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

School Name: SAWGRASS ELEMENTARY SCHOOL

District Name: Broward

Principal: Sherry Rose

SAC Chair: Fatima Barakat

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/22/2012

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

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

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

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

## ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Sherry Rose | B.A.in (K-12) Education, M.S. in Educational Leadership ESOL Endorsement School Principal Certificate (all levels). | 2 | 26 | • As an administrator of Sawgrass Elementary, reading scores for fourth grade students scoring level 3.0 and above increased 4% from 62% to 66%.<br>• Reading scores for fifth grade students scoring level 3.0 and above increased 9% from 62% to 71%.<br>• Writing scores for Sawgrass Elementary fourth grade students increased 12% from 78 to 90.<br>• Math scores for fourth grade students soring level 3.0 or higher increased 10% from 62% to 72%.<br>• Science scores for fifth grade students scoring level 3.0 or higher increased 2% from 52% to 54%.<br>• All schools under the direction of Ms. Rose received an "A" status, giving Sawgrass Elementary a decade of grade "A". In addition, Seminole Middle School made AYP the first year under the direction of Mrs. Rose.<br><br>All schools under the direction of Ms. Rose |

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|---|---|---|---|---|---|
| Assis Principal | Marlen Veliz | B.S., M.S./ Elementary Education/ ESE/ ESOL/ Reading Endorsement/ Educational Leadership | 16 | 1 | • As Reading Coach of Sawgrass Elementary, reading scores for fourth grade students scoring level 3.0 and above increased 4% from 62% to 66%.<br>• Reading scores for fifth grade students scoring level 3.0 and above increased 9% from 62% to 71%.<br>• Writing scores for Sawgrass Elementary fourth grade students increased 12% from 78 to 90.<br>• Math scores for fourth grade students soring level 3.0 or higher increased 10% from 62% to 72%.<br>• Science scores for fifth grade students soring level 3.0 or higher increased 2% from 52% to 54%.<br>• "A" school for the past 10 years<br>• School met AYP in reading (2011)<br>• 4% reduction of students below grade level in reading (from 27% to 23%)<br>• 8% reduction of Black students below grade level in reading (from 41% to 33%)<br>• 9% reduction of Economically Disadvantaged Students below grade level in reading (from 38% to 29%).<br>• 16-point increase in points earned for "A" status.<br>• 3% increase in students meeting high standards in reading.<br><br>Maintained percent of students meeting high standards in math.<br>4% increase of students making learning gains in reading.<br>2% increase of students making learning gains in math.<br>8% increase of the lowest quartile students making learning gains in reading.<br>16% increase of the lowest quartile students making learning gains in math. |

## 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 | Fatima Barakat | B.S., M.S./ Elementary Education/ ESE/ ESOL/ Reading Endorsement/ Educational Leadership | 7 | 1 | • Learning gains increased 5% in reading in 2012.<br>• 92% of students made learning gains in reading in 2012.<br>• 87% made learning gains in reading in 2011.<br>• As writing coach, writing scores for Sawgrass Elementary fourth grade students increased 12% from 78% to 90% in 2012.<br>• As math coach, math scores for fourth grade students soring level 3.0 or higher increased 10% from 62% to 72%.<br>• As team leader of fifth grade, reading scores for fifth grade students scoring level 3.0 and above increased 9% from 62% to 71%.<br>• Science scores for fifth grade students scoring level 3.0 or higher increased 2% from 52% to 54%.<br><br>*3% increase in students meeting high standards in reading.<br>*4% increase of students making learning gains in reading.<br>*8% increase of the lowest quartile students making learning gains in reading. |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | All new teachers to Sawgrass Elementary will receive orientation prior to the start of the school year. | Fatima Barakat, Reading Coach, Ness Coach | 8/19/2012 | |
| 2 | All new teachers to Sawgrass Elementary will be assigned a mentor from their grade level. | Marlen Veliz, Assistant Principal | 8/19/2012 | |
| 3 | All new teachers will attend the New Teacher Academy and professional development throughout the school year. | Marlen Veliz, Assistant Principal, Fatima Barakat, Reading Coach | 8/19/2012 | |

## 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 |
|---|---|
| None | |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 58 | 0.0%(0) | 20.7%(12) | 58.6%(34) | 20.7%(12) | 37.9%(22) | 96.6%(56) | 15.5%(9) | 6.9%(4) | 77.6%(45) |

## 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 |
|---|---|---|---|
| Fatima Barakat, Reading Coach Marlen Veliz, Assistant Principal | William Pensler Kelly Natke | New teacher to Sawgrass Elementary, Administrative and Reading Coach support New teacher to grade level Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices. Topic: Fifth Grade Math Strategies Topic: Second Grade Curriculum Strategies |
| Dr. TerriLynn Latour Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach | Melissa Pina | New teacher to Sawgrass Elementary, Administrative and Reading Coach | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices. Topic: Fifth Grade Science |

| | | | Strategies |
|---|---|---|---|
| Karen Morgan<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Pamela Cassidy<br>Natalia Gomez | New teacher to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Fifth Grade Reading Strategies |
| Monique Lynch<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Cecily Arias<br>Dina Perretta | New teachers to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Fourth and fifth Grade curriculum content areas |
| Nancy Franzese<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Kim Harris | New teacher to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Fifth Grade Science Strategies |
| Dawn Andersen<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Tobi Shapazian<br>Heather Nace | New teachers to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Fourth grade curriculum content areas |
| Donna Witt<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Lori Felder<br>Ms. Hecheverria | New teachers to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: First grade curriculum content areas |
| Janell Chandler<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Heather Randazzo<br>Sandra Koenig | New teachers to Sawgrass Elementary, Administrative and Reading Coach support and New teacher to grade level | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Kindergarten curriculum content areas |
| Michelle Amento<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Elisa Delombard<br>Maira Medina<br>Stephanie Rodriguez | New teachers to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Third grade curriculum content areas |
| Luisa Hanfling<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Gia Dreiss | New teacher to grade level Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Second grade curriculum content areas |
| Carrietta Gaudio<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Jennifer Oberle<br>Jeannine Cohen | New teachers to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: ESE curriculum content areas |
| Lisa Smolich<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Jodi LaPace | New teacher to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Kindergarten curriculum content areas |
| Cynthia Pego<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach | Tracy Sachs | New teacher to Sawgrass Elementary, Administrative and Reading Coach support | Weekly team meetings, shadowing, modeling, coaching, common planning, sharing best practices.<br>Topic: Specials curriculum content areas |

# ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part A
Sawgrass Elementary has a Pre-Kindergarten program for developmentally delayed students on site. Funding from Title I will be designated for instructional and curriculum resources, and professional development opportunities that will be utilized to increase student achievement. Additionally, Title I funds are used to purchase supplemental curriculum to provide needed interventions, as well as technology used to assess students. We use the assessment information to provide differentiated instruction for all. Title I funds are used to support student learning, parent and staff trainings. Activities are planned throughout the year that will assist parents in helping their child improve his/her academic performance. The District coordinates with Title I schools to ensure staff development needs are provided.

Title I, Part C- Migrant

Title I, Part C- Migrant
Currently, there are no students/families participating in the Migrant program.

Title I, Part D

N/A

Title II

N/A

Title III

ESOL Services: Grants are used to support the needs of our ELL students through the acquisition of instructional materials that meet their educational needs.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Instructional Staffing

Violence Prevention Programs

Gang Resistance and Drug Education (GRADE)/ Stranger Danger/ Anti-Bullying Program/ Choose Peace & Stop Violence

Nutrition Programs

Healthy Kids is school-wide initiative program designed to educate students about healthy choices as well as develop good habits. In addition,chefsmovetoschools.org, a program that is aligned with Michelle Obama's "Let's Move" campaign, as well as Panther Prowl fitness program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sherry Rose, Principal
Marlen Veliz, Assistant Principal
Fatima Barakat, Reading Coach & SAC Chairperson
Cynthia Pego, Guidance Counselor
Olivia Creary, Social Worker
Eminette Pardo, Psychologist
Kamelia El-Khollali, Family Psychologist
Classroom Teachers
Parents

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 team will meet bi-weekly placing a focus on CORE curriculum areas including methods of instruction, school based-curriculum, and the classroom setting to continually increase student progress. The team will focus on disaggregation of the data, instructional focus calendar, instructional pacing charts, differentiated instruction, prior intervention, and current interventions. In addition to the school based RtI meetings, members of the RtI school based team will meet with grade levels to continually assess the progress of identified students, in addition to the identification of students who would benefit from the RtI process. During the meeting process, student data will be disaggregated recognizing trends in relationship to interventions. The team will also evaluate the effectiveness of the interventions determining continual implementation or modification. The school-based leadership team members will continually monitor lesson plans and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery of service model that addresses academic and behavior concerns. The principal and assistant principal will ensure the collection of data, data reports, and instructional plans. The curriculum resource teacher is responsible for the collection of and analysis of the data report that will be provided to the principal and assistant principal, in addition to providing teachers with appropriate data and training on the disaggregation of the data. The curriculum specialist will provide to teacher best practices in instructional strategies in order to increase student achievement. The curriculum specialist will also assist with monitoring data specific to their curriculum focus as well as modeling effective instructional strategies and providing professional development in their content area. The ESE specialist will assist in gathering data and working with the exceptional education teachers in tracking exceptional education student data, as well as providing strategies, resources and materials for students making minimal learning gains. Also, included will be the development of necessary behavioral plans and IEP plans with the support of the school psychologist. The curriculum teacher will monitor the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant. The school psychologist will provide historical data on students, assessment support when determined, assessment tools to gauge student progress as a result of interventions, intervention techniques and practices, and various intervention plans.

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 RtI Leadership Team specifically takes into account our lowest 30% when developing the school improvement plan. Ms. Rose (Principal) and Ms. Veliz (Assistant Principal) meet with grade level, resource, and ESE teams monthly to review all academic data, student-by-student, and discuss services for those in need of academic interventions (data chats). Tier I data is routinely inspected in the areas of reading, math, writing, science, and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. Data is also used to screen for at-risk students who may be in need of Tier II or Tier III interventions, and all such students are referred to the CPST team for proper prescription of research-based intervention programs and the implementation of effective strategies. All Tier 2 and Tier 3 students at Sawgrass Elementary receive (daily) 45 minutes of intensive pull-out academic interventions provided by a resource teacher. The RtI Leadership Team closely monitors intervention services to ensure progress towards school improvement plan goals. The RtI team identifies the problem, analyzes data to determine the source or cause of the problem, and follows by developing and implementing an intervention plan.

### 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.

Sawgrass Elementary uses an Intervention Curriculum Map to summarize tiered data. Each grade level has specific programs and interventions to be used for At-Risk, Tier 3 students, Moderate Risk, Tier 2 students, and Low Risk, Tier 1 students. Reading and Math: Online Data Access (if available on a student), DIBELS, FAIR, Accelerated Reading, STAR, Success Maker, First in Math, Soar to Success, FCAT Explorer, just to name a few.
Pre/Post Assessments, Periodic Assessments with mini-Bats, intervention assessments, and informal and formal observations are conducted periodically to determine success.

All data sources are routinely inspected at Tier I for all core subject areas (reading, math, writing, science) and behavior. Students are closely monitored throughout the school year using both informal and formal assessments. An in-house FileMaker database has been established in order to closely monitor our students. Data chats are also conducted with all teachers throughout the school year. In addition, Test Maker Pro was purchased this year in order to assess students periodically on specific skills and benchmarks.

Tier II and Tier III: Data sources are the intervention records and progress monitoring graphs generated for individual students. Specific behavior plans are developed for students as well as, a mentor from the leadership team is assigned to monitor the progress of these students. Research based intervention programs outlined from our both the Struggling Readers Chart and the Struggling Math Charts are implemented.

Describe the plan to train staff on MTSS.

Staff development will be ongoing throughout the school year in specific content areas and will be delivered by Mrs. Fatima Barakat, Reading Coach and Mrs. Marlen Veliz, Assistant Principal during planning days, Professional Learning Communities, and optional "Tools of the Trade" Professional Development Sessions.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Grade Chairs:
Kindergarten- Janell Chandler
First-Donna Witt
Second-Luisa Hanfling
Third-Michelle Amento
Fourth-Dawn Andersen
Fifth-Fatima Barakat
ESE-Cynthia Pego
Support Staff Members:
Amanda Foutch, ESE Specialist
Fatima Barakat, Reading Coach
Carrietta Gaudio, Autism Coach
Karen Kalarchian, MicroTech
Jeannine Cohen, Speech Pathologist
Cynthia Pego, Guidance Counselor and
Administrators (Mrs. Sherry Rose and Mrs. Marlen Veliz) are part of the school's Literacy Leadership Team.

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

The LLT's function is to implement school-wide procedures and strategies that increase reading and writing skills to align with Annual Measurable Objectives (AMO) goals. This includes having monthly meetings that highlight best teaching practices (e.g. providing resource reading, small-group, and differentiated instruction). Furthermore, LLT's will meet monthly to monitor and provide feedback on all subgroups. Information from meetings are disseminated through various forms: data chats, grade chair meetings, newsletters, team meetings, PLCs or during faculty meetings.

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

The major initiatives of the LLT this year is to develop a crosswalk between New Generation Sunshine State Standards and

Common Core State Standards. In addition, utilization of researched based programs for interventions and remediation. Furthermore, close monitoring of the progress of our students throughout the year. The LLT team will also monitor the progress of struggling readers and the implementation of the reading block with fidelity. The team will collaboratively analyze student data and determine effectiveness of intervention programs. Once data is collected, implementation of research-based programs is placed and effectiveness of these programs is monitored closely. Modifications of programs are made when necessary to meet the needs of all learners. The desired result of our initiatives is to improve the FCAT performance of our subgroups (e.g. Economically Disadvantaged, English Language Learners and African American students) to align with AMO goals.

## Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

## *Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Our Pre-Kindergarten is a language-based program designed to improve both receptive and expressive language.

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## *High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | Reading students achieving proficiency level 3 numerator: 115 Reading students achieving proficiency level 3 denominator: 415<br>Reading students achieving proficiency level 3: 27.7% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 27.7% (115) | By 2013, 34% (141) of our students will achieve proficiency level 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 | Based on 2012 FCAT scores, the following anticipated barriers exist: 34% of our total population needs to score at or above grade level in reading because they have limited vocabulary, lack of background knowledge, inability to determine meaning within text, and limited stamina when reading long passages. | All students will record and monitor their fluency rate. All students will participate in an uninterrupted 120 min. reading block incorporating high yield strategies, meaningful, engaging centers, and tiers II and III to struggling readers. Common Core strategies will be implemented to include text complexity, thought complexity, and rigor in lessons and activities. | Members of the LLT; Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal<br><br>Fatima Barakat, Reading Coach | Ongoing monitoring of students (in house database, data chats, BAT I and BAT II, mini benchmarks, graphic organizers, informal and formal assessments), reflection of lessons/ strategies during PLC's, and sharing best practices. | Progress monitoring of students closely, Classroom Walkthroughs (instructional practices) and lesson plan documentation. |
| 2 | Based on 2012 FCAT scores, the following anticipated barriers exist: Students had difficulty answering higher order/rigorous questions. | Lesson plans will reflect an increase in Bloom's higher order questioning techniques during lessons and will include rigor, as well as text and thought complexity in the lessons. | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal<br><br>Fatima Barakat, Reading Coach and members of LLT | Lesson plans reviewed quarterly. | Classroom walkthrough (instructional practices) logs, informal and formal observations. |
| 3 | Barrier: Appropriate utilization of student assessment data to drive instruction and determine specific interventions. | Provide training on specialized programs and interventions that focus on the targeted areas of instruction. | Sherry Rose, Principal/Marlen Veliz, Assistant Principal/Fatima Barakat, Reading Coach and members of the LLT. | Data chats with administration and reading coach and monitoring of individual student by student data.<br><br>Classroom Walkthroughs | Benchmark data points (BAT I & 2, etc.) and informal ongoing 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:<br>Students scoring at Levels 4, 5, and 6 in reading. | |

| Reading Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | Reading students achieving proficiency levels 4 and 5 numerator: 150 proficiency levels 4 and 5 denominator: 415 |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36.1% (150) | 41.1% (171) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Maintaining these students at levels 4 and 5 since many of these students have limited opportunities for enrichment. | Utilizing a computerized reading program such as (Accelerated Reader) to enrich the curriculum and ensure that these students have the opportunity to be challenged. | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal<br><br>Fatima Barakat, Reading Coach<br><br>LLT members | The program will be evaluated using the Accelerated Reader's Assessment the students will be utilizing. | 2A.1. Computer generated progress reports, Mini Assessments, and BAT 1 and BAT 2. |
| 2 | Limited time spent on content area reading of informational text. | Provide training on content area strategies and graphic organizers. | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal<br><br>Fatima Barakat, Reading Coach<br><br>LLT members | Data chats with administration and monitoring of individual student by student data. | Reading inventories, writing reflections, journal writing, and benchmark data points (BAT I & II,etc.) |

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:<br>Students scoring at or above Achievement Level 7 in reading. | Florida Alternate Assessment Students scoring at or above Achievement Level 7 in reading, 3 numerator scoring levels 7 Denominator: 5 |
|---|---|

| Reading Goal #2b: | |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 60% (1.5) | 63% (3.1) |

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

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

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.<br><br>Reading Goal #3a: | Reading students making learning gains numerator: 233.4<br>Reading students making learning gains denominator: 287<br>Reading students making learning gains: 81.3% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 81.3% (233) | 83% (238) |

| 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 | Some students may not make learning gains since they may not be given the proper intervention programs that determine specific instruction. Teachers must be informed of the students' progress to continue to differentiate and meet the students' needs. | Provide training on specialized programs and strategies to increase student achievement. Increase Common Core training so that lessons have rigor and complexity. | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal,<br><br>Fatima Barakat, Reading Coach and members of the LLT | Data chats with administration and reading coach and monitoring of individual student by student data. Classroom Walkthroughs. | Administration will monitor performance through CWT, informal and formal data points and chats. |
| 2 | 3% of our students need to make learning gains in reading in order to reach the targeted AMO. A number of barriers exist: Some students may not make learning gains due to limited vocabulary or have limited exposure or background knowledge in the area of vocabulary. Therefore, they are not able to use and understand the vocabulary in content. | Crunch time plans will be generated targeting specific students that need to make learning gains in reading with a focus on building vocabulary and introduce students to Essential Vocabulary Words in various content areas. Worldly Wise will be utilized in the classrooms as an additional vocabulary strategy. | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal,<br><br>Fatima Barakat, Reading Coach and members of the LLT | Data from mini benchmarks and crunch time plans will be reviewed. | Crunch time reports/ Use of Essential Vocabulary Words in Content/ Graphic Organizers |

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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | Florida Alternate Assessment Percentage of students making learning gains in reading, numerator 1 making learning gains Denominator: 4, 25% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25%(1) | 50%(2) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Anticipated barrier consists of 25% of our lowest quartile not meeting the projected goal because students experience difficulties with organization, focus, and processing. | Tier II and Tier III interventions will be used to remediate and support classroom instruction. For example, research based programs such as Soar to Success, Phonics for Reading, REWARDS, Quick Reads, Great Leaps, etc.) | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal,<br><br>Fatima Barakat, Reading Coach and members of the LLT | Data collected from Classroom Walkthroughs<br><br>Informal and formal observations<br><br>Documentation of lesson plans | Classroom Walkthroughs (specifically, instructional practices) |
| 2 | Our lowest quartile may not be receiving appropriate research based programs based on their need and data that drives instruction and determines specific instruction. | Provide training on specialized programs and strategies to increase student achievement. | Sherry Rose, Principal<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach and members of the LLT | Data chats with administration and monitoring of individual student by student data. Classroom Walkthroughs. | Administration and reading coach will monitor performance through CWT, informal and formal data points and chats. |

| 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.<br><br>Reading Goal #4: | 84.5% of students met adequate progress of the lowest 25% in the school. Reading students in lowest 25 making learning gains numerator: 64.2 Reading students in lowest 25 making learning gains denominator: 76 Reading students in lowest 25 making learning gains: 84.5% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 84.5% (64.2) | 86% (65) |

| 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 | Anticipated barrier consists of 2% of our lowest quartile not meeting the projected goal because students experience difficulties with organization, focus, and processing. | Tier II and Tier III interventions will be used to remediate and support classroom instruction. For example, research based programs such as Soar to Success, Phonics for Reading, REWARDS, Quick Reads, Great Leaps, etc.) | Sherry Rose, Principal<br><br>Marlen Veliz, Assistant Principal<br><br>Fatima Barakat, Reading Coach and members of the LLT | Data collected from Classroom Walkthroughs<br><br>Informal and formal observations<br><br>Documentation of lesson plans | Classroom Walkthroughs (specifically, instructional practices) |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Our lowest quartile may not be receiving appropriate research based programs based on their need and data that drives instruction and determines specific instruction. | Provide training on specialized programs and strategies to increase student achievement. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach and members of the LLT | Data chats with administration and monitoring of individual student by student data. Classroom Walkthroughs | Administration and reading coach will monitor performance through CWT, informal and formal data points and chats. |

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 # |
|---|---|
| | 5A : Based on ambitious but achievable Annual Measurable Objectives (AMOs), Sawgrass Elementary's performance target in reading and mathematics is to reduce the achievement gap by 3% each year for the next 6 years which would meet the |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 64% | 67% | 70% | 73% | 76% | |

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: | FCAT 2012 indicated that our school did not meet the AMO target for all subgroups. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black: 52% (64) White: 27% (26) Hispanic: 31% (49) Asians: 26% (7) | Black: 55% (67) White: 30% (29) Hispanic: 34% (54) Asian: 29% (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 | Some of the barriers may consist from: having Limited Background Knowledge/ Limited Stamina when reading long passages and an inability to understand vocabulary in context. | Implementation of research based interventions programs (Soar to Success, REWARDS, Phonics for Reading, Quick Reads, Great Leaps, etc.) Programs listed on the Struggling Reader's Chart. In addition, students will work on DOLCH, Fry High Frequency words, making words, creating mnemonics, etc. to build their vocabulary. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach and members of the LLT | Ongoing monitoring utilizing both informal and formal assessments. | DAR, DRA, Running Records, IRI's, Chapter Tests, Unit Tests, Graphic Organizers, Fluency Graphs, etc. |
| 2 | Limited resources and personnel to effectively address the specific differentiated needs of struggling readers | Creative scheduling to provide additional reading instruction that extends beyond the initial 90 minute reading block for which a double and triple dose of targeted instruction is delivered. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach | Data chats with administration and reading coach and monitoring of individual student by student data. Classroom Walkthroughs (instructional practices) | Ongoing Student Progress using informal assessments, BAT I & II. |

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

of improvement for the following subgroup:

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>Reading Goal #5C: | FCAT 2012 indicated that our school did not meet AMO for all subgroups. Numerator;32 denominator; 59. 54% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 54% (32) | 59% (35) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students need additional practice and instruction to understand concepts. | Teachers implementing interactive multimedia and multi-modality strategies and testing accommodations. | Sherry Rose, Principal Marlen Veliz, Principal, Members of the LLT Team/ Fatima Barakat, Reading Coach | An additional 30 minutes is blocked into the schedule to provide time for a double dose in reading through the content area. Utilization of ELL Programs provided and outlined by the district. | Ongoing Assessments/BAT I & II/ Classroom Walkthroughs |
| 2 | Additional instructional training is needed to effectively implement ELL Supplemental materials in the classroom. | Ongoing staff training and modeling of supplemental materials. | Sherry Rose, Principal Marlen Veliz, Principal, Members of the LLT Team/ Fatima Barakat, Reading Coach | Data chats with administration and reading coach to monitor individual student by student data. Classroom Walkthroughs | Ongoing assessments/ BAT I & II/ Classroom Walkthrough Data |

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.<br><br>Reading Goal #5D: | FCAT 2012 indicated that our school did not meet AMO in all subgroups. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62% (26) | 67% (28) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Barrier: students have difficulty processing information from text and organizing their thought process. In addition, SWD have difficulty staying on task and reading the text within a set time frame. | Tier II and III Interventions: Implementation of research based interventions programs (Soar to Success, REWARDS, Phonics for Reading, Quick Reads, Great Leaps, etc.) Programs listed on the Struggling Reader's Chart. Data collected will drive instruction and | Sherry Rose, Principal Marlen Veliz, Principal, Members of the LLT Team/ Fatima Barakat, Reading Coach | Data collected from: Mini Benchmark Assessments BAT I / II Ongoing Monitoring Progress Crunch Time Reports Informal/formal Assessments Classroom Walkthroughs | DAR, DRA, Running Records, IRI's, Chapter Tests, Unit Tests, Graphic Organizers, Fluency Graphs, etc. Determine effectiveness of programs and accommodations. |

| | | | | effectiveness of programs. | |
|---|---|---|---|---|---|
| 2 | Utilization of the RtI process in a timely manner and introduce research based interventions aligned with student IEP goals and the Struggling Reader's Chart. | Review, practice, and monitor the implementation of these programs to fidelity based on student data. Utilize reading diagnostic data to identify deficiencies to be addressed through appropriate intervention materials. | Sherry Rose, Principal Marlen Veliz, Principal, Members of the LLT Team/ Fatima Barakat, Reading Coach | Student progress is assessed using ongoing progress monitoring assessment tools and daily work assignments. | BAT I & II data/ Review and monitor IEP's during weekly ESE meetings with teachers/ RtI meetings. |
| 3 | Students with disabilities need specific accommodations and modifications to understand concepts. | Plan supplemental instruction/intervention for students not responding to core instruction. Include explicit instruction, modeled instruction, guided practice, and independent practice. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach Cynthia Pego, ESE Specialist RtI Team | Ongoing progress monitoring. | BAT I & II Data/ Classroom Walkthroughs |

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: | 2011 percent of students below grade level in reading: 29% 2012 percent of students below grade level in reading: 42% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 42% (98) | 46% (107) |

| 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 | Anticipated Barrier: limited vocabulary and are limited to being exposed to higher vocabulary. | Tier II and III Interventions: Implementation of research based interventions programs (Soar to Success, REWARDS, Phonics for Reading, Quick Reads, Great Leaps, etc.) Programs listed on the Struggling Reader's Chart. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Members of the LLT Fatima Barakat, Reading Coach | Data collected from: Mini Benchmark Assessments BAT I / II Ongoing Monitoring Progress Crunch Time Reports Informal/formal Assessments Classroom Walkthroughs | DAR, DRA, Running Records, IRI's, Chapter Tests, Unit Tests, Graphic Organizers, Fluency Graphs, etc. |
| 2 | Appropriate utilization of student assessment data to drive instruction and determine specific intervention. | Provide training on specialized programs and interventions that focus on all areas of reading. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Members of the LLT Fatima Barakat, Reading Coach | Data chats with administration and reading coach to monitor individual student by student data. Classroom Walthroughs | Ongoing Assessments/ Classroom Walkthrough Data/ BAT I & II |

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 |
|---|---|---|---|---|---|---|
| Costumized Lessons | K-5 | Fatima Barakat | School-wide | On-going | Classroom Walkthroughs/Follow Up Activities (teachers are provided supplemental and remediation resources for each skill and/or strategy presented during each Costumized Lesson. | Fatima Barakat Reading Coach/Administration |
| Differentiated Centers | K-5 | Fatima Barakat | School-wide | On-going (Once A Month) | Classroom Walkthroughs (instructional practices), Lesson Plans | Fatima Barakat- Reading Coach Marlen Veliz- Assistant Principal |
| Core Subjects/ Behavior/ Suspensions/ Parent Involvement/ Attendance | K-5 | Fatima Barakat | School-wide | On-going (Monthly) | Classroom Walkthroughs/Sharing Best Practices/ Follow-up Activities | Fatima Barakat, Reading Coach Marlen veliz Assistant Principal |
| Common Core | K-5 | Fatima Barakat | School-wide | Professional Learning Community | Classroom Walkthroughs (instructional practices)/Lesson Plan Documentation | Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach |
| | | | | | | |
| Tools of the Trade Reading Strategies | K-5 | Fatima Barakat | School-wide | On-going (Once A Month). | Mini BATs, Weekly and Unit Tests | Fatima Barakat- Reading Coach Marlen Veliz, Assistant Principal |
| Reading Assessments & Monitoring of Student Progress | K-5 | Fatima Barakat | School-Wide | On-going (Once a Month during Professional Development) | Evidence of Implementation of Assessments | Fatima Barakat- Reading Coach Marlen Veliz, Assistant Principal Carrietta Gaudio- Autism Coach |
| Data Analysis/ IFC's meeting/ Reading Comprehensive Plan | All | Sherry Rose, Principal Marlen Veliz Assistant Principal, Fatima Barakat, Reading Coach | School-wide | Pre-planning Week | Classroom Walkthroughs (instructional practices)/ Lesson Plans | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Reading Technology Program | Accelerated Reader | | $2,000.00 |
| | | | Subtotal: $2,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| | | | $0.00 |

|  |  |  | Subtotal: $0.00 |
| --- | --- | --- | --- |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| FCAT Camp | After school and Saturdays | SAC | $1,000.00 |
|  |  |  | Subtotal: $1,000.00 |
|  |  |  | **Grand Total: $3,000.00** |

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
| --- | --- |
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: |  |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
|  | |
| Problem-Solving Process to Increase Student Achievement | |

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

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

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

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

| 3. Students scoring proficient in writing.  CELLA Goal #3: | |
|---|---|
| 2012 Current Percent of Students Proficient in writing: | |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

CELLA Budget:

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

*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.<br><br>Mathematics Goal #1a: | The percentage of students mastering a level 3 on the FCAT will increase to 31% from 28% through utilization of the Math Blitz, First in Math computer program and a sixty-minute block where centers and differentiated small group instruction is taking place. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 28% (114) | 31% (129) |

| 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 | One of the barriers that could have contributed to the students not meeting criteria is that students have difficulty using higher order thinking and problem solving skills to solve real world problems. In addition, emphasis needs to be placed on utilizing centers within the instructional math time. | Provide training and grade level support in learning the Go Math series as well as the appropriate auxiliary materials. In addition, Grades K-5 will implement centers during the sixty-minute math block. | Sherry Rose-Principal<br><br>Marlen Veliz, Assistant Principal<br><br>Fatima Barakat, Curriculum Specialist | Monitor lesson plans, informal and formal observation and center rubrics.<br><br>Classroom Walkthroughs will be used to collect data as well as monitor centers. | Completed center assignments, discussions on the effectiveness of center activities as well as Mini Assessments and chapter tests |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | Math students achieving proficiency levels 4 and 5 will increase from 0% in 2012 to 1% in 2013. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% | 1% |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Maintaining academic rigor for students at levels 4 and 5 in mathematics. | Students will conduct Big Idea Projects and will use Go-Math Enrichment to extend the learning. | Sherry Rose, Principal<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Curriculum Specialist | Rubric for Big Idea Projects and lesson plan observations as well as classroom walkthroughs (instructional practices). | Mini BATs, chapter tests, Big Idea tests. |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | Based on the 2012 FCAT Demographics report, 41.7% of students tested scored a level 4 or 5 on the FCAT Math test. Goal for 2013 is to increase students scoring at or above achievement levels 4 and 5 in mathematics to 47%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 41.7% (173) | 47% (195) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Maintaining academic rigor for students at level 4 and 5 in mathematics. | Students will conduct Big Idea Projects and will use Go-Math Enrichment to extend the learning. | Sherry Rose, Principal, Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist | Rubric for Big Idea Projects and lesson plan observations as well as classroom walkthroughs (instructional practices). | Mini BATs, chapter tests, Big Idea tests. |

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

| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | Sawgrass Elementary will increase the number of students scoring at or above Level 7 in mathematics on FAA from 60% to 80%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 60%(3) | 80%(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 |
| No Data Submitted | | | | |

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

| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal #3a: | Sawgrass Elementary will increase the percent of students making learning gains in mathematics FCAT 2.0 from 77% (222) to 79%(228). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 77% (222) | 79% (222) |

| | 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 | An additional 10% of our students need to make learning gains in mathematics. Some of the barriers present today include lack of understanding of math vocabulary and the limited use of math terms used during classroom instruction. | Tier I and II interventions: Research based programs from our struggling math chart- Knowing Mathematics/ Touch Math/ Teachers will incorporate Essential Math Vocabulary/ Teachers and students will utilize math terminology during math instruction. | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist | Lesson Plans, Classroom Walkthroughs will monitor the use of math terminology | Mini BATs and chapter tests |

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

| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | Math students achieving proficiency levels 4 and 5 on the FAA will increase from 25% to 50% in 2013. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25%(1) | 50%(2) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | The percentage of students in the lowest 25% demonstrating a learning gain in math will increase in 2013 from 67% to 70% through participation in First in Math, utilization of Math Blitz and increase in centers during the sixty-minute math instruction. In addition, Soar to Success will be utilized as a Tier intervention. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 67% (51) of students in the lowest 25% in grades 3-5 made a learning gain. | 70% (53) of students in the lowest 25% in grades 3-5 will make a learning gain. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for | Process Used to Determine Effectiveness of | Evaluation Tool |

| | | Monitoring | Strategy | |
|---|---|---|---|---|
| 1 | Many of our lowest quartile students have deficiencies in reading which contributed to their lack of understanding word problems. Another barrier may consist of our lowest quartile focusing on computation and basic skills rather than problem solving. | Tier I and II interventions: Research based programs from our struggling math chart- Knowing Mathematics/ Touch Math and Soar to Success. Students will formulate word problems/ Students will solve basic math problems using pictures, manipulatives, etc. Students will work on math centers for individualized instruction. | Sherry Rose, Principal Marlen Veliz Assistant Principal Fatima Barakat, Curriculum Specialist | Classroom Walkthroughs/ Informal & Formal Observations/ Data collected throughout the year | BAT I & II TOMA/TEMA Chapter & Unit Tests Mini-Bechmarks |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #<br>Sawgrass Elementary will reduce the achievement gap 3% each year for the next six years to attain the required 50%.<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 67% | 70% | 73% | 76% | 79% | |

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5B: | FCAT 2012 indicated that our school did not meet the AMO target for all subgroups. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black: 53% (64)<br>White: 15% (14)<br>Hispanic: 26% (41)<br>Asian: 19% (5) | Black: 57% (70)<br>White: 18% (17)<br>Hispanic: 28% (44)<br>Asian: 21% (6) |

| 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 | Increase or maintain students in each of the subgroups. A barrier may be related to the limited amount of word problems that students formulate and generate. | Tier I and II interventions: Research based programs from our struggling math chart- Knowing Mathematics/ Touch Math/ Soar to Success. Students will formulate their own word problems for classmates to solve. | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist | Classroom Walkthroughs/ Informal & Formal Observations/ Data collected throughout the year | BAT I & II TOMA/TEMA Chapter & Unit Tests Mini-Bechmarks |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | |
|---|---|
| | ELL student continue to show growth. |

| Mathematics Goal #5C: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 35% (20) | 38% (22) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | ELL students need to meet AMO in mathematics since they have limited math vocabulary. | FCAT Explorer, ESOL strategies/ Use math word walls and Essential Math Vocabulary as well as First in Math and Soar to Success | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist | Chapter Tests and Mini BATs | BAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | 51% of our students scored at or above grade level in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 51% (21) | 55% (23) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | An additional 4% of our students need to make AMO in mathematics. Some of the barriers that exist with our SWD are: not understanding how to solve word problems/ limited math vocabulary/ limited use of virtual manipulatives/ more time needed for prep work | Utilize programs listed on our struggling math chart. Individualized math instruction in mathematics. Differentiate instruction in mathematics using centers and small group instruction. In addition, students will solve word problems utilizing manipulatives, pictures, and explanations as to how they derived at their answers. | Sherry Rose, Principal Marlen Veliz, Assistant Principal ESE Specialist Carrietta Gaudio, Autism Coach Fatima Barakat, Curriculum Specialist | Classroom Walkthroughs Lesson Plan Documentation/ Data collected from diagnostic assessments will be used to determine effectiveness of the strategies and modify instruction. In addition, SWD will receive accommodations and teachers will collaborate with each other to determine and monitor progress. | Informal/Formal Assessments<br><br>TEMA/ TOMA 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.<br><br>Mathematics Goal #5E: | 41% of our students met AMO in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | 41% (95) | | | 45% (104) | |
|---|---|---|---|---|---|

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Some of the barriers include lack of understanding of word problems and multiple step problem solving. In addition, limited background knowledge of basic skills on computation and real world connections. | Utilize programs listed on our struggling math chart.<br><br>Individualized math instruction in mathematics.<br><br>Differentiate instruction in mathematics using centers and small group instruction.<br>Students will solve real world math problems.<br>Students will learn math terminology and vocabulary. | Sherry Rose, Principal Marlen veliz, Assistant Principal Fatima Barakat, Curriculum Specialist | Classroom Walkthroughs Lesson Plan Documentation/ Math Word Walls with Essential Math Vocabulary | Informal/Formal Assessments |

*End of Elementary School Mathematics Goals*

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Go Math Series/Centers | K-5 | Fatima Barakat | School-wide | August 13, 2012 | Classroom Walkthrough, Lesson Plans | Fatima Barakat, Curriculum Specialist<br><br>Marlen Veliz, Assistant Principal |
| Common Core | K-5 | Fatima Barakat/Dr. Latour | School-wide | October 29, 2012 | Classroom Walkthrough, Lesson Plans/ Evidence of Strategies | Fatima Barakat, Curriculum Specialist Marlen Veliz, Assistant Principal |
| Math Interventions | K-5 | Fatima Barakat/Dr. Latour | School-wide | November 12, 2012 | Evidence of strategies | Fatima Barakat, Curriculum Specialist Marlen Veliz, Assistant Principal |

Mathematics Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| First in Math | On-line math practice | SAC | $1,000.00 |
| | | | Subtotal: $1,000.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| FCAT Camp | After-school and Saturdays | SAC | $500.00 |
| | | | Subtotal: $500.00 |
| | | | **Grand Total: $1,500.00** |

*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.<br><br>Science Goal #1a: | Our school needs to improve in Science. Therefore, teachers must continue NGSSS implementation with fidelity so that we can improve our scores from. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 40% (59) | 45% (67) |

| 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 | Barrier: students have difficulty connecting text to world and with real world experiences. | Hands On Experiments using higher order thinking questions/ Science Notebooks/Journals | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach Science Chairperson PLC | Classroom Walkthroughs/ Observations/ Formal & Informal Assessments/ Data Chats/ Science Journals | Informal & Formal Observations/ Mini assessments/ BAT Data |
| 2 | Students need additional practice using varying learning modalities and maintaining academic rigor. | Teachers will incorporate ESE and ELL strategies throughout the content area making modifications through modified assessments, additional time, peer buddy, support facilitators and differentiating instruction. In addition, students will utilize the use of games, projects, and real | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Reading Coach Science Chairperson PLC | Classroom Walkthroughs/ Observations/ Formal & Informal Assessments (BAT I and Bat II)/ Data Chats (science unit tests, journals, and teacher observations) | Ongoing Assessments/ Informal & Formal/ Observations/ BAT Data |

| | | | | | |
|---|---|---|---|---|---|
| | | experiments. | | | |
| 3 | Appropriate utilization of student assessment data to drive instruction and determine specific interventions. | Provide training on specialized programs and interventions that focus on the targeted areas of instruction. | Sherry Rose, Principal Marlen Veliz, Assistant Principal | Data chats with administration and monitoring of individual student by student data. Classroom Walkthroughs (instructional practices) | Benchmark data points (BAT I & II) and informal ongoing assessment and monitoring of student progress. |
| 4 | Science rotation makes it difficult for teachers to conduct weekly hands-on experiments. | Provide weekly Science instruction using the Science series and the use of hands-on experiments and technology including: 1) Instructional Focus Calendars K-5 2) FCAT Dailies for Grade 5 3) Broward County customized hands-on science activities (science kits, science Fusion hands-on activities) 4) Implementation of BEEP Lessons (BCCHS kits, hands-on science activities) 5) Science videos K-5 (BEACON) 6) technology 7) Science Journals (to remediate and enrich student conceptual understanding of science content and vocabulary) 8) Alignment of Fusion textbook with supplemental science materials (i.e. Coach) 9)Use of essential science vocabulary (list provided by BCCPS) | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, 5th Grade Team Leader 5th Grade Teachers RtI Team | Broward county customized hands-on materials will be implemented with fidelity and monitored by Administration. | Mini-BATs, Common Assessments, BEEP, and Science FCAT result assessments will be reviewed to determine effectiveness and progress. |

| 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: | Students scoring at Levels 4,5, and 6 in science will increase 33%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% | 33% (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 |
| | Barriers consist of limited prior knowledge and exposure to | Science Blitz- spiraled instruction utilizing high order questions. | Sherry Rose, Principal Marlen veliz, | Informal Observations/ Oral Discussions to Determine Knowledge | Science Blitz Oral Class Discussions Science Coach |

| | | | | | |
|---|---|---|---|---|---|
| 1 | science vocabulary. | Science Blitz has daily questions that review all benchmarks. | Assistant Principal Fatima Barakat, Curriculum Specialist | | books |
| 2 | Maintaining academic rigor through the use of science games, projects, and real world experiments. | Students will compete in a school wide science fair or science project. Students will create science projects, participate in virtual labs, and use the essential vocabulary in proper context. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, 5th Grade Team Leader 5th Grade Teachers | Science Rubric/ Classroom Walkthroughs/ Use of Technology/ Science Project/ Fair (Use of Scientific Method) | Science Rubric/ Classroom Walkthroughs |

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: | Sawgrass will show progress in Science. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 14% (21) | 21% (31) |

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 | Barriers consist of limited prior knowledge and exposure to science vocabulary. | Science Blitz- spiraled instruction utilizing high order questions. Science Blitz have daily questions that review all benchmarks. | . Sherry Rose, Principal, Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist. | Informal observations, Oral discussions to determine knowledge, science rubric/classroom walkthroughs, use of technology, science projects, Fair (use of Scientific Method). | Science Blitz, Oral class discussions, Rubric, walkthroughs. |
| 2 | Maintaining academic rigor through the use of science games, projects, and real world experiments. | Students will compete in a school wide science fair or science project. Students will create science projects, participate in virtual labs, and use the essential vocabulary in proper context. | Sherry Rose, Principal, Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist. | Informal observations, Oral discussions to determine knowledge, science rubric/classroom walkthroughs, use of technology, science projects, Fair (use of Scientific Method). | Science Blitz, Oral class discussions, Rubric, walkthroughs. |

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: | 67% (2) |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| 67% (2) | 100%(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 |
| No Data Submitted |||||

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| PLC Big Ideas in Science | All Grade Levels (Pre-K-5) | Fatima Barakat, Curriculum Specialist Science PLC Chairperson | School-wide (PLC In Science) Participants include members of each grade level. Information obtained from PLCs is shared at grade level meetings utilizing the Train the Trainer Model. | Ongoing- Meet Monthly Throughout the Year | Evidence of scientific strategies/ Lesson Plan Documentation | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist |
| Florida's Continuous Improvement Model Training | All Grade Levels | Marlen Veliz, Assistant Principal Fatima Barakat, Curriculum Specialist Science PLC Chairperson | Science Teachers Grades 3-5 | Early Release Days/ PLC meetings | Classroom Walkthroughs (Reflective Conversations based on CWT reports) | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist |

Science Budget:

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

| | | | |
|---|---|---|---|
| <span style="color:red">No Data</span> | <span style="color:red">No Data</span> | <span style="color:red">No Data</span> | <span style="color:red">$0.00</span> |
| | | Subtotal: | $0.00 |
| | | **Grand Total:** | **$0.00** |

*End of Science Goals*

# Writing Goals

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

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

| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | By 2013, 100% of our 3rd and 4th grade teachers will participate in monthly rigorous writing professional development by a certified trainer. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 90% (137) | 91% (138) |

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Maintaining our students at these levels is difficult since a number of our students have difficulty with the writing process and the new criteria for grading. Barriers that exist are organizing thoughts and ideas to produce a well-written paper. Students have a tendency to write as they speak or text.</td>
<td>Six Traits to Writing/ Writing FCAT Camps/and monthly monitoring</td>
<td>Sherry Rose, Principal<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Curriculum Specialist</td>
<td>Monthly Writing Prompts, increase in professional development for 3rd and 4th grades, inclusion of a writing special, and more collaboration amongst teachers, trainers, and students.</td>
<td>Writing Rubric Graded essays</td>
</tr>
<tr>
<td>2</td>
<td>Students need to have ownership in the assessment and most importantly editing of their writing.</td>
<td>Students will utilize rubrics to self assess their writing and for peer editing. They will revise their original writing to meet the standards of scoring a minimum of 4.0.</td>
<td>Sherry Rose, Principal<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach<br>Fatima Barakat, Writing Leader</td>
<td>Writing samples</td>
<td>Writing rubrics</td>
</tr>
<tr>
<td>3</td>
<td>Students need more writing practice across the curriculum.</td>
<td>Teachers will integrate writing into their curriculum. Writing across math, reading, science and specials.</td>
<td>Sherry Rose, Principal<br>Marlen Veliz, Assistant Principal<br>Fatima Barakat, Reading Coach<br>Fatima Barakat, Writing Leader</td>
<td>Writing samples</td>
<td>Progress between the Pretest Prompt and the mid-year Prompt.</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 4 or higher in writing.<br><br>Writing Goal #1b: | Students scoring at 4 or higher in writing will increase to 33%. |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 0% | 33%(1) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Writing PLC/ Sharing Best Practices | All Grade Levels (K-5) & Writing PLC | Fatima Barakat, Curriculum Specialist | School-wide Participants of this PLC have representatives from each grade level. Information is shared with team members during grade level meetings using the Train the Trainer Model. | Ongoing- Meet Monthly | Evidence of writing prompts/rubric scores | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Curriculum Specialist |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Writing Trainer | Professional Development | Accountability Funds | $500.00 |
| | | | Subtotal: $500.00 |

## Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | By 2013, 98% (975) will attend school on a regular basis and arrive on time as opposed to the 95% in 2012. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| Attendance Rate 95% | 98% (975) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 2012-91 Number of students with excessive absences | 2013- Excessive absences will be reduced by 10%. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 2012- 270 students had excessive tardies. | 2013- Excessive tardies will be reduced by 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 | Significantly decrease the amount of students with excessive absences and tardies as many students are tardy due to parents bringing children to school late. | Incentives for classrooms and students/ Look for ways to move the car loop more efficiently/ Inform parents on attendance policies during Open House, Parent Link, and parent/teacher conferences. | Sherry Rose, Principal Marlen Veliz, Assistant Principal | Attendance records/ data collection | Attendance records |
| 2 | There is an increased number of tardies and absences during standardized testing. | Attendance certificates or incentives will be given to students who receive perfect attendance for each quarter.<br><br>Classes with 100% attendance during testing sessions will be recognized<br><br>Guidance Counselor will work closely with students to provide strategies to reduce test anxiety. | Sherry Rose, Principal Marlen Veliz, Assistant Principal | Data will be collected and compared from previous years. | Attendance reports and BTIP Data. |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| PLC on RTI/ Attendance/ Suspensions-Impact on Academics | All Grade Levels | Marlen Veliz, Assistant Principal Fatima Barakat Curriculum Specialist | School-wide | Early Release/ PLC Meeting | Data collection of attendance records | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist |
| Attendance Policy | K-5 | Marlen Veliz, Assistant Principal Fatima Barakat Curriculum Specialist | School-wide | Early Release/ PLC Meeting | Data collection of attendance records | Sherry Rose, Principal Marlen Veliz, Assistant Principal, Fatima Barakat, Curriculum Specialist |

Attendance Budget:

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

*End of Attendance Goal(s)*

# Suspension Goal(s)

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

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Suspension | |
| Suspension Goal #1: | Suspensions at our school have remained at a minimum. |

| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
|---|---|
| 6 students were internally suspended in 2010 | Reduce the number of students internally suspended by half. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 6 number of students with internal suspensions in 2010. | Reduce the number of students with internal suspensions by half. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| Number of external suspensions: 3 | Number of expected suspensions: 1-3 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| Number of students with external suspensions: 2 | Number of expected suspensions: 1-2 |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | A number of students may continue to be suspended and academics will be impacted since a number of teachers are not implementing CHAMPS with fidelity. | CHAMPS strategies/ Classroom Management | Sherry Rose, Principal Janice Crosby, Intern Principal Marlen Veliz, Reading Coach | Classroom Walkthroughs | Informal Observations/ Data on number of students being suspended |
| 2 | Use of RtI Process and Training | K-5 RtI Process & Training (PBIP, FBA) | Janice Crosby, Intern Principal Leslie Atelus, Guidance Counselor | Implementation of Functional Behavior Plans and Positive Behavior Intervention Plans | Classroom Walkthroughs/ Informal Observations/ Data Collection of 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 |
|---|---|---|---|---|---|---|
| No Data Submitted | | | | | | |

Suspension Budget:

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

*End of Suspension Goal(s)*

# Parent Involvement Goal(s)

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

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

| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | Our school has had a large number of parental involvement and over 6,000 recorded volunteer hours. By 2013, 80% of our parents will be involved in their child's education by participating in our school wide functions or parent nights. |
|---|---|
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 76% (750) our of families have participated in our school wide functions throughout the school year. | 2013- Increase that percentage to 80% (788) |

| 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 | Another 4% (38) families need to participate in school events and some of the barriers may be time constraints since a number of our parents work or have multiple jobs. In addition, school to parent communication may be | Building bridges of communication/ Flexible times/ Incentives for those in attendance | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Curriculum Specialist | Record Keeping of attendance | Collection of attendance records/ Sign In Sheets |

| | | | | | | |
|---|---|---|---|---|---|---|
| another barrier. | | | | | | |

## 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 |
|---|---|---|---|---|---|---|
| Communication, Incentives & Motivators | All Grade Levels | Sherry Rose Principal Marlen Veliz, Assistant Principal | School-wide | PLC Meetings/ Community Evening Functions | Needs Assessment/ Evaluation Forms (Feedback forms)/ Reflection/ Attendance Data Collected From Families attending community functions. | Sherry Rose, Principal Marlen Veliz, Assistant Principal Fatima Barakat, Curriculum Specialist |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $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<br><br>STEM Goal #1: | |
| Problem-Solving Process to Increase Student Achievement | |

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

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

# Additional Goal(s)

## No Additional Goal was submitted for this school. Goal:

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

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

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

Budget:

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

*End of No Additional Goal was submitted for this school. Goal(s)*

# FINAL BUDGET

## Evidence-based Program(s)/Material(s)

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | | | | $0.00 |
| | | | | Subtotal: $0.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Reading Technology Program | Accelerated Reader | | $2,000.00 |
| Mathematics | First in Math | On-line math practice | SAC | $1,000.00 |
| | | | | Subtotal: $3,000.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | | | | $0.00 |
| | | | | Subtotal: $0.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | FCAT Camp | After school and Saturdays | SAC | $1,000.00 |
| Mathematics | FCAT Camp | After-school and Saturdays | SAC | $500.00 |
| Writing | Writing Trainer | Professional Development | Accountability Funds | $500.00 |
| | | | | Subtotal: $2,000.00 |
| | | | | Grand Total: $5,000.00 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| j͞n Priority | j͞n Focus | j͞n Prevent | j͞n NA |
|---|---|---|---|

Are you a reward school:  j͞n Yes  j͞n No

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

No Attachment (Uploaded on 10/18/2012)

# 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 |
|---|---|
| At this time the projected funds will be used for updating . technology and purchasing new technology to enhance curriculum | $5,000.00 |

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

The SAC committee plans to align funding and school initiative with the school improvement goals to increase the number of students proficient in all academic areas.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Broward School District**
**SAWGRASS ELEMENTARY SCHOOL**
**2010-2011**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 81% | 83% | 78% | 52% | 294 | 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 | 72% | 76% | | | 148 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 68% (YES) | 80% (YES) | | | 148 | 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 | | | | | 590 | |
| 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**
**SAWGRASS ELEMENTARY SCHOOL**
**2009-2010**

| | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 78% | 83% | 90% | 57% | 308 | 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 | 68% | 74% | | | 142 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 60% (YES) | 64% (YES) | | | 124 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 574 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |