

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BETHUNE MARY M ELEMENTARY SCHOOL

District Name: Broward

Principal: Mary Lou Ridge

SAC Chair: Marta Moise

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/31/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Tranya Curry	B.A. in Elementary Education M.A. in Educational Leadership ESOL Endorsed	16	1	<p>Our target AMO goal for 2012-2013 is to obtain 52% in reading and 47% in math. This results an an increase of 4% in reading and 5% in math.</p> <p>Our target AMO goal for 2012-13 for the various subgroups are the following:</p> <ul style="list-style-type: none"> •Black/African Americans from 38% to 43%, resulting in a 5% increase •Hispanics from 66% to 69%, resulting in a 3% increase •Whites from 71% to 73%, resulting in a 2% increase •English Language Learners from 56% to 60%, resulting in a 4 % increase •Students With Disabilities from 18% to 25%, resulting in a 7% increase •Economically Disadvantage Students from 45% to 50%, resulting in a 5% increase <p>School was rated a "B" in 2012 Percentage of students meeting high standards: Reading- 48%</p>

					Math- 42% Writing- 82% Science- 27% School was rated a "C" in 2011 Percentage of students meeting high standards: Reading- 69% Math-64% Writing-79%
Principal	Mary L. Ridge	B.A. Speech Language Pathology M.A. in Deaf Education Certification in K-12 Supervision and Administration ESOL Endorsed	13	27	Our target AMO goal for 2012-2013 is to obtain 52% in reading and 47% in math. School was rated a "B" in 2012 School was rated a "C" in 2011 School was rated a "B" 2009 and 2010 Moved the school from a "C" rating to an "A" rating in 2006 School was rated a "B" in 2012 Percentage of students meeting high standards: Reading- 49% Math- 45% Writing- 82% Science- 27% Percentage of students meeting high standards: Reading- 69% Math-64% Writing-79% Science-46%

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	Joan Tashman	Bachelor's in Elementary Education Master's in Education Reading Endorsement ESOL Endorsed	26	18	Many successful years as Reading Coach. % of students scoring a level 3 or higher: 2007 - 60 School Grade "C" 2008 - 52 School Grade "C" 2009 - 65 School Grade "B" 2010 - 64 School Grade "B" 2011 - 69 School Grade "C" 2012-School Grade "B"

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	Recruit high quality and highly qualified teachers	Mary L. Ridge	August 2012	
2	Retain high quality and highly qualified teachers	Mary L. Ridge	June 2013	

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
No data submitted	

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	9.3%(4)	14.0%(6)	44.2%(19)	32.6%(14)	34.9%(15)	95.3%(41)	11.6%(5)	11.6%(5)	95.3%(41)

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
Joan Tashman	Stephanie Cuneo	New teacher to Broward County	Bi-monthly meetings with mentors to support new teacher.
Don Hicks	Robert Nolan	First year teacher and new to Elementary Magnet Program.	Weekly meeting with team leader and mentor to discuss lesson planning, classroom management and learning and discipline strategies.
Janice Cafferey	Diane Lewis	First year teacher to Broward County	Weekly meeting with team leader and mentor for support.
Melissa Ramirez	Johanna Saco	First year teacher to Broward	Bi-monthly meetings with mentors to support new teacher.

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 for professional development for teachers at the end of the school year to develop instructional focus calendars and to disaggregate student achievement data.

Title I funds are also used for parent involvement activities such as Parent FCAT night, Reading, Math, Science and Writing Nights.

Head start funds provide students with preventive dentistry, parent education programs, and student socialization.

Title I, Part C- Migrant

N/A

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program that coordinates services with the District's Dropout Prevention Program.

Title II

District receives supplemental funds for improving basic education programs through professional development.

Title III

The District provides educational material and support services to improve the education of immigrant and English Language Learners.

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. In addition, academic tutoring is provided at homeless shelters. In addition, our Homeless Liaison and School Social Worker work closely with families that are identified homeless, providing them the essentials and support they need.

Supplemental Academic Instruction (SAI)

SAI funds are used for compensation to teachers instructing FCAT Academy in Reading, Math and Science.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling. In addition, Administration conducts student workshops on anti-bullying for grades K-5. Bethune has implemented a school wide anti-bullying program Passport to Peace to build character and reduce bullying.

Prevention Programs (District) CHAMPS- Classroom Management

Nutrition Programs

Our guidance counselor is a certified physical educator teacher. She along with our dance teacher provides 1-5th grades and "Get Fit" morning program.

Housing Programs

N/A

Head Start

We currently service 122 students in our Head Start/Pre K classes, helping to prepare our community's Pre-kindergarten children for the rigors of elementary school. Last year we added 3 additional Early Head Start class that services 24 one and two year old children. This year 1 class of three and four year old Specialized Place (ESE) program has been added to Bethune instructional program.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 7 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 timelines 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.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Family Counseling (District) -Services through Guidance Department and Innovation Zone Family Counseling Program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team consists of School Support Staff (ESE Specialist, Student Support Specialist, Guidance Counselor, Curriculum Specialist, and Reading Coach) may also include the Principal, Assistant Principal, School Psychologist, School Social Worker, classroom teacher involved, the Speech Pathologist (if needed) and the parent (if requested).

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?

Mrs. Caffrey the RTI Coordinator meets with the RTI Team twice a month. A referral is made to the RTI Leadership Team using a form that explains documentation to be gathered, etc. This is done after at least one conference with parent documenting the concern and intervention (Tier I) has been attempted based on an individual assessment (DAR for reading, math inventory and KEY MATH, end of book test, math or collecting anecdotal such as behavior charts for a Functional Behavior Assessment). Once the team meets, additional intensive interventions are suggested (Tier II and/or Tier III). A case manager, who is a member of the Leadership Team and also acts as the grade level liaison, is assigned to assist the teacher and continuously monitors the student. The case manager assigned will meet with the teacher to address data collected and document student progress. If the student continues to have difficulty, the team will reconvene with teacher/case manager/parent updating team based on the continuing data collected. A more intense intervention will be suggested/attempted. (Tier III). If there continues to be great difficulty, a referral for formal disability identification may be considered.

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 school-based RTI Leadership Team aims to assist each student in reaching their maximum potential by collecting and analyzing student data, formulating an individual plan based on data collected and continuously monitoring the results. Data is routinely inspected in the areas of reading, math, writing, science and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

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.

Baseline data: Broward Assessment Tests (BAT 1 & 2 for reading, math, and science) Florida Comprehensive Assessment Test (FCAT), FAIR, AND KINDERGARTEN READINESS

Progress Monitoring: Mini Assessments, FCAT Simulation, FCAT TEST MAKER PRO ASSESSMENT (READING, MATH, SCIENCE, WRITING), FAIR, WRITE SCORE (WRITING AND SCIENCE), EASY CBM, AND FLORIDA ACHIEVES

Midyear: Florida Assessments for instruction in reading (FAIR), Diagnostic Assessment for Reading (DAR), ORF, SAN DIEGO, Early Reading Diagnostic Assessment (ERDA), BAT 1 & 2, EASY CBM, FLORIDA ACHIEVES, AND WRITE SCORE (WRITING AND SCIENCE)

Bethune RTI Leadership team developed a specific assessment grouping and differentiation guidelines for each grade level. Teachers at every level follows the guidelines in assessing and collection of data in reading, math, writing, science and behavior according to the Tier level of the individual student.

End of year: FAIR, FCAT, ORF, SAN DEIGO, TEST MAKER PRO ASSESSMENT (READING, MATH, SCIENCE, WRITING), EOY READING AND MATH, EASY CBM, FLORIDA ACHIEVES, AND WRITE SCORE (WRITING AND SCIENCE)
Frequency of Data Days: twice a month for data analysis
All records are stored in the ESE Specialist office for periodical review. Also, test scores are stored in the district's data warehouse, Virtual Counselor.

Tier 1 Reading Data Sources:
Grades K-3/Treasures Weekly Reading Test
Grades 4-5/Harcourt Weekly Reading Test
Mini-BAT assessments
BAT 1 (only for 3rd grade retained students) and BAT 2

Tier 1 Math Data Sources:
Grades K-5/ GO MATH Chapter Assessments
BAT 1 (3rd grade retained students and BAT)2

Tier 1 Science Data Sources:
Grades K-5/Harcourt Science Chapter Assessments
Science Mini-BATs
BAT 1 (retained 3rd graders)and BAT 2

Tier 1 Behavior Data Sources:
Teacher Individual Behavior Plan
School-wide Behavior Plan
Discipline Management System

Tier 2 and 3 Data Sources are the intervention data and assessments for each subject area. Also, student achievement data from Push-in/pull-out support.

IStation computerized learning was implemented last year. Monitor data identifies on level students as well as students requiring Tier 2 and 3 interventions. Teachers are provided individualized RTI lesson plans to implement.

Describe the plan to train staff on MTSS.

Professional development will be provided to new teachers during teachers' common planning time and small sessions will occur throughout the year. The School Psychologist will provide the trainings to new staff. Bi Weekly data chats will ensure adherence to the RTI guidelines. The RTI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Administration reviews RTI guidelines at the beginning of the year with the entire staff. New staff will also be trained in how to implement the new student portfolio management system required.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of Administration, Guidance, ESE Specialist, School Social Worker, and Team Leaders.

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

The Literacy Leadership Team meets on Team leader days, Early Release, and Teacher Planning Days to conduct classroom walkthroughs, disaggregate grade level data and to monitor the implementation of the instructional focus calendars. The LLT will meet bi-monthly with grade teams to review data trends, student achievement, IFC's, and help develop lesson plans.

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

This year the Literacy Leadership Team will focus on improving the number of students proficient in Reading, Writing, Math,

and Science. The LLT will give special attention to the subgroups of Blacks and Economically Disadvantaged students, as those groups did not make AYP in the previous year. Review of testing data reveals a drop in FCAT student achievement levels amongst levels 4 and 5 students on both Reading and Math Tests. The LLT will closely monitor enrichment and rigorous activities of these students. Student achievement results of Mini Benchmark Assessments will determine whether the focus lessons need to be revised. Teachers and administrators will ensure that the focus lessons are effective through pre and post assessments on the lesson objective and through conferencing with students and teachers regarding the results of the assessments. The Principal and Leadership Team ensure that data analysis of assessment results are being used to differentiate instruction based on students' academic needs through Classroom Walkthroughs, meeting minutes review, lesson plan review and student assessment results. The instructional coaches will monitor instruction, support teachers through dispersing extra support materials, model best practices, and evaluate efficacy.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Bethune provides a special Open House for all Head Start children and their parents to become familiar with the procedures of our school. We also have a Kindergarten Round-Up in May where the students and parents meet the teachers and go over routines and academic expectations.

In addition, we have a Back to School Night on the Friday before school begins to welcome students and their parents for the upcoming year. At this "meet and greet" teacher event, parents are given tips for providing their children with successful academic practices to be used throughout the school year.

Our school is the Head Start site for our community, and most of the children/parents are very familiar with the policies and procedures already. The district hosts Head Start preregistration for parents wishing to enroll their students the following year. Prerequest is offered many times through out the year

Communication with the community concerning the preschool program is through the "Tiger Tale" newsletter, the school marque, fliers to the local community centers. Families are invited to all Performing Arts programs throughout the year. At this time, announcements are made encouraging participation in the preschool program.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By May 2013, 30% of students will score a level 3. This results in a 6% increase of students scoring a level 3 on the FCAT 2.0 test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(62) scored a level 3 or above on the FCAT 2.0 test in 2011-12.	30% of students will score a level 3. This results in a 6% increase of students scoring a level 3 on the FCAT 2.0 test.

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	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for reading assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1 (3rd grade retained students) and BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
3	Integration of reading, writing, math and science in the Performing Arts Department.	Performing Arts teachers will infuse content related skills into their arts curriculum.	Principal: Mary Ridge Assistant Principal: Tranya Curry Team Leader: Anita MacBeth	Classroom Walkthroughs and observations	Classroom Walkthroughs
4	Students are not meeting proficiency in reading.	Teachers will provide targeted instruction in each reading cluster, assess students and provide remediation and/or enrichment as needed.	Administration Reading Coach	Administration will meet with teachers to discuss reading data. Students not meeting with proficiency will be provided additional support through differentiation by the classroom teacher and support staff.	Administration will provide weekly reading test according to the cluster being assessed through FCAT Maker Pro.
5	Inconsistency in RTI delivery	Scheduled RTI Block Daily Teachers are required to maintain Monitoring Logs.	Administration Reading Coach Teachers	Monitoring Sheets reviewed bi-weekly Benchmark Test data reviewed bi-weekly	IStation RTI Reports Test Maker Pro results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model	Principal: Mary L Ridge Assistant Principal: Tranya Curry Leadership Team	Classroom Walkthroughs and observations Weekly team meeting with administration to analyze student data.	FCAT Test Maker Pro

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 22% of students will achieve above mastery on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(61) of 3rd-5th grade students scored a level 4 or higher.	22% of students will achieve above mastery on the 2013 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	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for reading assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1 and BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro

		the value added model.			
3	Teachers ability in maintaining or increasing proficient level 4 and 5 students in all tested academic areas	Students that scored a Level 4 or 5 will receive reading enrichment through more difficult Text Complexity and advanced reading level curriculum.	Mary L. Ridge: Principal	Students that scored a Level 4 or 5 will receive reading enrichment through project based learning activities. They will receive complex text learning activities involving inquiry-based learning.	DAR, Treasures Oral Reading Fluency, Running Records, Easy CBM, FCAT Test Maker Progress Monitoring, and Benchmark Assessment will be discussed during data chats with administration.
4	Teachers unfamiliarity with Common Core Standards and teaching methods	Weekly webinar staff development sessions provided by the district's Defining the Core website	Administration	Teacher pre and post questionnaires Follow-up lesson activities for team members	Post questionnaires

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:		74%(128) of struggling students made learning gains on the 2012 FCAT Reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
74%(128) of struggling students made learning gains on the 2012 FCAT Reading.		By June 2013, 80%(125) of struggling students made learning gains on the 2013 FCAT Reading.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Infrequent monitoring of data	Teachers are required to maintain monitoring	Principal: Mary L. Ridge	These monitoring sheets will be reviewed bi-	Chapter tests, BAT 2, Mini-BATs, Pre-

1		sheets for reading assessments.	Assistant Principal: Tranya Curry	weekly by administration during data chats. 80% accuracy will determine student mastery.	tests, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
3	Students are not making learning gains in reading.	Students that scored a level 1 or 2 will be provided push-in/pull out services to improve Reading Application (main idea, compare and contrast, cause and effect, etc).	Administration	Administration will conduct classroom walkthroughs and perform informal observations to determine that the instructional focus calendar is being implemented and that students are receiving a rigorous curriculum.	DAR, Treasures Oral Reading Fluency, Running End of selection test, Records, I-Station, FCAT Test Maker Progress Monitoring, and Benchmark Assessments will be discussed during data chats with administration.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	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				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	80%(38) of students in the lowest 25% will make learning gains on the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(34)	80%(38)

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	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for reading assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1, Mini-BATs, Pre-tests, Writing rubrics, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
3	Students are not making learning gains in reading.	Students that scored a level 1 or 2 will receive push in or pull out support on targeted reading clusters.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	Administration will conduct classroom walkthroughs and informal observations. This will help to determine if the instructional focus calendar is being implemented and that students are receiving a rigorous curriculum.	DAR, Treasures Oral Reading Fluency, End of Selection test, Running Records, FCAT Test Maker Progress Monitoring, and Benchmark Assessments will be discussed during data chats with administration
4	Inconsistency of RTI delivery	Students will use iStation as an online intervention on a regular basis. They will be provided small group reading instruction through the iStation teacher directed mini-lessons.	Administration Reading Coach	iStation Reports will be utilized to determine effectiveness of strategies. Classroom Walkthroughs	BAT 2, FAIR Test, and FCAT Test Maker Pro

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 #					
	N/A					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The goal of Bethune Elementary is to increase proficiency rate on the 2013 reading FCAT in the following subgroups, Black/African Americans 43% (4% increase), Hispanics 69% (3% increase), and Whites 73% (2% increase).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in the following subgroups made AYP: Black/African Americans 38%, Hispanics 66%, and Whites 71%.	The goal of Bethune Elementary is to increase proficiency rate on the 2013 reading FCAT in the following subgroups, Black/African Americans 43% (4% increase), Hispanics 69% (3% increase), and Whites 73% (2% increase).

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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM). Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
2	Students are not meeting with proficiency on FCAT Reading.	Students will receive push in or pull out support on targeted reading clusters.	Reading Coach	Administration Administration will conduct classroom walkthroughs and informal observations. This will help to determine that the instructional focus calendar is being implemented and that students are receiving a rigorous curriculum.	Data from the following programs will be discussed in detail during data chats: Phonics for Reading, Buckle Down Reading, Focus On, STARS, Test Ready, IStation reports, and Benchmark testing

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	June 2013, 60% (in increase of 4%) of ELL students will make adequate progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of ELL students made satisfactory progress.	60% (in increase of 4%) of ELL students will make adequate progress.

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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)?	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Leadership Team	Classroom Walkthroughs and observations Weekly team meeting with administration to analyze student data	FCAT Test Maker Pro
2	Students are not meeting with proficiency in reading on the reading FCAT.	Students that scored a level 1 or 2 will be provided push-in/pull out services to improve words in context, reference and research, and compare/contrast skills.	Administration and Reading Coach	Administration Administration will conduct classroom walkthroughs and informal observations to determine that the instructional focus calendar is being	DAR, Treasures Oral Reading Fluency, Running End of selection test, Records, FCAT Test Maker Progress

				implemented and that students are receiving a rigorous curriculum.	Monitoring, and Benchmark Assessments will be discussed during data chats with administration
3	Background knowledge or experience to comprehend non-fiction text.	Teachers will scaffold text to support the students as it pertains to "language acquisition". Provide students with opportunities to read non-fiction type. Thematic teaching to provide repetitive academic language	Administration and Reading Coach	Administration will conduct iObservations. Classroom Walkthroughs to ensure students are exposed to various comprehension strategies such as no linguistic representation of knowledge	DAR, Treasures Oral Reading Fluency, Running End of selection test, Records, FCAT Test Maker Progress Monitoring, and Benchmark Assessment will be discussed during data chats with administration

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	June 2013, 25% (increase of 7%) of SWD students will meet AYP in reading on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% of SWD made satisfactory progress.	25% (increase of 7%) of SWD students will meet AYP in reading on the 2013 FCAT 2.0 Reading Test.

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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM) .	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
2	Students are not meeting with proficiency on the Reading FCAT.	Students that scored a level 1 or 2 will receive push in or pull out support on targeted reading clusters.	Mary L. Ridge: Principal	Administration will conduct classroom walkthroughs and informal observations to determine that the instructional focus calendar is being implemented and that students are receiving a rigorous curriculum.	DAR, Treasures Oral Reading Fluency, Running End of selection test, Records, FCAT Test Maker Progress Monitoring, and Benchmark Assessment will be discussed during data chats with administration

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 50% of students in the Economically Disadvantaged subgroup will make AYP in reading on the 2013 FCAT.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
45% of Economically Disadvantaged students made satisfactory progress in reading.			50% of students will meet the AMO goal in this category.		
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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
2	Students are not meeting with proficiency on the Reading FCAT.	Students will receive push in or pull out support on targeted reading strands.	Reading Coach Administration	Administration will conduct classroom walkthroughs and informal observations to determine that the instructional focus calendar is being implemented and that students are receiving a rigorous curriculum.	DAR, Treasures Oral Reading Fluency, Running End of selection test, Records, FCAT Test Maker Progress Monitoring, and Benchmark Assessment will be discussed during data chats with administration

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
Broward's Defining the Core Webinars in the area of the 6 Key Shifts in Instructional Methodology	Grades K-5	Administrators Reading Coach Team Leaders	Classroom Teachers Pull-Out Teachers Performing Arts Teachers	August: Balancing Literary and Informational Text	Meeting Agendas Teacher-made products using the instructional strategy of the month Classroom Walkthroughs for implementation	Administration Team Leader Reading Coach
				Sept./Oct.: Knowledge in the Disciplines Nov./Dec.: Text-based Answers Jan./Feb.: Staircase of Complexity Mar./Apr.: Writing from Sources May: Academic Vocabulary		
					Meeting Agendas	

Nonfiction Text/Research Based Strategies and Inquiry Based Learning	Grades K-5	Administrators Reading Coach Team Leaders	Classroom Teachers Pull-Out Teachers Performing Arts	Tuesday Professional Learning Communities	Classroom Walkthroughs for implementation Student-work samples Student portfolios Team Meeting Notes	Administration Team Leader Reading Coach
Integrating Content Based Writing	Grades K-5	Administrators Reading Coach Team Leaders	Classroom Teachers	Tuesday Professional Learning Communities	Meeting Agendas Classroom Walkthroughs for implementation Student-work samples Student portfolios Team Meeting Notes	Administration Team Leader Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Pop Common Core Question Stems	Flip Books of Common Core questions stems for reading	Title I	\$600.00
			Subtotal: \$600.00
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
Teachers will be allowed release time to attend district training	Talent Development Department will offer professional inservice in the areas of Reading and Writing aligned with the CCSS.	Title 1 Funding for substitute teacher release	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	June 2013, 50%(13) will make satisfactory progress on the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	

K(1/6), 1st grade(1/9), 2nd(2/5), 4th(3/5), and 5th(0/1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Social and academic vocabulary deficits due to acquisition process of new language.	Thematic teaching to expose students to repetitive academic vocabulary cross-curricular.	Classroom Teacher	Weekly Assessments	Benchmark testing Chapter Test Test Maker Pro

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

2. Students scoring proficient in reading.

CELLA Goal #2:

June 2013, 50% (13) of eight students will make proficient on the CELLA Reading Test.

2012 Current Percent of Students Proficient in reading:

K(0/6), 1st grade(1/9), 2nd(4/5), 4th(3/5), and 5th(0/1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Social and academic vocabulary deficits due to acquisition process of new language.	Thematic teaching to expose students to repetitive academic vocabulary cross-curricular.	Classroom Teacher	Weekly Assessments	Benchmark testing Chapter Test Test Maker Pro

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

3. Students scoring proficient in writing.

CELLA Goal #3:

June 2013, 50%(13) will be proficient on the CELLA Writing Test.

2012 Current Percent of Students Proficient in writing:

K(0/6), 1st(2/9), 2nd(2/5), 4th(0/5), and 5th(0/1).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Social and academic vocabulary deficits due to acquisition process of new language.	Thematic teaching to expose students to repetitive academic vocabulary cross-curricular.	Classroom Teachers	Weekly Assessments	Benchmark Testing Chapter Test FCAT Test Maker Pro

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. Mathematics Goal # 1a:	By June 2013, 30% (increase of 1%) of students will score at least a level 3 on the FCAT 2.0 math test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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29%(76) of 3rd-5th grade students scored a level 3 on the FCAT 2.0 test.	30% (increase of 1%) of students will score at least a level 3 on the FCAT 2.0 math test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for math assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1 (3rd grade retained students) and BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for science assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1 (3rd grade retained students) and BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
3	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
4	Integration of reading, writing, math and science in the Performing Arts Department.	Performing Arts teachers will infuse content related skills into their arts curriculum.	Principal: Mary Ridge Assistant Principal: Tranya Curry Team Leader: Anita MacBeth	Classroom Walkthroughs and observations	Classroom Walkthroughs
5	Instructional Focus calendars are not being implemented with fidelity.	An instructional focus calendar based on the NGSSS which identifies specific grade level skills with accompanying lessons for daily instruction will be utilized	Leadership Team	Team members will meet once a week to analyze student achievement data from Chapter Test, Chapter Review and Show What You Know Assessments for GO	Data from Chapter/Unit Tests, FCAT Explorer, Florida Focus Achieves, Go Math Intervention Skills,

		in grades K-5 and monitored by administration.		MATH to ensure that the IFC is being followed. Classroom Walkthroughs	FCAT Test Maker will be reviewed with administration during data chats.
6	Inconsistent delivery of RTI as needed due to time constraints of instructional day	Daily scheduled RTI block in every grade level	Administration	Classroom Walkthroughs	Data from GoMath Assessments, FCAT Test Maker Pro, and BAT tests

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model	Principal: Mary L Ridge Assistant Principal: Tranya Curry Leadership Team	Classroom Walkthroughs and observations Weekly team meeting with administration to analyze student data.	FCAT Test Maker Pro

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 17% (increase of 1%) of students will score above mastery on the FCAT 2.0 math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(43) of 3rd-5th grade students scored a level 4 or higher.	17% (increase of 1%) of students will score above mastery on the FCAT 2.0 math test.

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	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for Math assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1 and BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets

2	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for Science assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 1 and BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves, and Easy CBM, Computerized program data sheets
3	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
4	Level 4 and 5 students are not being challenged enough.	Teachers will begin to infuse the CCSS in Math and utilize student performance tasks as models for instruction in the classroom. Teachers will implement project/inquiry based learning and critical thinking activities to provide a rigorous curriculum to high achieving students. Teams will share best practices for integrating GoMath concepts to everyday math application during meetings. Teachers will apply concepts taught through the GoMath curriculum to real-world math problems.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Team Leader	Classroom walkthroughs and informal observations will be conducted.	Review of student portfolios to evaluate student performance tasks Math Assessments such as BAT2, FCAT Test Maker Pro, and GoMath tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 mathematics. Mathematics Goal #3a:	By June 2013, 89%(139) of all students will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(136)	89%(139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for math assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 2, Mini-BATs, Pre-tests, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
3	Support personnel will need training implementing the CCSS for Math.	Support personnel will provide weekly remediation for struggling/at-risk students.	Mary Lou Ridge, Tranya Curry, ESE Specialist	Support Personnel will have Data Chats with administration to review student performance data from the weekly pull-out/push-in support. The scores Chapter Test will be used to drive remediation instruction.	Chapter/Unit Tests
4	Inconsistent Delivery of RTI	K-5 scheduled block for RTI	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	School-wide scheduled remediation built into the day monitored through classroom walkthroughs and IStation reports	Test Maker pro Math Benchmark Testing

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 76%(33)% of all students in the lowest 25% will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(30)	76%(33)

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	Infrequent monitoring of data	Teachers are required to maintain monitoring sheets for math assessments.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry	These monitoring sheets will be reviewed bi-weekly by administration during data chats. 80% accuracy will determine student mastery.	Chapter tests, BAT 2, Mini-BATs, Pre-tests, Writing rubrics, Florida Focus Achieves, and Easy CBM, FCAT Test Maker Pro, and computerized program data sheets
2	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
3	Lack of human resources to pull-out students in this category for remediation in math.	Scheduled RTI Block for remediation	Administration ESE Specialist	Classroom walkthrough, Data Binder review, and classroom observations will be conducted by administration to ensure that the remediation is being implemented.	Data Chats, BAT 2, Chapter/Unit Tests, and FCAT Test Maker Pro

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 #					
	N/A					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	June 2013, Black 39% (resulting in a 6% increase), Hispanics 60% (4% increase), Whites 70% (3% increase).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Blacks: 33%, Hispanics:56%, and Whites: 67%	Black 39% (resulting in a 6% increase), Hispanics 60% (4% increase), Whites 70% (3% increase).

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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM). Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L. Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
2	Teachers need training on implementing the IFC for the CCSS.	An instructional focus calendar based on the CCSS which identifies specific grade level skills with accompanying lessons for daily instruction – Grades will be utilized in grades K-5.	Mary L. Ridge: Principal Tranya Curry: Assistant Principal Team Leader	Classroom Walkthroughs and Observations Teachers will receive training in implementing the CCSS IFC for Math.	BAT 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker
3	Teachers need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction and identify areas in need of staff development.	Mary L. Ridge: Principal Tranya Curry: Assistant Principal	Data Binders, and Weekly data chat Administration will meet with teachers by grade level to provide training in analyzing student performance data.	BAT 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker Pro

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	June 2013, 46% (5% increase) of ELL students will make adequate yearly progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of ELL students made adequate yearly progress.	46% (5% increase) of ELL students will make adequate yearly progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Teachers will need training in analyzing student performance data and the Value Added Model (VAM)?	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Leadership Team	Classroom Walkthroughs and observations Weekly team meeting with administration to analyze student data	FCAT Test Maker Pro
2	Teachers need training in analyzing student performance data.	Teachers will use student performance data in order to drive instruction and identify areas in need of staff development.	Mary Lou Ridge	Data Binders, and Weekly data chats. Administration will meet with grade levels to review student performance data.	Chapter Tests, Math Journals, FCAT Test Maker
3	Teachers need training on implementing the IFC for the CCSS.	An instructional focus calendar based on the CCSS which identifies specific grade level skills with accompanying lessons for daily instruction will be utilized in grades K-5.	Leadership Team	Classroom Walkthroughs and observations Team Leaders will meet biweekly to analyze student achievement data from Chapter Tests, Chapter Review and Show What You Know Assessments for GO Math.	Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	34% of SWD (resulting in a 6% increase) will make satisfactory progress in math on the 2012-13 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% of SWD made satisfactory progress.	34% of SWD (resulting in a 6% increase) will make satisfactory progress in math on the 2012-13 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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM) .	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
2	Teachers need training on implementing the IFC for the CCSS.	An instructional focus calendar based on the CCSS which identifies specific grade level skills with accompanying lessons for daily instruction will be utilized in grades K-5.	Leadership Team Team Leader	Classroom Walkthroughs and observations Team Leaders will meet biweekly to analyze student achievement data from Chapter Test, Chapter Review and Show What You Know Assessments for GO MATH. New teachers will attend district level Go Math trainings.	Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker
	New teachers need training in analyzing	Teachers will use student performance	Mary Lou Ridge	Data Binders, and Weekly data chats	Chapter Tests, Math Journals,

3	student performance data.	data in order to drive instruction and identify areas in need of staff development.	Leadership Team Team Leaders	Administration will meet with grade levels to review student performance data. K-5 Teachers will view monthly district Stemcast on new CCSS Math Instructional Strategies.	FCAT Test Maker
4	Inconsistency in the delivery of RTI	Scheduled daily RTI block for K-5	Administration Leadership Team	IStation Reports Classroom Walkthroughs	IStation Reports BAT Assessment FCAT Test Maker Pro

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. Mathematics Goal E:	By June 2013, 45% (5% increase) of Economically Disadvantaged students need to make progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of Economically Disadvantage students made adequate yearly progress.	45% (5% increase) of Economically Disadvantaged students need to make progress.

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	Teachers will need training in analyzing student performance data and the Value Added Model (VAM).	Teachers will use student performance data in order to drive instruction. Teachers will also be trained in understanding the value added model.	Principal: Mary L Ridge Assistant Principal: Tranya Curry Leadership Team	Weekly team meeting with administration to analyze student data Classroom Walkthroughs and observations	FCAT Test Maker Pro
2	Teachers need training on implementing the IFC for the CCSS.	An instructional focus calendar based on the CCSS which identifies specific grade level skills with accompanying lessons for daily instruction – Grades will be utilized in grades K-5.	Mary L. Ridge: Principal Team Leader Leadership Team	Classroom Walkthroughs and Observations Teachers will receive training in implementing the CCSS IFC for Math.	BAT 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, FCAT Test Maker
3	Teachers need training in analyzing student performance data.	Teachers will use student performance data in order to drive instruction and identify areas in need of staff development.	Mary Lou Ridge Team Leader Leadership Team	Data Binders, and Weekly data chats Administration will meet with teachers by grade level to provide training in analyzing student performance data.	BAT 2, Chapter/Unit Tests, Odyssey, FCAT Explorer, Go Math Intervention Skills, and FCAT Test Maker

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
Big Ideas 1 and Big Idea 3	Grades 3-5/Math	District	Grades 3-5 Classroom Teachers	Early Release Planning Days District Workshop Dates	Student Data Lesson Plans	Administration
Real World Math Application Projects	Grades K-5/Math	District School Level	Grades K-5 Classroom Teachers Pull-out teachers	Professional Learning Communities using district online STEMCASTS Dates: 9/7/12 10/01/12 10/29/12 11/26/12 1/07/13 2/04/13 3/04/13 5/06/13 Early Release Planning Days Team Meetings:	Student Data Student Portfolios Question & Answer Webinar sessions for Teachers Follow-up teacher-made activities	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Best Practices and District Level workshops for teachers	Funds used to pay substitute teachers to relieve teachers attending district trainings.	Title 1	\$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: \$3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		By June 2013, 40%(35) of students will meet proficiency in Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
21%(17)		40%(35)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology not working presents a problem of integrating technology.	The Technology person will work diligently to fix any technology issues in a timely manner so that students in grade 3-5 can view the Science Alive segments on a weekly basis.	Classroom Teachers, Team Leaders, and Leadership Team	PLC Meetings, Classroom Walkthroughs, Data Binders, and Plan Books Training will be provided to teachers on implementing the science bins.	Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, and FCAT Explorer, and FCAT Test Maker
2	Students are not meeting proficiency in science.	Students will participate in a weekly Science Bowl to review all strands in science as a spiral review.	Science Contact/Jessica Vega	Classroom Walkthroughs, Data Binders, and Plan Books	Science BATS, Science Mini BATS, Harcourt Science Chapter Tests, Snapshots Assessments, Science Journals, projects, and FCAT Explorer, and FCAT Test Maker

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		By June 2013, 16%(10) of students will achieve above mastery in science on the 2013 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6%(5)		16%(10) .			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology not working properly presents a problem of integrating technology.	The Technology person will ensure that technology is up and running on a continued basis so that implementation of project based learning activities can be completed using the wireless laptop carts.	Administration	Administration will meet with the Micro tech to technology issues and repairs.	Technology concerns form.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Science Workshop	Grade 5	District Presenters	Grade 5 Classroom Teachers	District designated workshop dates	Classroom Walkthroughs Lesson Plans	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Best Practices & District Level Trainings	Funds will be used to pay substitute teachers to relieve classroom teachers attending workshops.	Title 1	\$617.00
			Subtotal: \$617.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$617.00

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.		By June 2013, 85%(59) of students will meet state standards in writing.			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
82%(76)			85%(59)		
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	Teachers unfamiliarity of CCSS text-based response writing style through all disciplines	Utilize BEEP writing plans K-5 Begin to implement CCSS in writing instruction	Tranya Curry Assistant Principal 4th Grade Team Leader: Marta Moise	Teachers will closely monitor students who are determined to be at risk. Teachers in Grades K-4 will participate in a PLC for text-based written responses.	Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals, FCAT Test Maker
2	New teachers might need additional professional development in implementing the BEEP Lessons.	Broward Enterprise Education Portal (B.E.E.P.) will be used to enhance the instruction of all students by utilizing the various web-based tools made available to all instructional employees (A+ Rise, Apple Digital School, Atomic Learning, Net Trekker, United Streaming, etc.).	Team Leaders, Curriculum Specialist, Mary Lou Ridge and Tranya Curry	PLC Meetings, Lesson Plans and Classroom Walkthrough. Teachers will receive additional training utilizing BEEP.	Monthly Writing Prompts, student work samples, content specific writing samples, and writing journals
3	Low language and vocabulary development for our students.	Increase reading and writing connection activities Writing Bowl Competitions Student Goal Setting/ Goal Tracking Sheets (Grade 4) Reflective Writing (Grade 4) Utilize the 5 Day Reading/Writing & Social Studies Homework Plan (grade 4)	Classroom Teachers 4th Grade Team Leader: Marta Moise	Classroom Walkthroughs Review of student work samples Teacher-student conferences	Writing Rubrics Student writing folders Scored 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. 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
Writing through Content Area- District Workshop	Grade 4	District Presenters	Grade 4 Classroom Teachers	District training designated dates	TDAs Lesson Plans	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on implementation of CCSS through writing	Used to pay trainer	Title 1	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	By June 2011, The attendance rate will increase 2% from 95% to 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2011 attendance rate was 94.9%	The expected attendance rate for 2012 will be 97%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
There were 140 students with excessive absences for the 2012 school year.	The expected number of students with excessive absences will decrease by 30% (42) from the 2013 school year.				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
There were 117 students with excessive tardies for the 2012 school year.	The expected number of students with excessive tardies will be reduced to 33, resulting in a 30% decrease in the number of students with excessive tardies.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Absences and Tardiness	Staff and administration will make every effort to make sure that students are present daily by following up on excessive absences. Parent Link will be sent out immediately regarding excessive absences and tardies.	Designated Attendance Staff Person	Daily Attendance Reports	Broward Truancy Reports

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, Administration will reduce the number of students receiving in-school and out-of-school suspension by implementing a school-wide behavior incentive plan.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 64 In-School Suspension for 2012.	In-School Suspensions will be reduced to 16 suspensions resulting in a 25% decrease of suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 36 students that had In-School Suspension during the 2012 school year.	In-School Suspensions will be reduced to 11 suspensions resulting in a 30% decrease of suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 15 Out-of-School Suspension during the 2012 school year.	The number of Out-of-School Suspensions will be reduced to 7 suspensions resulting in a 50% decrease of suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 12 students with Out-of-School Suspension during the 2011 school year.	Out-of-School Suspensions will be reduced to 6 suspensions resulting in about a 50% decrease of the number of students with external suspensions.

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	Implementation of CHAMPS for new teachers and School Discipline Plan.	Staff will be trained in utilizing CHAMPS as behavioral intervention to reduce the number of student referrals.	Mary L. Ridge Cyntheria Hunt	Classroom Walkthroughs	Behavior Management System
2	Lack of Motivation	Pair students with teacher mentors to increase their motivation.	Guidance Counselor-Amy Rubin	Student focus group/survey	Student discipline referrals and monitoring of the Broward County Discipline management System.
	To many students being	School-wide	Guidance	Reduction in referrals in	Behavioral

3	suspended in and out of school.	implementation of Passport to Peace a character building program. Monthly student assemblies to recognize positive character traits.	Counselor Tranya Curry Classroom Teachers	the behavioral data base	database system
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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
Implementation stage of the Passport to Peace program	Grades K-5	Guidance Counselor: Amy Rubin	Grades K-5 Teachers Performing Arts Teachers	Professional Learning Communities	Teachers follow designated character trait on a monthly basis.	Classroom teachers

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Passport to Peace Program	Free character building resources from grant	GRANT	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	70%(471) of parents will participate in decision making meetings about their child's education as evidenced by attendance at monthly SAC meetings, FCAT Parent Nights and parent teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
64%(430) of parents participated in decision making meetings about their child's education as evidenced by attendance at monthly SAC meetings,FCAT Parent Nights and parent teacher conferences.	70%(471)

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 Participation at SAC Meetings and not meeting SAC quorum.	Parents will be involved in the development and evaluation of the School Improvement Plan.	Tranya Curry/Assistant Principal Marta Moise/SAC Chair	Monthly SAC Meetings	SAC attendance sheets
2	SAC non-participation and parents not returning the signed Parent School Compacts.	A school Parental Involvement Policy will be developed by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school).	Marta Moise/ Title I Liaison	The number of School Compacts returned to school. The school must have 75% returned.	School Compact monitoring sheet.
3	Lack of parent participation	FCAT Workshops for parents will be scheduled each month in the areas of reading, math, writing, and science.	Mary Lou Ridge: Principal Tranya Curry: Assistant Principal Marta Moise: Title I Liaison	Attendance Sheets	Parent meeting evaluation forms, Title I Sign-in Sheet
4	Teachers Accessing Virtual Counselor	Individual student assessment results, including an interpretation of those results will be provided to all parents.	Mary Lou Ridge: Principal Tranya Curry: Assistant Principal and Classroom Teachers	Parent/Teacher conferences	Attendance at Parent/Teacher conference
5	Parents are not notified through Parent Link of important school events.	Increase communication between school and parents	Classroom Teachers, Mary Lou Ridge: Principal Tranya Curry: Assistant Principal	SAC Meeting minutes and attendance, Attendance at Parent/Teacher conferences and school events.	Parent/ Teacher Conferences, Title I sign-in sheets
6	Parents background knowledge of the CCSS	Parent trainings through SAC meetings Parent Tool Kit provided at conferences	Administration Title 1 liaison: Marta Moise	Parent evaluation feedback	Parent evaluation feedback

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards in all subject areas	Grades K-5	Administration Leadership Team	All classroom teachers and support teachers	October 2012	Teacher Surveys	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar Reading, Math, and Science Family Nights	Provide strategies in math, reading, and science to train parents.	Title 1	\$1,517.00
			Subtotal: \$1,517.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,517.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Pop Common Core Question Stems	Flip Books of Common Core questions stems for reading	Title I	\$600.00
Suspension	Passport to Peace Program	Free character building resources from grant	GRANT	\$0.00
				Subtotal: \$600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will be allowed release time to attend district training	Talent Development Department will offer professional inservice in the areas of Reading and Writing aligned with the CCSS.	Title 1 Funding for substitute teacher release	\$2,000.00
Mathematics	Math Best Practices and District Level workshops for teachers	Funds used to pay substitute teachers to relieve teachers attending district trainings.	Title 1	\$3,000.00
Science	Science Best Practices & District Level Trainings	Funds will be used to pay substitute teachers to relieve classroom teachers attending workshops.	Title 1	\$617.00
Writing	Training on implementation of CCSS through writing	Used to pay trainer	Title 1	\$300.00
Parent Involvement	Annual Parent Seminar Reading, Math, and Science Family Nights	Provide strategies in math, reading, and science to train parents.	Title 1	\$1,517.00
				Subtotal: \$7,434.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$8,034.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority
 Focus
 Prevent
 NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.



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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	64%	79%	46%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	57%			114	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	70% (YES)			119	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					491	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District BETHUNE MARY M ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	67%	86%	25%	242	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	65%	72%			137	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	76% (YES)			136	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					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested