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

School Name: FLAMINGO ELEMENTARY SCHOOL

District Name: Broward

Principal: Janice Crosby

SAC Chair: Mary Burgs

Superintendent: Mr. Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

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

## ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Janice Crosby | B.A in Elementary Education, M.S. in Educational Leadership,ESOL Endorsement | 1 | 4 | Flamingo Elementary 2011-2012: "A" School Grade 2011 - 2012 Results: High Standards in Rdg. - 66% High Standards in Math - 67% High Standards in Science- 57% High Standards in Writing- 80% Learning Gains in Rdg. - 69% Learning Gains in Math - 73% Lowest 25% in Reading - 62% Lowest 25% in Math - 71% Sawgrass Elementary School (Assistant Principal) 2008-2012: "A" School Grade |
| | | | | | Flamingo Elementary 2011 - 2012: "A" School Grade 2010-2011: "A" School Grade 2010-2011: AYP Not Met (74% criteria for AYP met) 2011 - 2012 Results: |

| Assis Principal | JoAnne Misiewicz | Elementary Education, Educational Leadership, ESOL Endorsement | 2.5 | 2.5 | High Standards in Rdg. - 66%<br>High Standards in Math - 67%<br>High Standards in Science- 57%<br>High Standards in Writing- 80%<br>Learning Gains in Rdg. - 69%<br>Learning Gains in Math - 73%<br>Lowest 25% in Reading - 62%<br>Lowest 25% in Math - 71%<br><br>Sheridan Park Elementary<br>2008-2009: AYP Met<br>2008-2009: "A" School Grade |

## 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 | Ashley Armstrong | B.A. in Elementary Education, M.S.in Educational Leadership, ESOL Endorsed | | | Country isles Elementary School - 3rd Grade Teacher<br>2006 - 2012: "A" School |

## 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 | Professional Development by individual teachers, grade levels and school wide based on areas of need. | Jo-Anne Misiewicz, Assistant Principal | Ongoing | |

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| N/A | N/A |

## Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 43 | 0.0%(0) | 2.3%(1) | 60.5%(26) | 37.2%(16) | 32.6%(14) | 100.0%(43) | 0.0%(0) | 11.6%(5) | 97.7%(42) |

## Teacher Mentoring Program/Plan

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Jill Hanrahan | Rebecca Morgado | New teacher to 2nd grade. | Lesson Plans<br>Teaching Strategies<br>Modeling Lessons |
| Christopher Kuhn | Wendy Librach | New special teacher to Flamingo Elementary School | School Procedures<br>School-wide Behavior Plans<br>Teaching Strategies<br>Scheduling |
| Stephanie Anderson | Sally Moore | New teacher to Kindergarten. | Lesson Plans<br>Teaching Strategies<br>Modeling lessons |
| Christopher Kuhn | Jamie Anderson | New special teacher to Flamingo | School Procedures<br>School-wide Behavior Plan<br>Teaching Strategies<br>Scheduling |
| Sandy Silver | Erin Mannarino | New teacher to 1st grade. | Lesson Plans<br>Teaching Strategies |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds 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 A funds also provide additional instructional positions.

Title I, Part C- Migrant

N/A

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)

SAI money is partially funding a fourth grade teacher's salary.

Violence Prevention Programs

N/A

Nutrition Programs

Healthy Kids and Commit to be Fit, are school initiative programs designed to educate students about healthy choices as well as develop good habits.

Housing Programs

N/A

Head Start

Flamingo has one fully funded Head Start class run by one teacher and a paraprofessional. Services include: family outreach, home education, wellness & nutrition, and parent trainings. To ensure school readiness, the Head Start (HS) Program has implemented a new
literacy, math, and science curricula in the 119 HS classrooms. The program has
aligned the literacy and math standards with the K3
national standards to improve
educational outcomes. This transparent connection between curricula and child
expectations has contributed to better prepare students to succeed in kindergarten.
An end of the year Creative Curriculum Continuum report, detailing students' ongoing
assessment, is placed in the students' cumulative folder to familiarize kindergarten
teachers with the HS students' progress in the program.
Regarding the logistics of registering students at the elementary schools, the Head
Start Program ensures a smooth transition to kindergarten by clearly specifying the
necessary enrollment processes and time lines to all families participating in the
program. The HS family services support team and the HS teachers provide ongoing
guidance to the HS families by indicating the students' corresponding home school,
immunization requirements, and dates scheduled for kindergarten roundup at those
schools.
The Pre-K teacher and the parent educator have a "transition parent meeting" at which time they give the parents
information on ways to ease their children into transitioning into kindergarten. The Pre-K teacher recommends books to read,
activities to do, and a trip to whatever school the child will be attending. The Pre-K teacher encourages the parents to attend
Kindergarten Round-Up with their children.
In class, she reads books to the children about going to kindergarten, and a couple of books are sent home for the children to
keep: "Countdown to Kindergarten" and "Miss Bindergarten Goes to Kindergarten".
She takes her class to visit different kindergarten classes.
The parents also receive several handout to help their child transition.

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.

Janice Crosby, Principal; Jo-Anne Misiewicz, Assistant Principal; Ashley Armstrong, Reading Coach; Mona Darnell, ESE Teacher. RtI team: Caroline Mascia, Speech Pathologist; Illisa Bianco, School Pyschologist; Gryssel Cruz, School Social Worker: Teacher and parent of referred students, Amy Schleicher, School Counselor and RtI Coordinator.

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?

Tier I data is routinely inspected by monitoring the progress of every student at Flamingo by disaggregating test data (SSS, BAT, Mini-BATS, classroom tests)to be used to make modifications needed to the core curriculum and behavior management systems for all students. Progress monitoring is turned into administration for monthly review and used during data chats. Flamingo will identify the strengths & weaknesses in the 2012 data by grade level, subject area, and cluster/strands. Monthly

data chats by individual teachers are scheduled to discuss student progress.
Identify priority Instructional Benchmarks based on need for each content area (Reading, Writing, Math, Science).
Marzano observations will be conducted followed by monthly Data Chats to discuss student progress and areas in need of improvement. The RTI Team will function under the Comprehensive Problem Solving Team (CPST) and will communicate and discuss interventions.
Teachers submit names of students with concerns and a case a case manager is assigned. The case manager will make observations, meet and discuss strategies and help develop additional interventions. If the student is not making sufficient progress, the CPST meets to create a plan for additional strategies and interventions. The intensity of the interventions increase. Each case manager works with the teachers to gather data and generate graphs which are reviewed continually throughout the process. The data is discussed with the CPST members and used to implement appropriate strategies and intervention. A file is created and members add a variety of data. The central file is housed in the Guidance office.

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 team will provide input and make recommendations for the School Improvement Plan. The team will be discuss time lines for implementation of Interventions and action steps. The School Leadership team is comprised of members that are actively involved in developing, implementing, and monitoring of the SIP. The Leadership Team will monitor reports from the SIP Committees targeting specific students.
The School Leadership Team will monitor the progress of students requiring reading intervention quarterly. The SIP Committee Chairs will share assessment data (Mini-BATS, Oral Reading Fluency Probes, CCC Reports and Technology Reports) quarterly to the School Leadership Team.
The School Leadership Team will monitor and analyze core content areas through Mini-BATS, QBATS and the BAT data. The team will identify areas of weakness aligned to the benchmarks and assist in planning and aligning the IFC with the needs of the students. The data is used to develop suggestions for improvement and shared with staff.

## 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.

Individual teachers and support staff meet once a month to discuss student performance and differentiating instruction. The School RtI Leadership Team, in coordination with the SAC Committee, will monitor the progress of the students at Flamingo. During pre-planning, teachers analyze data (standardized test scores, math inventories, articulation cards) to determine student strengths and weaknesses in the areas of reading, math, science and writing. As a grade level, teams will identify strengths and weaknesses and align the IFC to meet differentiated needs.
Test data (SSS, BAT,Mini-BATS) will be disaggregated.
Areas for Improvement will be identified.
Areas of Improvement will be linked to SIP objectives.
Action steps will be defined to ensure the SIP objective is met.
Person responsible for monitoring the implementation of the action step will be identified.
Process to determine effectiveness of action step will be identified.
Assessment tool will be identified for evaluation of results.
SAC will receive quarterly updates from SIP Committee Chairs on AYP targeted areas. Objectives and Goals will be reviewed and modified based on student achievement results.
Accountability Funds will be allocated for staff development to target areas of need.
In order to establish baseline data, students are screened in reading, math, and writing. Results are analyzed and used to drive instruction.
Students are grouped according to need. The students practice a new concept and then a post-test is given to see if the students have learned the concept. Reinforcement is also given by means of centers and homework assignments.
Individual tests are given by the classroom teacher in reading concepts, math concepts, science concepts and writing skills to access progress. Students are placed on a Progress Monitoring Plan when their tests scores are low or if they appear to be fragile in any area. Again, teaching, reinforcements and retesting are utilized to see how the students are learning the skills and to re-adjust teaching techniques.
For writing, the teachers give both a Narrative and Expository prompt during the first and second week of school to analyze their needs in writing. The teachers then focus on modeling to teach the students the correct writing format. They continue to give prompts throughout the year. They review the prompts by using writing rubrics. The students even get involved by reviewing their own writing and the writings of their fellow students.

Describe the plan to train staff on MTSS.

Administration and support staff will attend a second training on the Behavioral and Academic Student Information System (BASIS)system on September 9, 2012. The Principal will provide training at a faculty meeting on October 16, 2012 to outline

procedures for the RtI process and using BASIS. In addition, information received at the BASIS training will be shared with staff at the faculty meeting on October 16, 2012. RtI will also be addressed during data chats to clarify, monitor and assure student needs are being met.

Describe the plan to support MTSS.

Additional pull out and push in support will be provided for targeted students based on needs.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT)will consist of Janice Crosby, Principal; Jo-Anne Misiewicz, Assistant Principal;Ashley Armstrong, Reading Coach and Team Leaders: Stephanie Anderson, Kindergarten; Sandy Silver, first grade; Jill Hanrahan, second grade; Frances Waters, third grade; Bianca Mathes, fourth grade, and Keith Brown, fifth grade.

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

The Literacy Leadership Team will meet once a month. The Reading Coach/ Administration will develop the agenda to share new information, trends and data with the LLT. The information will be shared at grade level meetings and faculty meetings with the entire staff.

The LLT will monitor and promote successful strategies and interventions to increase students achievement.

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

After analyzing the data, a school wide reading initiative was designed to increase student achievement. Several major initiative were developed.
1. A school wide Vo"CAP"ulary Day will be held in November 2012 to promote and increase vocabulary. Students will choose a new word, create a hat to describe the definition and share with peers.
2. Grades K-2 will be trained and Common Care in their classrooms.
3. Grades K-5 will utilize question stems to help identify the types of skills and concept questions being asked so students can select the accurate information from a passage.
4. Students will participate in a character/biography dress up day to promote reading. Characters/historical figures will be compared and contrasted.

## Public School Choice

### Supplemental Educational Services (SES) Notification
No Attachment

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

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.
Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten

roundup at those schools.

The Pre-K teacher and the parent educator have a "transition parent meeting" at which time they give the parents information on ways to ease their children into transitioning into kindergarten. The Pre-K teacher recommends books to read, activities to do, and a trip to whatever school the child will be attending. The Pre-K teacher encourages the parents to attend Kindergarten Round-Up with their children.

In class, she reads books to the children about going to kindergarten, and a couple of books are sent home for the children to keep: "Countdown to Kindergarten" and "Miss Bindergarten Goes to Kindergarten".

She takes her class to visit different kindergarten classes.

The parents also receive several handout to help their child transition.

## *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: | Flamingo's goal is to increase the percentage of students in grades three through five achieving proficiency (Level 3) on the 2013 Reading FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. Common Core is being implemented in grades K-2. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Reading FCAT, 24% (88) of students in grades three through five achieved proficiency (Level 3) in reading. | By June 2013, 29% (99) of students in grades three through five will achieve proficiency (Level 3) in reading measured by the 2013 Reading FCAT. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
| --- | --- | --- | --- | --- | --- |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of prior knowledge and experiences. | A. Teachers will incorporate United Streaming videos to activate and/or front-load prior knowledge and experiences. <br><br> B. Teachers will use graphic organizers to access prior knowledge and provide needed information to enhance comprehension. <br><br> C. Book bins will be used in the morning for all grade levels with a variety of fiction and non- fiction to buils upon prior knowledge and experiences. <br><br> D. Family Nights will be planned monthly to build new experiences in the community. | Janice Crosby, Principal <br><br> Jo-Anne Misiewicz, Assistant Principal <br><br> Ashley Armstrong, Reading Coach | Improved and passing results from a variety of assessments. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments. |
| 2 | Lack of fluent reading | A. Students will participate Reading Across Broward to increase time spent on reading. <br><br> B. Quick Reads and buddy reading will be utilized. <br><br> C. Teaches will model fluency during read alouds. <br><br> D. Students will | Janice Crosby, Principal <br><br> Jo-Anne Misiewicz, Assistant Principal <br><br> Ashley Armstrong, Reading Coach <br><br> Charlene Hogan, Media Specialist | Increased words per minute on various Oral Fluency Assessments. | Oral Reading Fluency Probes, Quick Reads, Six Minute Solutions |

| | | | | | |
|---|---|---|---|---|---|
| | | participate in Six Minute Solutions Reading Program will be utilized.<br><br>E. Book bins will be used in the morning for all grade levels with a variety of fiction and non- fiction to buils upon prior knowledge and experiences. | | | |
| 3 | Lack of Understanding of Information and Text Structure | A. Teachers and students will utilize leveled readers, Time for Kids, Scholastic News or Weekly Readers, and reading in the content area.<br><br>B. Teachers will conduct text walks to set a purpose for reading. | Ashley Armstrong, Reading Coach | Improved and passing scores from content area assignments and assessments<br><br>Improved and passing scores on District assessments, basal assessments, Time for Kids, Scholastic News or Weekly Readers | Leadership Portfolio, BATS, MacMillan Assessments |
| 4 | Lack of Stamina | A. One third of teachers in grades three through five will implement The Daily 5.<br><br>B. Students will increase their sustained silent | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Teacher Observation, accuracy on a variety of reading follow-up activities. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension 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.<br><br>Reading Goal #1b: | N/A |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| N/A | N/A |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | Flamingo's goal is to increase the percentage of students in grades three through five achieving above proficiency (Level 4 and 5) on the 2013 Reading FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. Common Core is being implemented in grades K-2. |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| Based on the 2012 Reading FCAT, 42% (152) of students in | By June 2013, 47% (160) of students in grades three through |

| | grades three through five achieved proficiency (Level 4 and 5) in reading. | five will score above proficiency (Level 4 and 5) measured by the 2013 Reading FCAT. |
|---|---|---|

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students rush through assignments and make careless errors. | Students will underline or highlight answers in passages to justify the Question Answer Realtionship (QAR.) | Assistant Principal, Jo-Anne Misiewicz; Classroom Teachers | Student work showing accurate highlighted and underlined information to prove the QAR | BAT, MacMillan weekly and unit assessments. |
| 2 | Lack of Stamina | A. One third of teachers in grades three through five will implement and pilot The Daily 5.  B. Students will increase their sustained silent reading time. | Ashley Armstrong, Reading Coach  Jo-Anne Misiewicz, Assistant Principal  Janice Crosby, Principal | Teacher Observation, accuracy on a variety of reading follow-up activities. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments. |

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

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

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a: | Flamingo's goal is to increase the percentage of students in grades three through five making learning gains on the 2012 Reading FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Flamingo created a data chat room to identify students in AYP subgroups, discuss interventions and monitor progress to increase student achievement. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2011 Reading FCAT, 64% (179) of students in grades three through five made learning gains. | By June 2012, 66% (186) of students in grades three through five will make learning gains in reading measured by the 2011 Reading FCAT. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Phonemic awareness, phonics, fluency, vocabulary and comprehension deficiencies. | 1. Struggling students will participate in Triumphs (1st-3rd), Intervention (4th and 5th) for phonemic awareness,phonics deficiencies, fluency, vocabulary & comprehension, 2. Phonics for Reading (2nd-5th) 3. Super QAR to increase comprehension. 4. Fundations in grades K-2 5. Quick Reads(Grades 2-5) | Janet Mosher, Reading Specialist, Classroom teachers | Improved and passing scores for programs to support deficiencies and enhance learning gains | BATS,Mini-BATS, Oral Reading Fluency Scores MacMillan unit and end of story assessments |
| 2 | Lack of prior knowledge and experiences. | A. Teachers will incorporate use of United Streaming videos to activate and/or front-load prior knowledge and experiences.<br><br>B. Teachers will use graphic organizers to access prior knowledge and provide needed information to enhance comprehension.<br><br>C. Book bins will be used in the morning for all grade levels with a variety of fiction and non- fiction to buils upon prior knowledge and experiences.<br>.<br>D. Family Nights will be planned monthly to build new experiences in the community. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Improved and passing results from a variety of assessments. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments. |
| 3 | Lack of vocabulary | A. Students will utilize book bins each morning while waiting for school to begin.<br><br>B. Students will participate in Elements in Vocabulary.<br><br>C. Students will utilize graphic organizers.<br><br>D. Family Nights will be planned monthly to build new experiences in the community. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Teacher Observation, accuracy on a variety of reading follow-up activities and assessments. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments. |
| | Lack of fluent reading | A. Students will participate in Reading Across Broward to increase time spent on reading.<br><br>B. Quick Reads and buddy reading will be | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Increased words per minute on various Oral Fluency Assessments. | Oral Reading Fluency Probes, Quick Reads, Six Minute Solutions |

| | | | | | |
|---|---|---|---|---|---|
| 4 | | utilized.<br><br>C. Teaches will model fluency during read alouds.<br><br>D. Students will participate in Six Minute Solutions Reading Program will be utilized.<br><br>E. Book bins will be used in the morning for all grade levels with a variety of fiction and non- fiction to buils upon prior knowledge and experiences. | Charlene Hogan, Media Specialist | | |
| 5 | Lack of understanding of informational text and text structures | A. Teachers will integrate content area subjects into the 90- minute uninterrupted reading block.<br><br>B. Teachers will model and provide practice for students in identifying text structures and how they help in comprehension.<br><br>C. A Reading Parent Night will be conducted to provide information to parents and students on effective reading strategies and what they can do at home to increase student achievement. | Ashley Armstrong, Reading Coach<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Janice Crosby, Principal | Teacher questioning, Increased scores on various comprehension assessments. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, and end of story comprehension assessments, Content Area assessments. |
| 6 | Lack of phonemic awareness | Students will participate in Phonics for Reading. | Ashley Armstrong, Reading Coach<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Janice Crosby, Principal | Teacher questioning, Increased scores on various comprehension and fluency assessments. | DAR, Quick Reads. Phonics for Reading |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | N/A |

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | Flamingo's goal is to increase the percentage of students in the lowest 25% in fourth and fifth grade on the 2013 Reading FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. Common Core is being implemented in grades K-2. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Reading FCAT, 62% (41) of students in grades three through five made learning gains. | By June 2013, 67% (57) of students in grades three through five will make learning gains as measured by the 2013 Reading FCAT. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Lack of vocabulary | A. Book bins will be used in the morning for all grade levels with a variety of fiction and non- fiction to buils upon prior knowledge and experiences.<br><br>B. Students will participate in Elements in Vocabulary.<br><br>C. Students will utilize graphic organizers.<br><br>D. Family Nights will be planned monthly to build new experiences in the community. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Teacher Observation, accuracy on a variety of reading follow-up activities and assessments. | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments. |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal #<br><br>66%(241)of students scored a Level 3 or above on the 2012 Reading FCAT.  By May 2013, 68% (249) of students will score a Level 3 or above on the Reading FCAT.<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 62% | 66% | 69% | 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.<br><br>Reading Goal #5B: | 66%(241)of students scored a Level 3 or above on the 2012 Reading FCAT. By June 2013, 68% (249) of students will score a Level 3 or above on the Reading FCAT. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | Based on the 2012 Reading FCAT, 52%(12) of black students, 72% (104) of white students and 63% (112) of Hispanic students achieved proficiency or above on the 2011 Reading FCAT. | | By June 2013, 63% (14) of black students, 74%(107) of white students and 65% (116) of Hispanic students will score a Level 3 or above on the 2013 Reading FCAT. | | |
|---|---|---|---|---|---|
| | Problem-Solving Process to Increase Student Achievement | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of motivation | Students will utilize and incorporate technology to enhance learning and be actively engaged in the learning process.<br><br>Motivational programs will be used to encourage and motivate students (Publix Touchdown for Reading, Book It, Accelerated Reader, Reading Across Broward) | Team Leaders | Reports generated from computerized programs<br><br>Participation in programs | Compass Odyssey Reports, FCAT Explorer Reports, Voyager Ticket to Read Reports, Accelerated Reader reports, Participation in programs |

| 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: | 66%(241)of students scored a Level 3 or above on the 2012 Reading FCAT. By June 2013, 68% (249) of students will score a Level 3 or above on the Reading FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Reading FCAT, 48% (9) of ELL students in grades three through five scored a Level 3 or higher. | By June 2013, 53% (10) of students in grades three through five will make learning gains as measured by the 2013 Reading FCAT. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of Vocabulary | 1. A resource literacy library is being developed to provide children's literature designed to increase vocabulary and comprehension of multiple meaning words.<br>2. Teachers and students will use graphic organizers and Promethean flips to improve vocabulary.<br>3. Vocabulary words will be incorporated into daily and follow up assignments.<br>4. School-wide Vo"Cap"ulary Day to build vocabulary.<br>5. Morning Announcements will provide a vocabulary word of the week for primary and intermediate students.<br>6. Students will utilize | Reading Coach, Janet Mosher | Improved and passing results from a variety of assessments<br><br>Reports from Compass Odyssey, Destination Reading and FCAT Explorer | BATS, Fluency Scores, Treasures and Triumph Assessments |

| | | vocabulary task cards. 7. Teachers and students will utilize foldables to reinforce vocabulary. 8. Compass Odyssey and FCAT Explorer will be used to build vocabulary. | | | |
|---|---|---|---|---|---|

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: | 66%(241)of students scored a Level 3 or above on the 2012 Reading FCAT. By June 2013, 68% (249) of students will score a Level 3 or above on the Reading FCAT. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Reading FCAT, 38% (18) of students with disabilities in grades three through five scored a Level 3 on the Reading FCAT. | By June 2013, 49% (23) students with disabilities in grades three through five will satisfactory progress measured by the 2013 Reading FCAT. |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Phonemic awareness, phonics deficiencies, fluency, vocabulary and comprehension | 1. Struggling students will participate in Triumphs (1st-3rd), Intervention (4th and 5th) for phonemic awareness,phonics deficiencies, fluency, vocabulary & comprehension, 2. Phonics for Reading (2nd-5th) 3. Super QAR to increase comprehension. 4. Fundations in grades K-2 5. Quick Reads(Grades 2-5) | Leadership Team | Improved and passing scores for programs to support deficiencies and enhance learning gains | BATS,Mini-BATS, Oral Reading Fluency Scores, MacMillan unit and end of story assessments |

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

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | 66%(241)of students scored a Level 3 or above on the 2012 Reading FCAT. By June 2013, 68% (249) of students will score a Level 3 or above on the Reading FCAT. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Reading FCAT, 59% (122) of economically disadvantaged students in grades three through five scored a Level 3 or higher on the Reading FCAT. | By June 2013, 61%(126) of economically disadvantaged students will score a Level 3 on the 2012 Reading FCAT. |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|

| | 1 | Lacking basic reading foundation skills. | 1. Struggling students will participate in an additional 30 min push-in or pull out reading block utilizing: Quick Reads for fluency deficiencies, Wilson Fundations (1st & 2nd) for phonemic awareness and phonics deficiencies, Destination Reading (K-2) for phonemic awareness and phonics deficiencies, Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR (1st-5th) for comprehension deficiencies. | Team Leaders, Support Staff, Administration | Improved and passing scores for prescribed programs | Intervention Specific Evaluation Tools: Triumphs (1st-3rd) for phonemic awareness, phonics deficiencies, fluency, vocabulary & comprehension, Phonics for Reading (2nd-5th), Super QAR, BATs, Mini-BATS, Oral Reading Fluency scores |

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## 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 |
|---|---|---|---|---|---|---|
| Rigor and Relevance | Instructional Strategies | Janice Crosby | All teachers | September 2012 | Observations, Student Work Samples, Data Chats | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal |
| Common Core Training | Reading | District Training | Any new teachers to K, all 1st and 2nd grade teachers | September and October 2012 | Observations, Monthly progress monitoring | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal Ashley Armstrong, Reading Coach |
| Daily 5 | Reading | PLC – Jill Hanrahan | Primary Teachers | September – May 2012-2013 | Observations, Student Work Samples | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal Ashley Armstrong, Reading Coach |
| Marzano | Effective Teaching | Jo-Anne Misiewicz | All teachers | October – April 2012 | Observations | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal |
| | | | | | | Janice Crosby, Principal Jo-Anne |

| Daily 5 | Reading | PLC – Bianca Mathes | Intermediate Teachers | September – May 2012-2013 | Observations, Student Work Samples | Misiewicz, Assistant Principal Ashley Armstrong, Reading Coach |
|---|---|---|---|---|---|---|
| Tier II and III Interventions | Reading (Phonemic Awareness, Comprehension, Fluency, etc.) | Ashley Armstrong | Teachers working with students needing Tier II and III Interventions. | September 2012- January 2013 | RtI Data and graphs, Progress monitoring, Observations | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal Karen Schneider, Guidance Counselor Ashley Armstrong, Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Increase reading skills through specific targeted programs. | Materials off the struggling reading chart to increase fluency, phonemic awareness. | General Budget | $500.00 |
| | | | Subtotal: $500.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Teachers will attend training and bring back best practices to implement in their classrooms and share best practices. | District Trainings | General Budget | $3,000.00 |
| | | | Subtotal: $3,000.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| | | | Grand Total: $3,500.00 |

*End of Reading Goals*

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 1. Students scoring proficient in listening/speaking.<br><br>CELLA Goal #1: | Flamingo's goal is to increase the number of student proficient in the listening/speaking portion of the CELLA test to 54(14) students. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |

50%(12) of ELL students are currently proficient based on the CELLA results administered in 2012.

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of vocabulary | A. Students will utilize book bins each morning while waiting for school to begin.<br><br>B. Students will participate in Elements in Vocabulary.<br><br>C. Students will utilize graphic organizers.<br><br>D. Family Nights will be planned monthly to build new experiences in the community. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Teacher Observation, accuracy on a variety of reading follow-up activities and assessments | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments |

| 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: | Flamingo's goal is to increase the number of student proficient in the Reading portion of the CELLA test to 38% (9) students. |
| 2012 Current Percent of Students Proficient in reading: | |
| 29%(7) of ELL students are currently proficient based on the CELLA results administered in 2012. | |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of phonemic awareness | A. Students will participate in Phonics for Reading.<br><br>B. Push in support will be provided. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Teacher questioning, Increased scores on various comprehension and fluency assessments. | DAR, Quick Reads. Phonics for Reading |

| Students write in English at grade level in a manner similar to non-ELL students. | |
|---|---|
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | Flamingo's goal is to increase the number of students proficient in the Writing portion of the CELLA test to 50% (12) students. |
| 2012 Current Percent of Students Proficient in writing: | |
| 38%(9) of ELL students are currently proficient based on the CELLA results administered in 2012. | |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of vocabulary | A. Students will utilize book bins each morning while waiting for school to begin.<br><br>B. Students will participate in Elements in Vocabulary.<br><br>C. Students will utilize graphic organizers.<br><br>D. Family Nights will be planned monthly to build new experiences in the community. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal<br><br>Ashley Armstrong, Reading Coach | Teacher Observation, accuracy on a variety of reading follow-up activities and assessments | Benchmark Assessment Test (BAT), Leadership Portfolio, MacMillan Assessments, end of story vocabulary and comprehension assessments |

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: | Flamingo's goal is to increase the percentage of students in grades three through five achieving proficiency (Level 3) on the 2013 Math FCAT. Teachers at Flamingo will continue to utilize the Go Math series to help students find multiple ways to solve problems and think critically. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Administrators will be meeting with individual teachers to progress monitor all students to determine specific needs are being met. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Math FCAT, 27% (96) of students in grades three through five achieved proficiency (Level 3) in math. | By June 2013, 32% (116) of students in grades three through five will achieve proficiency (Level 3) in math. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of understanding basic math facts | 1. Students will use Go Math Manipulatives to increase comprehension and application of math concepts.<br>2. Students will utilize Compass Odyssey,flash cards and Mountain Math to increase basic math facts. | Jo-Anne Misiewicz, Assistant Principal | Results from prerequisite, chapter tests and Big Idea Assessments from the Go Math Series and district assessments will be utilized to determine effectiveness of the strategy. Information will be discussed at Professional learning Communities and data chats. data collection will be used to adapt instructional practices. | Benchmark Assessment Tests (BAT), Go Math chapter, unit and Big Idea Assessments |
| 2 | Lack of understanding basic math facts (Lack of fluency). | A. Students will use the Go Math Series to increase comprehension and application of the math concepts and using "Three Ways" graphic organizer to help with conceptual understanding and comprehension.<br>B. Interactive games to increase fluency of basic math facts (First in Math)<br>C. Incorporate Math games into Flamingo Academy (Flamingo's school run after program) based on grade level needs. | Janice Crosby, Principal<br>Jo-Anne Misiewicz, Assistant Principal | Monthly progress monitoring and data chats with individual teachers, results from various assessments. | Benchmark Assessment Tests (BAT), Go Math, Chapter and Big Idea Assessments. |
| 3 | Lack of higher- level thinking (Problem solving, critical thinking and multiple step problems). | A. Teachers will model thought processes aloud for students.<br>B. Students will have exposure to problem solving, multistep and problems that require | Janice Crosby, Principal<br>Jo-Anne Misiewicz, Assistant Principal | Monthly progress monitoring and data chats with individual teachers, results from various assessments. | Benchmark Assessment Tests (BAT), Go Math, Chapter and Big Idea Assessments. |

| | critical thinking to build fluency and automaticity. | | | |
|---|---|---|---|---|

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| 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 mathematics.<br><br>Mathematics Goal #2a: | Flamingo's goal is to increase the percentage of students in grades three through five achieving above proficiency (Level 4 and 5) on the 2013 Math FCAT. Teachers at Flamingo will continue to utilize the Go Math series to help students find multiple ways to solve problems and think critically. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Administrators will be meeting with individual teachers to progress monitor all students to determine specific needs are being met. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Math FCAT, 41% (148) of students in grades three through five achieved above proficiency (Level 4 and 5) in math. | By June 2013, 46% (167) of students in grades three through five will achieve proficiency (Level 4 and 5) in math. |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Enrichment resources not challenging enough for students. | Increase the rigor and increase frequency of use of real world math problems. | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal | Student work samples, results from assessments | Benchmark Assessment Test, Big Idea Tests, Chapter tests from the Go Math Series. |

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.

Mathematics Goal #2b:

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

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

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

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: | Flamingo's goal is to increase the percentage of students in grades four and five making learning gains on the 2013 Math FCAT. Teachers at Flamingo will continue to utilize the Go Math series to help students find multiple ways to solve problems and think critically. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Administrators will be meeting with individual teachers to progress monitor all students to determine specific needs are being met. |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| Based on the 2012 Math FCAT, 73% (182) students in grades four through five made learning gains. | By June 2013, 78% (195) of students in grades four through five will make learning gains. |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Lack of math vocabulary and terms. | A. Teachers will model the use of terms and vocabulary in the classroom and post in the classroom.<br>B. Students will utilize math terms and vocabulary in the classroom.<br>C. Students will utilize computer -based programs to increase their vocabulary (FCAT Explorer, Florida Achieves, First in Math). | Janice Crosby, Principal<br><br>Jo-Anne Misiewicz, Assistant Principal | Student work samples, results from assessments | Benchmark Assessment Test, Big Idea Tests, Chapter tests from the Go Math Series |
| | Lack of understanding basic math facts (Lack of fluency) | A. Students will use the Go Math Series to increase comprehension and application of the math concepts and using "Three Ways" graphic organizer to help with | Janice Crosby, Principal<br>Jo-Anne Misiewicz, Assistant Principal | Monthly progress monitoring and data chats with individual teachers, results from various assessments. | Benchmark Assessment Tests (BAT), Go Math, Chapter and Big Idea Assessments |

| 2 | conceptual understanding and comprehension.<br><br>B. Interactive games to increase fluency of basic math facts (First in Math)<br><br>C. Incorporate Math games into Flamingo Academy (Flamingo's school run after program) based on grade level needs. | | | |
|---|---|---|---|---|

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| <div align="center" colspan="5">No Data Submitted</div> | | | | |

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: | Flamingo's goal is to increase the percentage of students in the lowest 25% in grades four through five making learning gains on the 2013 Math FCAT. Teachers at Flamingo will continue to utilize the Go Math series to help students find multiple ways to solve problems and think critically. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Administrators will be meeting with individual teachers to progress monitor all students to determine specific needs are being met. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Math FCAT, 72% (48) of students in the lowest 25% in grades four through five made learning | By June 2013, 77% (52) of students in the lowest 25% in grades four through five will make learning gains. |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| Lack of math vocabulary | A. Teachers will model | Janice Crosby, | Student work samples, | Benchmark |

| | | | | | |
|---|---|---|---|---|---|
| 1 | and terms. | the use of terms and vocabulary in the classroom and post in the classroom.<br>B. Students will utilize math terms and vocabulary in the classroom.<br>C. Students will utilize computer -based programs to increase their vocabulary (FCAT Explorer, Florida Achieves, First in Math). | Principal<br><br>Jo-Anne Misiewicz, Assistant Principal | results from assessments | Assessment Test, Big Idea Tests, Chapter tests from the Go Math Series. |
| 2 | Lack of understanding basic math facts (Lack of fluency) | A. Students will use the Go Math Series to increase comprehension and application of the math concepts and using "Three Ways" graphic organizer to help with conceptual understanding and comprehension.<br><br>B. Interactive games to increase fluency of basic math facts (First in Math)<br><br>C. Incorporate Math games into Flamingo Academy (Flamingo's school run after program) based on grade level needs. | Janice Crosby, Principal<br>Jo-Anne Misiewicz, Assistant Principal | Monthly progress monitoring and data chats with individual teachers, results from various assessments. | Benchmark Assessment Tests (BAT), Go Math, Chapter and Big Idea Assessments. |
| 3 | Lack of higher level thinking (Problem solving, critical thinking and multiple step problems) | A. Teachers will model thought processes aloud for students.<br>B. Students will have exposure to problem solving, multistep and problems that require critical thinking to build fluency and automaticity. | Janice Crosby, Principal<br>Jo-Anne Misiewicz, Assistant Principal | Monthly progress monitoring and data chats with individual teachers, results from various assessments. | Benchmark Assessment Tests (BAT), Go Math, Chapter and Big Idea Assessments. |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #<br><br>5A : 67%(245) of students scored a Level 3 or above on the 2012 Math FCAT.  By June 2013, 69% (252) students will score a Level 3 or higher on the Math FCAT. |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 62% | 68% | 72% | 75% | 78% | |

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: | 67%(245) of students scored a Level 3 or above on the 2012 Math FCAT. By June 2013, 69% (252) students will score a Level 3 or higher on the Math FCAT. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| | Based on the 2012 Math FCAT, 57%(13) of black students 79% (109) of white students and 61% (109) of Hispanic students scored a Level 3 or above. | By June 2013, 70%(16) of black, 81% (114) of white students and 64%(114) of Hispanic students score a Level 3 or above on the Math FCAT. | | | |
|---|---|---|---|---|---|
| | Problem-Solving Process to Increase Student Achievement | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of foundation (Fair Game Information) | Teachers will utilize reteach materials from previous grade levels to reinforce math concepts. | JoAnne Misiewicz, Assistant Principal | Results from District and Go Math assessments | BATS, Houghlin Mifflin Harcourt Assessments |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | 67%(245) of students scored a Level 3 or above on the 2012 Math FCAT. By June 2013, 69% (252) students will score a Level 3 or higher on the Math FCAT. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Math FCAT, 50% (10) of ELL students in grades three through five scored a Level 3 on the FCAT. | By June 2013, 61% (12) of ELL students in grades three through five will achieve proficiency (Level 3) measured by the 2013 Math FCAT. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of Vocabulary | 1. Teachers and students will use foldables, make literature connections, and flash cards to reinforce concepts. 2. Students will participate in FCAT Explorer, V-Math and Destination Math. | Jo-Anne Misiewicz, Assistant Principal | Results from the GO Math and District assessments | BATS, Houghton Mifflin Harcourt Assessments |

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | 67%(245) of students scored a Level 3 or above on the 2012 Math FCAT. By June 2013, 69% (252) students will score a Level 3 or higher on the Math FCAT. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Math FCAT, 38%(17)of students with disabilities in grades three were proficient. | By June 2013, 52% (23)of students with disabilities in grades three through five be proficient on the 2013 Math FCAT. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | Lack of memorizing basic math facts | 1. Teachers and students will utilize the Go Math Intervention, | JoAnne Misiewicz, Assistant Principal | Results from Go Math and District assessments | BATS, Houghton Mifflin Harcourt and prerequisite |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | manipulatives and podcasts to reinforce previous taught concepts. | | | Assessments, Teachers will collaborate and make accommodations for students with disabilities. |
| 2 | Students struggle with readability of assignments and multi-step problems | 1. Teachers will utilize reteach materials, Promethean Board, Visuals, Foldables, and preview concepts to reinforce concepts. | JoAnne Misiewicz, Assistant Principal | Results from Go Math and District assessments | BATS, Houghton Mifflin Harcourt and prerequisite Assessments, Teachers will collaborate and make accommodations for students with disabilities. |

| 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: | |
|---|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal E: | 67%(245) of students scored a Level 3 or above on the 2012 Math FCAT. By June 2013, 69% (252) students will score a Level 3 or higher on the Math FCAT. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2012 Math FCAT, 60% (123) of economically disadvantaged students in grades three were proficient. | By June 2013, 62% (127) of economically disadvantages students in grades three through five will be proficient on the 2013 Math FCAT. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of technology | More computer lab time or usage of laptop carts. | Janet Mosher, Reading Coach | Results from Go Math and Distict assessments | BATS, Houghton Mifflin Harcourt 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 |
|---|---|---|---|---|---|---|
| Marzano | Effective Teaching | Jo-Anne Misiewicz | All teachers | October – April 2012 | Observations | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal |
| Go Math | Math | District Training | New teachers and new teachers to a grade level | September – December 2012 | Observations, Student Work Samples, Data Chats | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal |
| | | | | | | Janice Crosby, Principal Jo-Anne |

| Common Core Training | Math | District Training | Any new teachers to K, all 1st and 2nd grade teachers | September and October 2012 | Observations, Monthly progress monitoring | Misiewicz, Assistant Principal Ashley Armstrong, Reading Coach |
|---|---|---|---|---|---|---|
| Rigor and Relevance | Instructional Strategies | Janice Crosby | All teachers | September 2012 | Observations, Student Work Samples, Data Chats | Janice Crosby, Principal Jo-Anne Misiewicz, Assistant Principal |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Small group instruction | Purchase materials off the struggling math chart to increase student application. | Title I | $600.00 |
| | | Subtotal: $600.00 | |

| Technology | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Increase motivation and math application. | First in Math | General Budget | $2,200.00 |
| | | Subtotal: $2,200.00 | |

| Professional Development | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Increase application and high order thinking while building a solid foundation of math skills. | District Training | Title I | $600.00 |
| | | Subtotal: $600.00 | |

| Other | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | Subtotal: $0.00 | |
| | | Grand Total: $3,400.00 | |

*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: | Flamingo's goal is to increase the number of students achieving proficiency on the 2012 Science FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Flamingo created a data chat room to identify students in AYP subgroups, discuss interventions and monitor progress to increase student achievement. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2011 Science FCAT, 33%(37) of students in grade five achieved proficiency (Level 3) in science. | By June 2012, 35% (40) of fifth grade students will achieve proficiency measured by the 2012 Science FCAT. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of knowledge of the scientific process | 1. Students will utilize FCAT Explorer to increase their understanding of the scientific method. 2. Teachers will follow the IFC for all grade levels. 3. Science Alive videos will be used to increase background information 4. Students in grades three through 5 will complete individual science fair projects. 5. Students and teachers in grades K through third grade will complete class science fair projects. 6. A parent/family night will be held to teach parents and students the scientific process while conducting a science fair project. 7. A school-wide science fair showcase will be held to view all the science fair projects and announce the winners. 8. All students in grades K-5 will utilize science notebooks. 9. Students will participate in hands on and virtual experiments. | Jo-Anne Misiewicz, Assistant Principal | Review FCAT data, Benchmark Assessment tests to identify strengths and weaknesses | BATS, Mini-BATS, FCAT Explorer Reports, CWTs & Science Fair Projects. |
| 2 | Lack of application of the scientific process | 1. Students will utilize FCAT Explorer to increase their understanding of the scientific method. 2. Teachers will follow the IFC for all grade levels. 3. Science Alive videos will be used to increase background information 4. Students in grades three through 5 will complete individual science fair projects. 5. Students and teachers in grades K through third grade will complete class science fair projects. 6. A parent/family night will be held to teach parents and students the scientific process while conducting a science fair project. | Jo-Anne Misiewicz, Assistant Principal | Review FCAT data, Benchmark Assessment tests to identify strengths and weaknesses | BATS, Mini-BATS, FCAT Explorer Reports, CWTs & Science Fair Projects. |

| | | 7. A school-wide science fair showcase will be held to view all the science fair projects and announce the winners.<br>8. All students in grades K-5 will utilize science notebooks.<br>9. Students will participate in hands on and virtual experiments. | | | |

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 science.<br><br>Science Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

### Problem-Solving Process to Increase Student Achievement

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | Flamingo's goal is to increase the number of students achieving above proficiency on the 2012 Science FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Flamingo created a data chat room to identify students in AYP subgroups, discuss interventions and monitor progress to increase student achievement. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2011 Science FCAT, 21% (24) fifth grade students scored above proficiency as measured on the 2010 Science FCAT. | By June 2012, 23% (26) of fifth grade students will score above proficiency as measured by the 2011 Science FCAT. |

### Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | Lack of ability to answer higher order questions | 1. Students will utilize FCAT Explorer to increase their understanding of the scientific method. | Jo-Anne Misiewicz, Assistant principal | Results from BAT, FCAT tests and classroom assessments | Specific Evaluation Tools: BATS, Mini-BATS, FCAT Explorer Reports, |

| | | 2. Teachers will use Webb's Depth of Knowledge and the use of hands on Delta Kits and virtual labs.<br>3. Teachers will ask higher level questions to assist students in critical thinking skills.<br>4. All students in K-5 will utilize science notebooks. | | | CWTs & Science Fair Projects. |
|---|---|---|---|---|---|
| 1 | | | | | |

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 science.<br><br>Science Goal #2b: | N/A |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | N/A |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Common Core Science | 3 | District | Science | 2 day training | Marzano Observations | Jo-Anne Misiewicz, Assistant Principal |
| Science Resource Meetings | Science Special Teacher | District | Science | Once a quarter | Marzano Observations<br><br>BAT and FCAT results | Jo-Anne Misiewicz, Assistant Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |

| | | | Subtotal: $0.00 |
|---|---|---|---|
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Common Core Science | District Training for hands on and critical thinking in the are of science. | General Budget | $1,000.00 |
| Science Resource Meetings | District Training | General Budget | $500.00 |
| | | | Subtotal: $1,500.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Hands on learning and connections to self for science content. | Hands on materials for science experiments. | General Budget | $500.00 |
| | | | Subtotal: $500.00 |
| | | | **Grand Total: $2,000.00** |

*End of Science Goals*

## Writing Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | Flamingo's goal is to increase the number of students achieving a Level 4 on the 2012 Writing FCAT. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Flamingo created a data chat room to identify students in AYP subgroups, discuss interventions and monitor progress to increase student achievement. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Based on the 2011 FCAT Writing, 86% (114) of students achieved a Level 4. | By June 2012, 88%(117) of fourth grade students will score a Level 4 measured by the Writing FCAT. |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of vocabulary | Teachers will model the use of dictionaries, thesaurus and Writer's Handbook to increase vocabulary. | Mary Burgs, SAC Chair | Graded and reviewed writing prompts based on 2012 FCAT Writing Narrative and Expository Anchor Set.<br><br>Data Chats will be used to discuss student progress and student needs | School wide writing prompt on Early Release Days, BATs for Narrative and Expository and 4th grade weekly writing prompts |
| | Lack of interest and motivation | 1. Teachers will utilize the book, "Razzle Dazzle which helps | Mary Burgs, SAC Chair | Graded and reviewed writing prompts based on 2012 FCAT Writing | School wide writing prompt on Early Release |

| | | | | | |
|---|---|---|---|---|---|
| 2 | | writing" by enhancing figurative language.<br>2. Teachers will incorporate contests to excite students about writing.<br>3. Classes will conduct author studies so students can learn about different authors and their writing techniques.<br>4. Peer buddies to share and assist younger grade levels in the writing process.<br>5. Students will become real authors at Barnes and Noble Night to promote the reading, writing and real world connections. | | Narrative and Expository Anchor Set.<br><br>Data Chats will be used to discuss student progress and student needs | Days, BATs for Narrative and Expository and 4th grade weekly writing prompts |
| 3 | Lack of usage of standard conventions | 1. Teachers will model writing with proper conventions.<br>2. Teachers will pull small groups to reinforce proper use of conventions.<br>3. Students will evaluate student work samples for conventions and make revisions.<br>4. Students will use a revision checklist to review their use of conventions.<br>5. Students will participate in peer review of papers.<br>6. Students will receive explicit feedback on revising. | Mary Burgs, SAC Chair | Graded and reviewed writing prompts based on 2012 FCAT Writing Narrative and Expository Anchor Set.<br><br>Data Chats will be used to discuss student progress and student needs | School wide writing prompt on Early Release Days, BATs for Narrative and Expository and 4th grade weekly writing prompts |

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

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

*End of Writing Goals*

## Attendance Goal(s)

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

| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
|---|---|
| 1. Attendance<br><br>Attendance Goal #1: | Flamingo Elementary's goal for 2012 is to increase the daily attendance rate. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Flamingo created a data chat room to identify students in AYP subgroups, discuss interventions and monitor progress to increase student achievement. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| Based on the 2011 Attendance-Suspension Data Report, Flamingo has an attendance rate of 95%. | By June 2011, Flamingo will have an attendance rate of 96% for the 2011-2012 school year. |

| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
|---|---|
| Based on the 2011 Attendance-Suspenion Data Report, 269 students have excessive absences. | By June 2011, the excessive absences will decrease by 10 students for the 2011 - 2012 school year. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| Based on the 2011 Attendance-Suspension Data Report, 102 students have excessive tardies. | By June 2012, the excessive tardies will decrease by 10 students for the 2011 - 2012 school year. |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of parent support | Notify staff and parents of the BTIP Process. Work with truancy officer and social worker to communicate with families and staff. | Jo-Anne Misiewicz, Assistant Principal; Delores Culver, Attendance Clerk | Review attendance record | Daily Attendance Reports, Number of Broward Truancy Intervention program (BTIP) Cases. |

## 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 |
|---|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Attendance Budget:

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

# 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<br><br>Suspension Goal #1: | Flamingo's goal is to decrease the number of students with suspensions. Flamingo is a Title I School with a diverse population. The number of economically disadvantaged students increased 2% this year. Flamingo Elementary continually strives to meet the needs of all students by utilizing common board configuration in all grade levels. In addition, Flamingo created a data chat room to identify students in AYP subgroups, discuss interventions and monitor progress to increase student achievement. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| Based on the 2011 Attendance-Suspension Data Report, 19 students served internal suspension. | By June 2012, the number of internal suspensions will reduce in school suspensions by 3 during the 2011-2012 school year. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| Based on the 2011 Attendance-Suspension Data Report, 17 students were internally suspended. | By June 2012, the number of students to serve an internal suspension will reduce suspensions by 3 students. |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| Based on the 2011 Attendance-Suspension Data Report, four students were externally suspended from school during the 2010-2011 school year. | By June 2011, the number of external suspensions will be reduced by 1% during the 2010-2011 school year. |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| Based on the 2010 Attendance-Suspension Data Report, 3 students were externally suspended during the 2010-2011 school year. | By June, 2011, the number of students externally suspended will be reduced by 1 student during the 2011-2012 school year. |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Response to Intervention Tier 2 and 3 students are in compliance with the school wide discipline plan. | 1. Teachers will share best practices to improve behavior of Tier 2 and 3 students. | Jo-Anne Misiewicz, Assistant Principal | The number of referrals written resulting in external suspensions. | Discipline Reports from Data Warehouse.<br><br>Data Management Systems |

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 |
|---|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $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.* | Flamingo Elementary's goal is to increase the percentage of parental involvement during the 2011 - 2012 school year. Flamingo has a diverse population. The number of economically disadvantaged students has increased from last year. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 68%(506) of parents participated during the 2010-2011 school year. | 75% of parents will participate during the 2011- 2012 school year. |
| Problem-Solving Process to Increase Student Achievement | |
| | | | Person or | Process Used to | |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | See Title I PIP | See Title I PIP | See Title I PIP | See Title I PIP | See Title I PIP |

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

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

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

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| have academic nights for parents to learn ways to help their child succeed school. | Reading Night, Science Night, Writing Night | Title I | $2,244.00 |
| | | | Subtotal: $2,244.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| N/A | N/A | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| A Framework for Understanding Poverty. | District Training | N/A | $0.00 |
| | | | Subtotal: $0.00 |
| **Other** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Increase parent involvement by showcasing student work and serving refreshments. | Refreshments | Title I | $370.00 |
| | | | Subtotal: $370.00 |
| | | | Grand Total: $2,614.00 |

*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: | N/A |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | N/A | N/A | N/A | N/A | N/A |

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 |
|---|---|---|---|---|---|---|
| N/A | N/A | N/A | N/A | N/A | N/A | N/A |

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Increase reading skills through specific targeted programs. | Materials off the struggling reading chart to increase fluency, phonemic awareness. | General Budget | $500.00 |
| Mathematics | Small group instruction | Purchase materials off the struggling math chart to increase student application. | Title I | $600.00 |
| Science | N/A | N/A | N/A | $0.00 |
| Writing | N/A | N/A | N/A | $0.00 |
| Attendance | N/A | N/A | N/A | $0.00 |
| Suspension | N/A | N/A | N/A | $0.00 |
| Parent Involvement | have academic nights for parents to learn ways to help their child succeed school. | Reading Night, Science Night, Writing Night | Title I | $2,244.00 |
| STEM | N/A | N/A | N/A | $0.00 |
| | | | | Subtotal: $3,344.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | N/A | N/A | N/A | $0.00 |
| Mathematics | Increase motivation and math application. | First in Math | General Budget | $2,200.00 |
| Science | N/A | N/A | N/A | $0.00 |
| Writing | N/A | N/A | N/A | $0.00 |
| Attendance | N/A | N/A | N/A | $0.00 |
| Suspension | N/A | N/A | N/A | $0.00 |
| Parent Involvement | N/A | N/A | N/A | $0.00 |
| | | | | Subtotal: $2,200.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Teachers will attend training and bring back best practices to implement in their classrooms and share best practices. | District Trainings | General Budget | $3,000.00 |
| Mathematics | Increase application and high order thinking while building a solid foundation of math skills. | District Training | Title I | $600.00 |
| Science | Common Core Science | District Training for hands on and critical thinking in the are of science. | General Budget | $1,000.00 |
| Science | Science Resource Meetings | District Training | General Budget | $500.00 |
| Writing | N/A | N/A | N/A | $0.00 |
| Attendance | N/A | N/A | N/A | $0.00 |
| Suspension | N/A | N/A | N/A | $0.00 |
| Parent Involvement | A Framework for Understanding Poverty. | District Training | N/A | $0.00 |
| | | | | Subtotal: $5,100.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Mathematics | N/A | N/A | N/A | $0.00 |

| | | | | |
|---|---|---|---|---|
| Science | Hands on learning and connections to self for science content. | Hands on materials for science experiments. | General Budget | $500.00 |
| Writing | N/A | N/A | N/A | $0.00 |
| Attendance | N/A | N/A | N/A | $0.00 |
| Suspension | N/A | N/A | N/A | $0.00 |
| Parent Involvement | Increase parent involvement by showcasing student work and serving refreshments. | Refreshments | Title I | $370.00 |
| | | | | Subtotal: $870.00 |
| | | | | Grand Total: $11,514.00 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|---|---|---|---|
| ʝᴵ⊓ Priority | ʝᴵ⊓ Focus | ʝᴵ⊓ Prevent | ʝᴵ⊓ NA |

Are you a reward school:  ʝᴵ⊓ Yes  ʝᴵ⊓ 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.

  No. Disagree with the above statement.

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

N/A

| Projected use of SAC Funds | Amount |
|---|---|
| At this time, the SAC funds are projected to be used for updating technology and purchasing technology to enhance the curriculum. | $3,666.00 |

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

The SAC plans to align funding and school initiatives 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
FLAMINGO ELEMENTARY SCHOOL
2010-2011

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 77% | 79% | 86% | 54% | 296 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 64% | 60% |  |  | 124 | 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? | 56% (YES) | 59% (YES) |  |  | 115 | 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 |  |  |  |  | 535 |  |
| 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
FLAMINGO ELEMENTARY SCHOOL
2009-2010

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 82% | 81% | 92% | 51% | 306 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 69% | 59% |  |  | 128 | 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? | 63% (YES) | 65% (YES) |  |  | 128 | 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 |  |  |  |  | 562 |  |
| Percent Tested = 100% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |