies in classroom and small group instruction.	Administration, Reading Coach, Reading Committee, ESOL Contact, Teacher	FCIM	CELLA, IPT

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 35% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Level 3) in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (106)	35% (115)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Lack of prerequisite skills in test taking strategies.</td>
<td>All students in grades K-5 will receive training and instruction on test taking strategies & skills.</td>
<td>Administration, Reading Coach, Reading Committee, Teachers</td>
<td>Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Common Core & Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).</td>
<td>BAT, Mini BAT, District Assessments, Formative Assessments</td>
</tr>
<tr>
<td>2</td>
<td>Lack of prerequisite skills in utilizing District resources to drive instruction.</td>
<td>Teachers will be trained to utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP subgroups.</td>
<td>Administration, Reading Coach, Reading Committee, Teachers</td>
<td>FCIM</td>
<td>BAT, Mini BAT, District Assessments, Formative Assessments</td>
</tr>
<tr>
<td>3</td>
<td>Lack of prerequisite skills in phonemic awareness, phonics, vocabulary, comprehension & oral reading fluency.</td>
<td>Students will participate in Triumphs intervention, Phonics for Reading, Super QAR, Six Minute Solutions, & Soar to Success.</td>
<td>Administration, Reading Coach, Reading Committee, Teachers</td>
<td>FCIM</td>
<td>BAT, Mini BAT, District Assessments, Formative Assessments</td>
</tr>
</table>

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:	June 2013, 23% of fourth & fifth grade students who take the Florida Alternate Assessment will demonstrate proficiency in reading at a supported level (4, 5 or 6) or independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	23% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 42% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Levels 4 and 5) in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (128)	42% (139)

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 in reference & research.	Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, reference & research skills and comprehension skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments.
2	Lack of prerequisite skills in comprehension skills.	Students, parents, community partners in education will participate in "Edu-Quest." Each subject area curriculum committee will provide 2-4 questions in the Edu-Quest Passport for a total of four questions per subject. Students will travel to the Shoppes at Pembroke Gardens to solve the problem presented in the "Edu-Quest Passport" and bring their Passport back to school. Students who solve the problems correctly will receive a prize from the Partner in Education. All students who take part receive a participation award.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	Edu-Quest Passport Questions
3	Lack of prerequisite skills in test taking strategies.	All students will receive training and instruction on test taking strategies and skills.	Administration, Reading Coach, Reading Committee,	FCIM	BAT, Mini BAT, District Assessments, Formative

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Teachers		Assessments
4	Lack of prerequisite skills to master NGSSS.	Students will use technology programs, including but not limited to wireless carts, Go Math sites, SuccessMaker, online textbooks and resources, presentation software, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments, Formative assessments
5	Scheduling	Parents will be trained in a variety of strategies to integrate the NGSSS in real life situations during Family Math Night. Business partners and other community members will be involved in the planning and implementation of Family Math Night.	Administration, Math Contact, Math Committee	FCIM	BAT, Mini BATs, District Assessments Formative 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	June 2013, 23% of fourth & fifth grade students who take the Florida Alternate Assessment will demonstrate proficiency in reading at an independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	23% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 81% of the fourth, fifth and retained 3rd graders will demonstrate annual learning gains in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (192)	81% (199)

	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 in test taking preparation strategies and skills.	All students in grades K-5 will receive training and instruction in test taking preparation strategies and skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments.
2	Lack of prerequisite knowledge regading FCIM.	All teachers will be trained to utilize the FCIM Process by infusing the District instructional focus calendar for math into weekly lessons. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments Formative assessments
3	Lack of prerequisite skills using District resources to drive instruction.	All teachers will be trained to utilize District resources such as BEEP and IFCs to assist with driving instruction for students in all AYP subgroups.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative assessments
4	Lack of prerequisite skills to master NGSSS.	Students will use technology programs, including but not limited to wireless carts, online textbooks and resources, presentation software, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments, Formative assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	June 2013, 28% of fourth & fifth grade students who take the Florida Alternate Assessment will demonstrate learning gains in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2)	28% (3)
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 88% of the lowest 25th percentile of fourth, fifth and retained 3rd graders will demonstrate annual learning gains in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (52)	88% (54)

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 in test taking strategies.	Students will receive training & instruction on test taking preparation strategies and skills.	Administration, Reading Coach, Reading Committee, Math Committee, Teachers.	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments
2	Scheduling	Students identified as struggling learners in this subject will receive additional assistance via Computer Assisted Instruction programs,double/triple dose, small group support, FCAT camp, etc.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative assessments
3	Scheduling	During the 20-30 minutes block for Strategy Development time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments, Formative assessments
4	Lack of prerequisite skills in utilizing BEEP for differentiating instruction.	Teachers will be trained to utilize virtual manipulatives, the promethean board & additional manipulatives to increase math skills.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments Formative assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	By June 2017, PRE will reduce the achievement gap in math to 15%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30%	26%	23%	21%	18%	

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:	June 2013, 80% of White and 57% of Black, 74% of Hispanic, and 96% of Asian fourth, fifth and retained 3rd graders will make satisfactory progress in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 23% (18), Black 46% (26), Hispanic 29% (49), Asian 7% (1), American Indian 100% (1)	White 20% (17), Black 43% (25), Hispanic 26% (48), Asian 4% (1), American Indian 0% (0)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of prerequisite skills in test taking strategies.</td><td>All students will receive training & instruction on test taking preparation strategies.</td><td>Administration, Reading Coach, Reading Committee, Teachers, ESOL Contact.</td><td>Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).</td><td>BAT, Mini BAT, Formative Assessments</td></tr>
<tr><td>2</td><td>Lack of prerequisite skills to master NGSSS.</td><td>Students in grades K – 5 will participate in supplemental math programs (Moving With Math, Go Math, etc.) to increase math skills.</td><td>Administration, Math Contact, Math Committee, Teachers</td><td>FCIM</td><td>BAT, Mini BATs, District Assessments, Formative assessments</td></tr>
<tr><td>3</td><td>Lack of prerequisite skills in utilizing District resources to drive instruction.</td><td>Teachers will be trained to utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP sub groups.</td><td>Administration, Math Contact, Math Committee, Teachers</td><td>FCIM</td><td>BAT, Mini-BAT, District Assessments, Formative Assessments</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 38% of ELL fourth, fifth and retained 3rd graders will make satisfactory progress in mathematics on the FCAT Math Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (11)	62% (10)

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	Scheduling	SWDs will participate in daily interventions based on IEP goals.	Administration, Reading Coach, Reading Committee, Teacher, ESE Specialist, Autism Coach	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	FAIR, BAT, Mini-BAT, Rigby, Treasures, and DAR.
2	Lack of prerequisite skills to master NGSSS	Students in grades K – 5 will participate in supplemental math programs (Moving With Math, Go Math, etc.) to increase math skills.	Administration, Math Contact, Math Committee, Teachers, ESOL Contact	FCIM	BAT, Mini BAT, District Assessments, Formative assessments
3	Scheduling	During a 20-30 minutes block for "Strategy Development" time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose.	Administration, Math Contact, Math Committee, Teachers, ESOL Contact	FCIM	BAT, Mini BATs, District Assessments, Formative 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, 46% of the Students with Disabilities (SWD) student subgroups in fourth, fifth and retained 3rd graders will make satisfactory progress in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (32)	54% (30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	Economically Disadvantaged students will receive targeted interventions based on deficiencies.	Administration, Reading Coach, Reading Committee, ESOL Contact, Teacher	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the	BAT, Mini BAT

				Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	
2	Scheduling	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, SuccessMaker, double/triple dose, small group support, FCAT camp, etc.	Administration, Math Contact, Math Committee, Teachers, ESE Specialist, Autism Coach	FCIM	BAT, Mini BATs, District Assessments, Formative assessments
3	Lack of prerequisite skills to master NGSSS	Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Go Math, etc.) to increase math application skills.	Administration, Math Contact, Math Committee, Teachers, ESE Specialist, Autism Coach	FCIM	BAT, Mini BATs, District Assessments, Formative assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 56% of the economically disadvantaged students in fourth, fifth and retained 3rd graders will make satisfactory progress in mathematics on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (48)	41% (44)

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	Scheduling	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, SuccessMaker, double/triple dose, small group support, FCAT camp, etc.	Administration, Math Contact, Math Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BATs, District Assessments, Formative assessments
2	Lack of prerequisite skills to master NGSSS.	Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Go Math, etc.) to increase math application skills.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments, Formative assessments
3	Scheduling	During a 20-30 minutes block for "Strategy Development" time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose.	Administration, Math Contact, Math Committee, Teachers	FCIM	BAT, Mini BATs, District Assessments, Formative assessments

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
Professional development: First in Math	3-5	Administration, Math Contact, Math Committee	Professional development 3-5	On-going 20 hrs.	CWT, Lesson Plans	Administration, Math Contact, Math Committee
Professional development: Mathematics FCAT Item Test Specs	K-5	Administation, Math Contact	Professional development K-5	On-going 20 hrs.	CWT, Lesson Plans	Administration, Math Contact
Professional Learning Community: Go Math Series	K-5	Administration, Math Contact, Math Committee	Professional Learning Community K-5	On-going 20 hrs.	CWT, Lesson Plans	Administration, Math Contact
Professional development: FCIM Process	K-5	Administration, Math Contact	Professional development school-wide	September 2012	CWT	Administration, Math Contact
Professional development: Moving with Math	3-5	Administration, Math Contact	Professional development 3-5	On-going 20 hrs.	CWT, Lesson Plans	Administration, Math Contact

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades K-5 will participate in supplemental math programs (such as Moving With Math, Buckle Down, Go Math, Success Maker) to increase math application skills.	Moving With Math	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp.	Go Math Websites, FCAT Explorer	NA	$0.00
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp	Pearson CCC Success Maker	NA	$0.00
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp.	First in Math	Accountability Funds	$2,842.00
			Subtotal: $2,842.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will utilize the FCIM process by infusing the District instructional focus calendar for math into weekly lessons.			

Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM process	Inservice & Staff Development Funds	$0.00
Students in grades K-5 will participate in supplemental math programs (such as Moving with Math) to increase math application skills.	Moving with Math	Staff Development Funds	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT Camp.	FCAT Camp	A+ Funds	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $5,842.00

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:	By June 2013, 41% of the fifth graders will demonstrate proficiency (FCAT Level 3) in science on the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (52)	41% (56)

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 in test taking strategies.	All students in grades K-5 will receive training and instruction on test taking strategies & skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Common Core & Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments
2	Lack of prerequisite skills in utilizing District resources to drive instruction.	Teachers will be trained to utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative Assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					subgroups.
3	Lack of prerequisite skills in phonemic awareness, phonics, vocabulary, comprehension & oral reading fluency.	Students will participate in Triumphs intervention, Phonics for Reading, Super QAR, Six Minute Solutions, & Soar to Success.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative Assessments
4	Lack of prerequisite skills to master NGSSS on all Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	Students in grades K-5 will participate in at least 4 hands on science related activities a month in classroom in addition to those in the science lab.	Administration, Science Resource Teacher, Science Committee, Teachers	FCIM	CWT
5	Lack of prerequisite skills to master all Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	Teachers will utilize District benchmark plan for K-5 grade science lessons. Use K-5 curriculum maps, which identify specific grade level skills with accompanying lessons for daily instruction. Teachers will analyze assessment results to determine which skills need remediation.	Administration, Science Resource Teacher, Science Committee, Teachers	FCIM	CWT
6	Lack of prerequisite skills in utilizing District resources to drive instruction.	Teachers will be trained to utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP sub groups	Administration, Science Resource Teacher, Science Committee, Teachers	FCIM	District Assessments, Formative 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:	June 2013, 75% of fifth grade students who take the Florida Alternate Assessment will demonstrate proficiency in science at a supported level (4, 5 or 6) or independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	75% (3)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

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:	By June 2013, 25% of fifth graders will demonstrate proficiency (FCAT Levels 4 and 5) in science on the FCAT Science Test.			
	2012 Current Level of Performance:	2013 Expected Level of Performance:			
	22% (30)	25% (32)			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills in reference & research.	Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, reference & research skills and comprehension skills.	Administration, Reading Coach, Reading Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	BAT, Mini BAT, District Assessments, Formative Assessments.
2	Lack of prerequisite skills in test taking strategies.	All students will receive training and instruction on test taking strategies and skills.	Administration, Reading Coach, Reading Committee, Teachers	FCIM	BAT, Mini BAT, District Assessments, Formative Assessments
3	Scheduling	Students in grades K-5 will share class science projects during a Family Science/Science Fair Night.	Administration, Science Resource Teacher, Science Committee, Teachers	FCIM	Observation & student participation
4	Lack of prerequisite skills in all Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	Students in grades 3-5 will share Science Mini-Boards to develop their knowledge of the scientific method.	Administration, Science Resource Teacher, Science Committee, Teachers	FCIM	FCIM
5	Scheduling	Extra 30 mins of Science Lab weekly for grade 5 to further develop their science knowledge.	Administration, Science Resource Teacher, Science Committee, 5th grade Teachers	FCIM	FCIM

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:	June 2013, 25% of fifth grade students who take the Florida Alternate Assessment will demonstrate proficiency in science at an independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessments, Brigance

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
Professional development: Science FCAT Item Test Specs	K-5	Administration, Science Resource Teacher	Professional development K-5	On-going 20 hrs.	CWT, Lesson Plans	Administration, Science Resource Teacher
Professional development: Science Mini Boards	K-5	Administration, Science Resource Teacher	Professional development K-5	On-going 20 hrs.	CWT, Lesson Plans	Administration, Science Resource Teacher
Professional Learning Community: Science K-5 Program	K-5	Administration, Science Resource Teacher	Professional Learning Community K-5	September 2012	CWT, Lesson Plans	Administration, Science Resource Teacher, Science Committee

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 88% of fourth graders will demonstrate proficiency in writing on the FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (93)	88% (95)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite writing skills & strategies	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose, small group support.	Administration, Writing Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	Writing Prompts
2	Lack of prerequisite writing skills & strategies	School wide writing instructional focus utilizing the effective writing strategies from Six Traits K-5; Peer teaching writing model in 4th Grade; Writing tutorials; www.WRITENITE homework; K-5 weekly writing assignment on Wednesday nights, monthly writing prompts, daily journal writing.	Administration, Writing Committee, Teachers	FCIM	Writing Prompts
3	Scheduling	Parents will be trained at a "Family Literacy Night" focusing on rubrics for FL Writes, the Six Traits – in conjunction with the 4 elements of effective writing- and writing with your child. The workshop will assist parents to help develop students' writing skills at home.	Administration, Writing Committee, Teachers	FCIM	Attendance

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:	June 2013, 60% of fourth grade students who take the Florida Alternate Assessment will demonstrate proficiency in writing at a supported level (4, 5 or 6) or independent level (7, 8 or 9) on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	60% (3)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited foundation of prerequisite access point skills.	Align instruction to the core curriculum standards/access points. Utilize resources such as CPALMS for pedagogy.	Administration, Reading Coach, ESE Specialist, IEP Committee, Reading Committee, Teachers	FCIM	Florida Alternate Assessment, Classroom & District Assessment, Brigance

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
Professional Learning Community: Six Traits Using Color Words	3-5 Writing	Administration, Writing Committee	Professional Learning Community K-5	On-going 20 hrs.	Six Traits	Administration, Writing Committee

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide writing instructional focus; utilizing the effective writing strategies from Six Traits K-5; Peer teaching writing model-4th grade; Writing tutorials; www.writenite homework; K-5 weekly writing assignment on Wednesday nights; monthly writing prompts; journal writing.	Six Traits	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	By June 2013, 97% of the students in grades K - 5 will demonstrate an increase in the attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
71	61

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' tardiness	Tardy note each time tardy that must be sigend by parent, Parent Link Call, staff telephone call, letter to parent or conference, BTIP letters	Administration, Designated attendance staff person (IMT/BTIP), Teachers	Attendance record review, BTIP	Comparative analysis to the previous school year: Reduction in the number of days tardy and a reduction in the number of tardy minutes.
2	Possible increase in absences on early release days	Personal telephone call to the parent to discuss the absence, BTIP Letter	Administration with support from the classroom teachers	Attendance record review, BTIP	Decrease in the number of students absent as compared to the previous year's data
	Possible Increase in	Personal telephone call	Administration	Review attendance	A reduction in the

3	absences on days before a holiday or planning day	to the parent to discuss the absence, BTIP Letter	with support from the classroom teachers	record, BTIP	number of absences on days immediately preceding a planned day off (Teacher Planning Day).

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Symposium: Full review of Attendance Policy	K-5	Administration, BTIP Liaison, Attendance Clerk	School-wide	Fall 2012	On-going monitoring of attendance, Attendance Reports reviewed quarterly	Administration, Teacher, IMT
Broward Truancy Intervention Program training	K-5	Administration, BTIP Liaison, Attendance Clerk	School-wide	Fall 2012	On-going monitoring of BTIP	Administration, BTIP Liaison, IMT

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$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 2013, 0% (0) of the students in grades K - 5 will be suspended in-school or out-of-school.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
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	Lack of student motivation	Pair up students needing additional assistance with mentor or advisor	Administration, Guidance Counselor, Teacher	CWT, student observation	A reduction in the number of student disciplinary referrals
2	Referrals increase during the month of December and May	Behavior Assembly, Teachers to review classroom rules, expectations and procedures daily, along with Character Traits, Individual behavior plans for students who need them.	Administration with the support of the classroom teachers, Guidance Counselor	CWT	A reduction in the number of student disciplinary referrals
3	Fidelity of implementation	PLC to review strategies	Administration, Support staff, Grade chairs, Guidance Counselor	CWT	A reduction in the number of student disciplinary referrals

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
Professional development: Review of Rules & Expectations and the Discipline Matrix	K-5	Administration, Prevention Liaison	Professional development School-wide	On-going	CWT	Administration, Support Staff, Grade Chairs
CHAMPs Training	K-5	Administration, Prevention Liaison, Trained CHAMPs teachers	Professional development School-wide	On-going	CWT	Administration, Support Staff, Grade Chairs
Professional Learning Community: Sharing Best Practices in Discipline	K-5	Administration, Leadership Team, Teachers, Discipline Committee	Professional Learning Community School-wide	On-going	CWT	Administration, Support Staff
Professional development: Individual Behavior Plan training	K-5	Administration, Leadership Team, Teachers, Discipline Committee	Professional development School-wide	On-going	CWT	Administration, Support Staff

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community to review CHAMPs strategies	CHAMPs electronic handouts	NA	$0.00
Professional Learning Community to review Discipline Matrix	Matrix electronic handouts	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community to review CHAMPs strategies	CHAMPs handouts	NA	$0.00
PLC to review Discipline Matrix	Matrix electronic handouts	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, 88% of parents will attend a family night event at Panther Run.
	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	85%	88%

			Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent work schedule	Students, parents, community and Partners in Education will participate in a variety of family nights including: "Edu-Quest" a learning experience incorporating core subject application skills and family relationships.	Writing, Reading, Math, and Science Committees	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	Attendance
2	Scheduling	Target Family Math Night grades K - 5 to increase math application skills & family relationships.	Math Committee	FCIM	Attendance
3	Lack of prerequisite skills in the Scientific Method.	Family Science Night for grades K –5 to increase science knowledge and application skills.	Science Committee	FCIM	Attendance
4	Parent time to emphasize reading at home	Family Literacy Night for grades K –5 to increase reading skills and develop a love of literature	Reading/Writing Committee	FCIM	Attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum-based Family Nights (Literacy, Math, Edu-Quest) for grades K-5	K-5	Administration, SAC Committees	School-wide	On-going	CWT	Administration, SAC Committees

to increase academic knowledge & skills						
Science Family Night for grades K-5 to increase science applications for the PRE Community	K-5	Administration, Science Committee	School-wide	January 2013	CWT	Administration, Science Committee

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night for grades K-5 to increase science applications for the Panther Run Community.	Science Resource Teacher	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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 STEM literacy for all students through a hands-on inquiry-based science & math family night with 60% of our families participating.

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 in the Scientific Process.	Provide teachers with opportunities for training in providing authentic activities emphasizing the scientific process skills. Students participate in hands-on inquiry-based	Administration, Science Resource Teacher, Science Committee, Teachers	Florida's Continuous Improvement Model is a continuous process in which data analysis determines classroom instruction. High student achievement with the Common Core	BAT, Mini BAT, District Assessments, Formative Assessments

		problem solving.		& Sunshine State Standards is the teaching focus of the Florida Continuous Improvement Model (FCIM).	

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
Professional Learning Community: Science K-5 Program	K-5 Science	Science Resource Teacher, Science Committee	Professional Learning Community K-5	September 2012 and On-going	FCIM, CWT	Administration, Science Resource Teacher, Science Committee

---

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students identified as substantially deficient will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Treasures Intervention materials	Instructional materials funds	$0.00
Reading	Students identified as substantially deficient will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Buckle Down Grades 4 & 5	Internal Accounts- Partner donations	$2,589.12
Reading	Students and parents will participate in "Panthers & Cubs READ!" a learning opportunity. During Family Literacy Night parents will learn to make stories come alive for their child by modeling changes in voice or pace, using sound effects or motions. The parents will help the children become familiar with the parts of a book: beginning, middle and end. The program will enhance the child's ability to use language fluently through parent modeling. The child's vocabulary, phonics skills and comprehension skills will increase. Additionally, we will instill reading motivation and create life-long readers.	Treasure Bay - We Both Read Series	Received Target Grant	$0.00
Reading	Fundamentals	Remedial Reading Program	PTA Funds	$1,400.00
CELLA	NA			$0.00
Mathematics	Students in grades K-5 will participate in supplemental math programs (such as Moving With Math, Buckle Down, Go Math, Success Maker) to increase math application skills.	Moving With Math	NA	$0.00
Science	NA			$0.00
Writing	School-wide writing instructional focus; utilizing the effective writing strategies from Six Traits K-5; Peer teaching writing model- 4th grade; Writing tutorials; www.writenite homework; K-5 weekly writing assignment on Wednesday nights;	Six Traits	NA	$0.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	monthly writing prompts; journal writing.			
Attendance	NA			$0.00
Suspension	Professional Learning Community to review CHAMPs strategies	CHAMPs electronic handouts	NA	$0.00
Suspension	Professional Learning Community to review Discipline Matrix	Matrix electronic handouts	NA	$0.00
Parent Involvement	NA			$0.00
STEM	NA			$0.00
				Subtotal: $3,989.12

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, strategy development time for enrichment.	FCAT Explorer	NA	$0.00
Reading	All students in grades K-5 will receive training & instruction on FCAT test taking preparation strategies and skills	Pearson CCC Success Maker	NA	$0.00
Reading	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, strategy development time for enrichment	Accelerated Reader	NA	$0.00
Reading	Students who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	Read Naturally Fluency Program	NA	$0.00
CELLA	NA			$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp.	Go Math Websites, FCAT Explorer	NA	$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp	Pearson CCC Success Maker	NA	$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp.	First in Math	Accountability Funds	$2,842.00
Science	NA			$0.00
Writing	NA			$0.00
Attendance	NA			$0.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
STEM	NA			$0.00
				Subtotal: $2,842.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	All teachers will utilize the FCIM process by infusing the School & District Intructional Focus Calendars & BEEP Lessons for reading into weekly lessons. Individual benchmarks will be concentrated on each week in reading lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM	NA	$0.00
Reading	Students identified as substantially deficient will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	CRISS Strategy, CRISS chats, Differentiated Instruction training & chats	Staff development funds	$0.00
CELLA	NA			$0.00
Mathematics	All teachers will utilize the FCIM process by infusing the District instructional focus calendar for math into weekly lessons. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM process	Inservice & Staff Development Funds	$0.00
Mathematics	Students in grades K-5 will participate in supplemental math programs (such as Moving with Math) to increase math application skills.	Moving with Math	Staff Development Funds	$0.00
Science	NA			$0.00
Writing	NA			$0.00
Attendance	NA			$0.00
Suspension	Professional Learning Community to review CHAMPs strategies	CHAMPs handouts	NA	$0.00
Suspension	PLC to review Discipline Matrix	Matrix electronic handouts	NA	$0.00
Parent Involvement	Science Night for grades K-5 to increase science applications for the Panther Run Community.	Science Resource Teacher	NA	$0.00
STEM	NA			$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Students identified as struggling learners will receive additional			

Reading	assistance via CAI programs, double/triple dose small group support, FCAT camp, strategy development time for enrichment.	FCAT Camp	A+ Accountability Funds	$3,500.00
Reading	Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, research skills and comprehension skills.	TIme for Kids	Voucher from fundraiser	$0.00
CELLA	NA			$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT Camp.	FCAT Camp	A+ Funds	$3,000.00
Science	NA			$0.00
Writing	NA			$0.00
Attendance	NA			$0.00
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
STEM	NA			$0.00
				Subtotal: $6,500.00
				Grand Total: $13,331.12

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA

Are you a reward school: ꞁ Yes ꞁ No

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

No Attachment (Uploaded on 9/4/2012)

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
Curriculum Materials for daily instruction and FCAT Camp	$4,000.00

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

Monthly meetings to plan and implement SIP and increase student achievement.

•SAC meets monthly on the third or fourth Wednesday of the month at 6:15 p.m.

- SAC Curriculum Committees meet monthly on the third or fourth Tuesday of the Month at 2:15 p.m.
- SAC coordinates academic strategies to be implemented for students.
- SAC writes the SIP each year based on FCAT, School Grade, AYP and academic performance.
- The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedure for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee develops School Improvement objectives, including strategies and the school's website after Board Approval.
- During the year the SAC curriculum committees oversee the implementation of the action steps and monitor data during the year.
- Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP.
- The SAC is the sole body responsible for final decision-making at the school relating to implementation of provisions of Sections 1001.42(16) and 1008.345, F.S.
- Recommendations for staff development and budget.
- Once the plan is approved it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on our website.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
PANTHER RUN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	85%	90%	68%	334	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%	69%			143	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?	66% (YES)	54% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					597	
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
PANTHER RUN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	87%	90%	40%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	65%			131	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?	52% (YES)	70% (YES)			122	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					557	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested