FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MEADOWBROOK ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Matthew Whaley

SAC Chair: Melissa Devlin

Superintendent: Robert Runcie

Date of School Board Approval:

Last Modified on: 9/21/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
Principal	Matthew Whaley	Bachelor's Degree in Elementary Education; Master's Degree in Elementary Education; Master's Degree in Educational Leadership/ Educational Leadership Certification	4	9	Principal of Meadowbrook ES From 2011-2012: Grade C Reading: 27%, Math: 28%, Writing: 85%, Science: 26%. Learning Gains in Reading: 73% Learning Gains in Math: 67% Lowest Quartile in Reading: 73% Lowest Quartile in Math: 54% No subgroups made AYP. Principal of Meadowbrook ES From 2010-2011: Grade B Reading: 65%, Math: 68%, Writing: 84%, Science: 38%. No subgroups made AYP. Principal of Meadowbrook ES From 2009-2010: Grade A Reading: 70%, Math: 72%, Writing: 85%, Science: 39%. No subgroups made AYP. Assistant Principal of Wilton Manors ES From 2008-2009: Grade: A, Reading: 73%,

					Math: 75%, Writing: 99%, Science: 30%. All subgroups made AYP.
Assis Principal	Kicia Daniel	Bachelor's Degree in Elementary Education; Master's Degree in Educational Leadership/ Educational Leadership Certification	2	5	2011-2012 School Grade: C Reading: 27%, Math: 28%, Writing: 85%, Science: 26%. Learning Gains in Reading: 73% Learning Gains in Math: 67% Lowest Quartile in Reading: 73% Lowest Quartile in Math: 54% AYP: Criteria was not met. 2010-2011 School Grade: C Reading Mastery: 48% Math Mastery 67% Science: 39% Writing: 80% Learning Gains in Reading: 46% Learning Gains in Math: 70% Lowest Quartile in Reading: 50% Lowest Quartile in Math: 77% AYP: 100% of the criteria was met 2009 – 2010 School Grade: D Reading Mastery: 41% Math Mastery: 48% Science Mastery: 16% Writing Mastery: 77% Learning Gains Reading: 43% Learning Gains Math: 59% Lowest 25% Reading: 47% Lowest 25% Math: 73% AYP: 77% of the criteria was met.

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	Melissa Devlin	Specialist Degree in Educational Leadership; Master's Degree in Instruction & Curriculum; Bachelor's Degree in Special Education/ Certifications in Educational Leadership (K-12); NBCT in Primary Education ; ESOL & Pre-K with Disabilites Endorsed	2	2	Meadowbrook Elementary- School Grade: C Reading: 27%, Math: 28%, Writing: 85%, Science: 26%. Learning Gains in Reading: 73% Learning Gains in Math: 67% Lowest Quartile in Reading: 73% Lowest Quartile in Math: 54% AYP: Criteria was not met. Liberty Elementary- 2010-2011 Teacher - School Grade A AYP 87% Liberty Elementary- 2009-2010 Teacher - School Grade A AYP 85% Liberty Elementary- 2008-2009 Teacher – School Grade A AYP 97%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Educator Support System	NESS Liaison	June 2013	

2	2. Professional Development/ PLC	Instructional Coaches/District Personnel	May 2013	
3	3. Monthly Data Chats will all teachers	Administration	June 2013	
4	4. Regular meetings of new teachers with Administration	Administration	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
4% (2)	Assist teachers in preparing and taking the appropriate subject are test.

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
50	2.0%(1)	18.0%(9)	52.0%(26)	28.0%(14)	22.0%(11)	96.0%(48)	8.0%(4)	16.0%(8)	96.0%(48)

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
Ruth Bowen	Cynthia Johnson	New Educator	NESS Support as Coach.
Lindsey Appelbaum	Adele Nelson	New Educator	NESS Support as Coach.
Wanda Lord	Dennis Green	New to grade level	Discussion and reflection on teaching practices; informal observations
Tisa Gray	Norene Bauers	New to grade level	Discussion and reflection on teaching practices; informal observations

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 provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund academic parent nights that provide parents with new skills to support student learning at home. Topics are focused on helping their child succeed in school. Title I also offers resources to Meadowbrook Elementary to assist with parent nights. The Title 1 Liaison coordinates parent nights, in the form of Academic Nights and Literacy Events. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students. Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. A school based ELL Contact coordinates all initiatives in regards to our English Language Learners.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund an eleven-week Academy to assist struggling students. Funds will also be used to provide additional before and after school tutoring for fragile students.

Violence Prevention Programs

Meadowbrook Elementary School builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum. In addition, Meadowbrook participates in the District's Fruit and Vegetable Program. Healthy snacks will be delivered to students and staff several times per week. The community will develop healthy habits for snacking, and learn about exotic fruits in vegetables grown in the US and other countries.

Housing Programs

N/A

Head Start

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This 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 Head Start students' progress in the program.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Matthew Whaley, Principal, Kicia Daniels (Intern Principal), Janet Uccello (ESE Specialist and LEA Representative), Melissa Devlin (Reading Coach), Hillary Bozzuto (Guidance Counselor), Martha Paulding (Psychologist) and Jerome Corley (Social Worker).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership Team meets bi-monthly. The team offers support through a tiered approach for instructional delivery by collecting an array of data to make instructional decisions that include interventions to assist student learning. The school's guidance counselor, Carmella Njie, serves as the coordinator of the school-based RtI Leadership Team. Tier 1 data is routinely inspected in the areas of reading, math and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. Documentation and monitoring occurs throughout this problem-solving method and there is ongoing communication between all stakeholders. The school's administration, support staff, and team leaders are assigned as case managers for academic and behavioral referrals on a case-by-case basis. Data is 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 Collaborative Problem Solving team for consideration of how best to proceed. Classroom teachers consult with case managers to track the implementation of interventions and monitor their effectiveness. For Tier 2 and 3, individual students' progress is tracked through the use of Intervention Records and progress monitoring graphs throughout the RtI process to monitor trends. Documentation and monitoring occurs throughout this collaborative effort and there is ongoing communication between all stakeholders. Additionally, the guidance counselor and RtI provides training to all instructional personnel to ensure they understand the all aspects of the RtI process, screening, pinpointing intervention strategies and progress monitoring.

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

The RtI Leadership Team works with the SAC team to develop and implement the School Improvement Plan. They identify the problem, analyze data, develop and implement the intervention plan and evaluate its effectiveness. On several occasions, the RtI Leadership Team meets with the School Advisory Council (SAC) and Administration to help develop the SIP goals and objectives using feedback from respective grade level teams. Throughout the year, the implementation of the SIP goals and objectives are monitored by the Administration, the RtI Team, Instructional Coach, and District curriculum personnel.

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: FAIR, Benchmark Assessments, BAT-1, Rigby, STAR Enterprise, ORF
Progress Monitoring: Benchmark Assessments, Quarterly Benchmark Assessment Tests (QBATs), Mini-Benchmark Assessment Tests, FCAT Testmaker Pro
Midyear: Florida Assessments for Instruction in Reading (FAIR), BAT-2, RIGBY, Benchmark Assessment, ORF
End of year: FAIR, Florida Comprehensive Assessment Test (FCAT), RIGBY, Reading and Math Benchmark Assessments
Frequency of Data Days: once a month with administration (Data Chats); weekly with team members
Data Management System: RTI forms are used to document student progress at each Tier. Data is also prepared in graph form as needed. All documentation including psychologist and social worker reports are placed in the student cum folder at the end of the school year for the receiving teacher.

Describe the plan to train staff on MTSS.

Professional Development will be provided during pre-planning, teachers' common planning time, and small sessions will occur throughout the year.

Training and support

The school psychologist, ESE specialist, district ESE personnel, social worker, subject area coach, and guidance counselor will provide RTI training and support at Rock Island Elementary collaboratively.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Matthew Whaley, Principal, Kicia Daniel, Assistant Principal, Melissa Devlin, Reading Coach, Janet Uccello, ESE Specialist, Omarya Serrano-Roy, our ESOL Coordinator and Hillary Bozzuto, Guidance Counselor. Team leaders will include Maria Griffin, Pre K; Appelbaum, Kindergarten: Amy Gutierrez, first grade; Susan Courtemanche, second grade; Aryana Lerner, third grade; Katherine Bell, fourth grade; & Katherine Munoz, fifth grade.

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

Administration and the Reading Coach will guide the team in creating the team's mission and focus for school-based literacy. The Literacy Leadership Team (LLT) will meet on a monthly basis to focus on school-wide programs, literacy initiatives, data and literacy concerns. Team Leaders will take back and share information and follow up on implementation at weekly team meetings. Additional information and updates will be shared with the entire instructional staff quarterly at staff meetings through administration and the Reading Coach.

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

This year's initiatives for the LLT are:
• increasing reading skills in all five components of reading school-wide through the use of targeted Professional Development, including Professional Learning Communities addressing new writing initiative and Daily Five implementation
• improving differentiated literacy instruction in grades K-5 through the effective use and implementation of Treasures & Triumphs
• effectively use technology to support and further literacy school-wide with Accelerated Reader, Raz-Kids, Earobics, Destination Reading, FCAT Explorer, & iStation.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Teaching Strategies Gold 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 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 events at those schools.

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.

Additionally, we provide many opportunities for preschool children to meet and get to know the kindergarten teachers throughout the year during various school events, such as Publix Math Night,Family Spaghetti Night, and Kindergarten Round Up. Parents and students are invited to a Kindergarten Round Up each year, where they are introduced to the staff and are able to visit classrooms, go over procedures, sign up for after care, and fill out any necessary paperwork.

*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:	In June of 2013, 40% (92) of students in grades 3, 4, and 5 will score a level 3 on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (61)	40% (92)

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 need to build understanding of essential concepts expected in the NGSSS and Common Core State Standards.	Teachers will work in grade level teams to unwrap the standards and develop lesson plans as well as attend district offered workshops for CCSS.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams.	Informal Classroom Observation,STAR Enterprise, Data Chats, Benchmark and other assessment results
2	Teachers may have difficulty placing students in the appropriate grouping for small group instruction.	Teachers will get clearer data through the use of STAR Enterprise. Using this data, teachers will work with administration and reading coach to use this data to facilitate small group instruction and ensure proper grouping.	Principal,Intern Principal, and Reading Coach	Administration will be aware of the instructional focus and monitor implementation of small group instruction through classroom walk throughs. They will follow up CWT with ongoing conversations with teachers about small group placement and instruction. Additionally, grade levels will meet monthly with administration to discuss student progress and RTI concerns.	FAIR, ORF, STAR Enterprise,Benchmark Assessment Tests, FCAT TestMaker Pro, Data Chats, Teacher Confrencing, RTI documentation
3	Students are unable to use the reading process effectively.	Students will participate in instruction through a scientifically research based program. Students in grades Teachers in grades K-5 will utilize the Treasures Reading Series. Reading series will be used as the foundation for delivery of high quality, explicit, and systematic instruction, consisting of read alouds, shared reading, guided reading, and independent reading with	Principal,Intern Principal, and Reading Coach	Lesson plans will be reviewed during classroom visits. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams.	Classroom Walk throughs targeting the active display and use of the reading process, STAR Enterprise data, Data Chats, Benchmark and other assessment results, RTI Documentation

		teacher direction and purpose. Learning centers will support skills being taught.			
4	Students lack the ability to appropriately utilize grade level vocabulary.	Teachers will increase vocabulary focus by incorporating vocabulary/ word wall literacy centers and activities. In addition, teachers in 2-3 grade will incorporate the Elements of Reading Vocabulary program into their reading block weekly.	Principal, Intern Principal, and Reading Coach	Administration will monitor the effectiveness of these strategies through a review of student assessment results.	FAIR, Rigby, Mini-BAT, STAR Enterprise
5	Students lack the ability to read fluently. Motivating students to read regular and increase fluency through participating in the Accelerated Reader program.	Teachers will increase fluency focus by incorporating the Accelerated Reader program. Students progress will be monitored through the word count feature.	Reading Coach, Classroom Teacher, Administration	Administration will monitor the effectiveness of these strategies through a review of Accelerated Reader reports.	Accelerated Reader Assessment Tool

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:	In June of 2013, 100% (6) of students in grades 3, 4, and 5 will score a level 3 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation, FAA & DAR

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:	In June of 2013, 30% (69) of students in grades 3, 4, and 5 will score a level 4 or above on the FCAT Reading Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (41)	30% (69)

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 need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to unwrap the standards and develop lesson plans by grade level.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams	Informal Classroom Observations, Data Chats, Benchmark and other assessment results
2	Students achieving above proficiency need more exposure to challenging curriculum. There is a need for more enrichment activities.	Teachers will incorporate differentiated literacy centers during the reading block in order to accommodate students' varied learning abilities.	Principal, Intern Principal, and Reading Coach	Administration will conduct observations to determine the effectiveness of literacy centers. In addition, administration will monitor students' progress and growth to measure the effectiveness of implemented literacy centers.	Classroom Walk throughs focusing on availability of extension activities, FAIR, BAT, Rigby, Mini-BAT, FCAT Test Maker Pro, STAR Enterprise
3	Students achieving above proficiency have some difficulty utilizing higher order thinking skills.	Teachers will implement strategies to enhance reading comprehension that include graphic organizers, vocabulary development, QAR techniques, and literature circles to emphasize higher order thinking skills across curriculum.	Principal and Reading Coach	Administration will students' assessment results to monitor students' progress and growth to determine the effectiveness of implementing these strategies.	FCAT, BAT, Mini-BAT, FCAT Testmaker Pro, STAR Enterprise
4	Students lack the ability to read fluently. Motivating students to read regular and increase fluency through participating in the Accelerated Reader program.	Teachers will increase fluency focus by incorporating the Accelerated Reader program. Students progress will be monitored through the word count feature.	Reading Coach, Classroom Teacher, Administration	Administration will monitor the effectiveness of these strategies through a review of Accelerated Reader Reports.	Accelerated Reader Assessment Tool

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:	In June of 2013, 100% (6) of students in grades 3, 4, and 5 will score a level 7 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	100% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation, FAA & DAR

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:	In June of 2013, 80% (116) of students in grades 3, 4, and 5 will make learning gains on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (106)	80% (116)

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 need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to unwrap the standards and develop lesson plans.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams.	Informal Classroom Observations, Data Chats, Benchmark and other assessment results
2	Students lack the opportunities to use a variety of learning modalities during instructional time.	Grade level teams are each provided with one laptop cart to reinforce reading curriculum daily. Students will utilize the Accelerated Reader Program, RAZKids, Destination Reading (Riverdeep), FCAT Explorer, Earobics, I-Station, and other Reading related software to enhance students' reading development.	Reading Coach, Administration	Reading Coach will assist teachers in selecting appropriate technology resources for enhancing student learning.	BAT, STAR Enterprise, FAIR, ORF & Rigby results; Technology reports from used programs; RTI Documentation
	Some teachers do not effectively integrate technology into their	Grade level teams wil be provided with one laptop cart to reinforce reading	Principal,Assistant Principal, Reading Coach,	Through a review of technology data reports, administration will	Technology reports; BAT, Mini-BAT

3	reading instruction.	curriculum daily. Students will utilize the Accelerated Reader Program, RAZKids, Destination Reading (Riverdeep), FCAT Explorer, Florida Achieve, Earobics, I-Station, and other Reading related software to enhance students' reading development. The Reading Coach will assist teachers in selecting appropriate technology resources for enhancing student learning.Reading Coach will also demonstrate during PLCs.	Technology Liaison	determine the effectiveness of technology software based upon students' usage and growth.	
4	Some students have extensive deficits in reading and require intensive remedial instruction.	Students in grades K-5, whose reading scores are in the lowest quartile will participate in additional small group instruction. Students will attend daily small group sessions that utilize Fundations or Wilson Reading.	Principal,Assistant Principal, Reading Coach	Administration will determine the effectiveness of the reading program by monitoring students' progress on assessments.	BAT, Mini-BAT, FAIR, Rigby, FCAT TestMaker Pro, STAR Enterprise
5	Students who are significantly below level need extended time outside of the regular school day to receive intensive remedial instruction	Students in grades 3-5 that require additional remedial instruction will participate in After school Reading Camp and receive individualized instruction using intensive remedial reading curriculum.	Principal,Assistant Principal, and Reading Coach	Administration will track students' progress and growth to determine the effectiveness of the after school tutorial program.	Data Chats, FOCUS assessments, FCAT Explorer Reports, STAR Enterprise

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:	In June of 2013, 100% (5) of students in grades 3, 4, and 5 will make learning gains on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (4)	100% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation, FAA & DAR

		Teachers will use small group, skill specific intervention groupings will evidence-based materials.			

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:	In June of 2013, 85% (31) of students in the lowest 25th percentile in grades 3, 4, and 5 will make learning gains on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (27)	85% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to unwrap the standards and develop lesson plans.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams.	Informal Classroom Observations, Data Chats, Benchmark and other assessment results
2	Students need more opportunities to strengthen comprehension skills.	Fragile readers in grades 3-5 will receive instruction using Soar to Success, a reading intervention program designed for students, who are reading below grade level. Instruction will be delivered in a small pull-out group setting. Soar to Success provides specialized, structured instructional lessons to struggling readers, and is based on extensive research addressing the effective application of reading comprehension strategies.	Principal and Reading Coach	Administration will review students' assessment data to determine the effects of pull-out instruction, based upon students' progress and growth.	BAT, Mini-BAT, FAIR, Rigby, STAR Enterprise
3	Some students have extensive deficits in reading and require intensive remedial instruction.	Students in grades K-5, whose reading scores are in the lowest quartile will participate in additional small group instruction. Students will attend daily reading sessions that utilize Fundations or Wilson Reading.	Principal,Assistant Principal, Reading Coach	Administration will determine the effectiveness of the remedial reading program by monitoring students' progress on assessments.	BAT, Mini-BAT, FAIR, Rigby, STAR Enterprise
4	Intensive students need extended time outside of the regular school day to receive intensive remedial instruction.	Students in grades 3-5 that require additional remedial instruction will participate in After school Reading Camp and receive individualized	Principal,Assistant Principal, and Reading Coach	Administration will track students' progress and growth to determine the effectiveness of the after school tutorial program.	Data Chats, FOCUS assessments, FCAT Explorer Reports, STAR Enterprise

		instruction using intensive remedial reading curriculum.			
5	Students lack the ability to read fluently. Motivating students to read regular and increase fluency through participating in the Accelerated Reader program.	Teachers will increase fluency focus by incorporating the Accelerated Reader program. Students progress will be monitored through the word count feature.	Reading Coach, Classroom Teacher, Administration	Administration will monitor the effectiveness of these strategies through a review of Accelerated Reader reports.	Accelerated Reader Assessment Tool

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : By the 2016-2017 school year, Meadowbrook Elementary School will have 83% of their students at level 3 or above in reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By June of 2013, 60% (10) of students in the White ethnicity subgroup will make AYP on the FCAT Reading Assessment. By June of 2013, 50%(25) of students in the Black ethnicity subgroup will make AYP on the FCAT Reading Assessment. By June of 2013, 60%(93) of students in the Hispanic ethnicity subgroup will make AYP on the FCAT Reading Assessment. By June of 2013, 100%(5) of students in the Asian ethnicity subgroup will make AYP on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 52%(9) Black: 26%(13) Hispanic: 47%(73) Asian: 80%(4) American Indian:N/A	White: 60%(10) Black: 50%(25) Hispanic: 60%(93) Asian:100%(5) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have a phonological system for reading.	Provide an intervention reading program (Wilson Reading)for struggling readers not meeting AYP criteria, as well as retained students.	Principal,Assistant Principal, Reading Coach	The effectiveness of interventions will be determined by monitoring students' progress and growth on assessments.	BAT, FCAT TestMaker Pro, additional assessment results,STAR Enterprise and RTI Documentation
2	In order to build reading stamina, students need motivation to read outside of the classroom.	Students will be encouraged to utilize the Accelerated Reader program to expose students to fiction/ nonfiction text; while improving students' comprehension and stamina. Teachers will use the word count feature to motivate student readers.	Principal, Reading Coach	Administration will review Accelerated Reader reports to monitor students' progress and growth on assessments.	Accelerated Reader Assessment Tool
	Students have limited vocabulary.	Teacher will use a variety of informational text on a daily basis to build	Administration, Reading Coach	Administration will refer to evidence of this in lesson plans as well as	STAR Enterprise, FAIR, and vocabulary

3		student vocabulary. In addition, spelling words in 3-5 will be chosen to enhance vocabulary.		the students progress on assessments	assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June of 2013, 40% (23) of students in the English language learner (ELL) subgroup will make AYP on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (12)	40% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student has limited English proficiency.	- Students in grades K-5, that have an A1-A2 ESOL Classification will receive small group instruction.Students will attend daily reading pull-out sessions that utilize the English Now intervention program to provide practice with basic classroom language, academic language, thematic concepts, phonemic awareness/ phonics, and beginning literacy skills. - Teachers who serve identified students will receive professional development designed to target and assist their ELL learners.	Administration, ELL Resource Teacher, Classroom teacher, Reading Coach	Administration will evaluate the effectiveness of this strategy by monitoring students' progress and growth towards acquisition of the English language.	CELLA & Data Chats
2	Students experience gaps in reading instruction and have deficits in phonic, fluency, comprehension, and phonemic awareness.	- ELL learners will receive supplemental instruction in reading concepts through the use of the Earobics interactive software. - ELL learners will receive additional small group instruction from the classroom teacher to target areas the specific ELL learner needs improvement on.	Administration, Classroom Teacher, ELL Resource Teacher, Reading Coach	Administration will evaluate the effectiveness of the Earobics software through a review of students' progress and growth.	CELLA & Data Chats
3	Students learning English often have difficulty learning in the newly acquired language.	- Students in grades K-5 will utilize I-Station, a comprehensive reading and intervention program that provides continuous progress monitoring and layered instruction and intervention. - ELL learners will receive additional small group instruction from ESOL	Administration, Classroom Teacher, ELL Resource Teacher, Reading Coach	Administration will monitor students' academic progress and growth to determine the effectiveness of this intervention.	CELLA & Data Chats

		endorsed classroom teacher.			

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:	By June of 2012, 30% (10) of students in the students with disabilities (SWD) subgroup will make AYP on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (6)	30% (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	Need additional support in identifying the correct reading program for students.	Teachers will receive training to provides strategies for implementing IEP goals and grouping students.	Principal, ESE Specialist, Assistant Principal	Administration will meet with teachers to discuss the implementation of IEP goals and grouping strategies during monthly data chats.	BAT, FAIR, Rigby, RTI Documentation, STAR Enterprise
2	Students require intensive phonics instruction.	Teachers will utilize Wilson Reading intervention program to provide remedial phonics instruction for fragile readers.	Principal, ESE Specialist, Assistant Principal	Administration will review students' progress and growth to monitor the effectiveness of these intervention programs.	FAIR, BAT, DAR, Rigby, RTI Documentation, STAR Enterprise

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 of 2013, 50% (105) of students in the economically disadvantaged subgroup will make AYP on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(87)	50% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to text and thus show gaps in the development of reading skills.	Teachers in grades K-5 will utilize the RAZ Kids and I-Station to provide students with access to leveled texts that explores various topics and cultures.	Principal, Reading Coach	Technology reports will be reviewed by administration to determine students' progress and growth.	RAZ Kids Reports, I-Station 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
Moving from NGSSS to Common COre State Standards	Reading	Devlin	3-5	Bi-Weekly until January	STAR Enterprise, written self-reflection	Administration
Best Practices in Pre-K	Pre-K Education	Griffin	Pre-K Team	Once a month	Self-reflection, use of shared strategies in lesson plans	Administration
Common Core State Standards	Reading	Devlin	K-2	Once a month	STAR Enterprise, written self-reflection	Administration
Best Practices for ESE Students	ESE Education	Benvenisty	K-5 ESE Teachers and Specials Teachers	Once a month	Evidence in lesson plans of use of shared strategies.	Administration

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Resource Room Materials	Leveled readers for implementation of CCSS.	Title I	$2,264.00
			Subtotal: $2,264.00
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
Wilson Reading and Fundations training	Provide substitutes so that teachers can attend workshops.	Title I	$360.00
Common Core State Standards	Provide substitutes so that teachers can attend workshops.	Title I	$2,160.00
			Subtotal: $2,520.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,784.00

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:	By June 2013, 50% (141) of students will score proficient in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

38% (91)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with learning English because no one at home speaks English.	ESOL Support Staff will pull out ESOL students daily to participate in small groups to facilitate learning	Serrano-Roy	Review of year end assessment results.	Cella

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

2. Students scoring proficient in reading. CELLA Goal #2:	By June 2013, 20% (48) students will score proficient in reading on the CELLA.

2012 Current Percent of Students Proficient in reading:

14% (34)

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 may have difficulty placing students in the appropriate grouping for small group instruction due to a language barrier.	Teachers will get clearer data through the use of STAR Enterprise. Using this data, teachers will work with administration and reading coach to use this data to facilitate small group instruction and ensure proper grouping.	Principal,Intern Principal, and Reading Coach	Administration will be aware of the instructional focus and monitor implementation of small group instruction through classroom walk throughs. They will follow up CWT with ongoing conversations with teachers about small group placement and instruction. Additionally, grade levels will meet monthly with administration to discuss student progress and RTI concerns.	FAIR, ORF, STAR Enterprise,BenchmarkAssessment Tests, FCAT TestMaker Pro, Data Chats, Teacher Confrencing, RTI documentation

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

3. Students scoring proficient in writing. CELLA Goal #3:	By June 2013, 15%(36) of students will score proficient in writing on the CELLA.

2012 Current Percent of Students Proficient in writing:
10% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty utilizing the writing process effectively when there is a language barrier.	Teachers will use a balanced writing program that incorporates modeled writing, shared writing, guided writing, and independent writing.	Principal,Assistant Principal, Reading Coach	Administration will evaluate students writing data to determine the effectiveness of writing instruction.	BAT, Monthly Writing Prompts

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 of 2013, 35% (80) of students in grades 3, 4, and 5 will score a level 3 on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (65)	35% (80)

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 need to build understanding of essential concepts expected in the NGSSS and Common Core State Standards.	Teachers will work in grade level teams to unwrap the standards and develop lesson plans as well as attend district offered workshops for CCSS.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams.	Informal Classroom Observation,STAR Enterprise, Data Chats, Benchmark and other assessment results
2	Students need math instruction that caters to students' needs & abilities.	Teachers in grades K-5 will provide differentiated instruction using the Go Math curriculum.	Principal, Assistant Principal	Administration will monitor students' progress through lesson plan review & Classroom Walk throughs to check for evidence of differentiated instruction in math.	Data Chats, STAR Enterprise, BAT and RtI Results
3	There is a limited amount of time to teach all of the required standards.	Teachers will utilize the BEEP lesson plans and the district Instructional Focus Calendar to ensure all standards are covered sufficiently throughout the school year.	Principal,Assistant Principal	Administration will determine the effectiveness through a review of student data and monthly data chats.	Data Chats, STAR Enterprise, BAT and RtI 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 mathematics. Mathematics Goal #1b:	By June 2013, 50%(3) of students will score at Levels 4, 5, and 6 in mathematics on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	50% (3)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation, FAA & DAR Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.

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 of 2013, 25% (57) of students in grades 3, 4, and 5 will score a level 4 or above on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (44)	25% (57)

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 need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to unwrap the standards and develop lesson plans by grade level.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams	Informal Classroom Observations, Data Chats, Benchmark and other assessment results
2	Students to be continually challenged and receive instruction based on current level.	In addition to providing high achieving classes, teachers will integrate technology into math instruction, through the use of Promethean software/equipment, Unitedstreaming, and other resources on the BEEP portal to provide extension activities for advanced students.	Principal,Assistant Principal	Administration will review students' progress and growth by monitoring students data and classroom observations.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro, STAR Enterprise
3	Advanced students need to be actively engaged during math instruction.	Teachers will utilize project-based learning techniques and collaborative learning to provide enrichment activities that extend students' knowledgebase.	Principal,Assistant Principal	Administration will review students' progress and growth by monitoring students data and classroom observations.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro, CWT

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:	By June of 2013, 66% (4) of students in grades 3, 4, and 5 will score a level 7 on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5)	66% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation, FAA & DAR

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 of 2013, 75% (109) of students in grades 3, 4, and 5 will make learning gains on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (97)	75% (109)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to unwrap the standards and develop lesson plans.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly	Informal Classroom Observations, Data Chats, Benchmark and other assessment results

				data chats with teams.	
2	Students have difficulty grasping abstract math concepts.	Increase the use of manipulatives and math centers to enhance hands-on learning.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro, STAR Enterprise
3	Student's lack opportunities to use a variety of learning modalities during instruction.	Teachers will BEEP lessons to ensure instructional delivery appeals to various modalities, which include collaborative learning and the integration of music, art, and technology.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro, STAR Enterprise
4	Students need additional time to practice learn math concepts and reinforce learning.	Students in grades 3 - 5 will receive additional instruction through various methods during after school tutoring, mentoring, and classroom skills remediation.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro, STAR Enterprise
5	With the implementation of new math standards, some students have not mastered prerequisite skills.	Teachers will utilize GO Math intervention resources to provide remedial instruction.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro, STAR Enterprise

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:	By June 2013, 60% (3) of students will make learning gains on Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	60% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will use a variety of manipulatives to teach math concepts. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation & FAA

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 of 2013, 60% (32) of students in the lowest 25th percentile in grades 3, 4, and 5 will make learning gains on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (19)	60% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to build understanding of essential concepts expected in the NGSSS and Common Core standards.	Teachers will work in professional learning communities to unwrap the standards and develop lesson plans.	Administration, Reading Coach	Lesson plans will be reviewed during classroom walk throughs. Administration and support staff will monitor student progress as evidenced in data binders and monthly data chats with teams.	Informal Classroom Observations, Data Chats, Benchmark and other assessment results
2	Students are not actively engaged during math instruction.	Students and teachers will use the Activstudio software, Activotes, and Activexpressions to enhance student engagement.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro
3	Teachers have difficulty selecting appropriate interventions for struggling students.	Teachers will utilize the GO Math Strategic Intervention materials to provide extra instruction on math concepts.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro
4	Students have difficulty grasping abstract math concepts.	Increase the use of manipulatives and math centers to enhance hands-on learning.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro
5	Students need additional time to practice all math skill learned with a trained professional.	Students in grades 3 - 5 will receive additional instruction through various methods during after school tutoring, mentoring, and classroom skills remediation.	Principal,Assistant Principal	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker 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 # 5A : By the 2016-2017 school year, Meadowbrook Elementary School will have 84% of their students scoring at a level 3 or above in math.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By June of 2013, 70% (12) of students in the White ethnicity subgroup will make AYP on the FCAT Mathematics Assessment. By June of 2013,40%(20) of students in the Black ethnicity subgroup will make AYP on the FCAT Mathematics Assessment. By June of 2013, 54% (85) of students in the Hispanic subgroup will make AYP on the FCAT Mathematics Assessment. By June of 2013, 100% (5) of students in the Asian subgroup will make AYP on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65%(6) Black: 28%(14) Hispanic: 51%(78) Asian: 80%(4) American Indian: N/A	White: 70% (12) Black: 40%(20) Hispanic: 54% (85) Asian: 100%(5) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need opportunities to reinforce learned skills through guided and independent practice.	Technology will be integrated to support math instruction in increasing individual mathematical skills and to provide reinforcement for students in the lower quartile.	Principal,Assistant Principal	Administration will conduct monthly data chats to review student progress and growth.	BAT, GO Math Assessments, FCAT TestMaker Pro, STAR Enterprise
2	Students have difficulty understanding mathematical concepts.	Teachers will utilize manipulatives and accompanying math strategies to clarify mathematical concepts and enhance students' problem-solving skills.	Principal,Assistant Principal	Administration will determine effectiveness through a review of student data and classroom observations.	BAT, GO Math Assessments, FCAT TestMaker Pro,STAR Enterprise, Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June of 2013, 40% (23) of students in the English language learner (ELL) subgroup will make AYP on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (20)	40%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty connecting abstract ideas to mathematical concepts when taught in a second language.	Increase the use of manipulatives and math centers to enhance hands-on learning.	Principal,Assistant Principal, ELL Contact	Administration will review assessment data to determine student progress and growth.	BAT, GO Math Assessments, STAR Enterprise, FCIM assessments, FCAT TestMaker Pro, CELLA
	Students' levels of language acquisition	Students scoring in the lowest quartile, will	Principal, Intern Principal, ELL	Administration will review assessment data to	BAT, GO Math Assessments,

2	impact their understanding of math concepts.	receive remedial math instruction using the GO Math Intervention resources.	Contact	determine student progress and growth.	STAR Enterprise, FCIM assessments, FCAT TestMaker Pro, CELLA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June of 2012, 47% (22) of students in the students with disabilities (SWD) subgroup will make AYP on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (19)	47% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty connecting abstract ideas to mathematical concepts.	Increase the use of manipulatives and math centers to enhance hands-on learning.	Principal,Assistant Principal, ESE Specialist	Administration will review and analyze student data to determine students' growth and progress.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro
2	With the implementation new math standards, students have deficits in prerequisite math concepts.	Teachers will utilize Touch Math to diagnose math deficits and plan for remedial instruction.	Principal,Assistant Principal, ESE Specialist	Administration will review and analyze student data to determine students' growth and progress.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker 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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June of 2012, 65% (126) of students in the economically disadvantaged subgroup will make AYP on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (118)	65% (126)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of grade level expectations and need to be informed of their progress.	Teachers will conduct individual student conferences to develop math goals with students and monitor student growth.	Principal, Intern Principal	Administration will monitor student growth and progress through an analaysis of student data.	BAT, GO Math Assessments, FCIM assessments, FCAT TestMaker Pro

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 State Standards	Math	Team Leaders	K- 2 Grade level teams	Bi-weekly at team meetings.	Review of lessons plans and monitoring of assessment results.	Administration
Moving from NGSS to Common Core State Standards	Math	Team Leaders	3-5 Grade Level Teams	Bi-weekly at team meetings.	Review of lessons plans and monitoring of assessment results.	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
Common Core Workshop	Provide substitutes so teachers can attend.	Title I	$2,264.00
GO Math! Trainings	Provide substitutes so teachers can attend.	Title I	$2,420.00
			Subtotal: $4,684.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,684.00

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:	In June of 2013, 40% (29) of students in grade 5 will score a level 3 on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

26% (19)	40% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand the scientific process.	All teachers will conduct a complete class scientific method experiment (science fair project) with their classes.	Principal, Intern Principal	Administration will review and analyze student data to determine effectiveness.	Science Benchmark Assessment Tests (BAT), FCAT TestMaker Pro
2	Teachers may not be up to date with the changes to science curriculum.	Teachers will regularly use the floridastandards.org website and the Science Test Specifications manual as a resource for instruction and assessment of science concepts as well as the IFC.	Principal,Assistant Principal	Administration will review and analyze student data to determine effectiveness.	Science Benchmark Assessment Tests (BAT), FCAT TestMaker Pro, Science Journal
3	Students need additional time to master science concepts.	All students in the top 45% are invited to FCAT Camps and receive enrichment based on needs as revealed in BAT II results. This enrichment comes from the newly adopted science series.	Principal,Assistant Principal	Administrators will review and analyze student data to determine effectiveness.	Science Benchmark Assessment Tests (BAT), FCAT TestMaker Pro, Science Journal

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:	In June of 2013, 50% (2) of students in grade 5 will score a level 4, 5, or 6 in science on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25& (1)	50% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay	Teachers will present instruction using multi-sensory modalities. Teachers will introduce vocabulary with visuals and print. Teachers will give students opportunities for continuous repetition and	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation, FAA & DAR

	focused.	practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.			

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:	In June of 2013, 10% (7) of students in grade 5 will score a level 4 or above on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (3)	10% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not understand and utilize the scientific process.	All teachers will conduct class/ individual scientific experiments regularly. Teachers will utilize the Science Fusion curriculum.	Principal,Assistant Principal	Administration will review and analyze student data to determine effectiveness.	Science Benchmark Assessment Tests (BAT), Mini-Benchmark Assessment Tests
2	Students have difficulty articulating their ideas during the scientific process.	Students will utilize science journals to record predictions, observations, and conclusions.	Principal,Assistant Principal	Administration will review and analyze student data to determine effectiveness.	Science BAT, Mini-BAT, Science Journal
3	Advanced students need additional time to practice and refine critical thinking skills during Science instruction.	Students will participate in weekly hands-on inquiry based activities to enhance understanding of scientific concepts. Teachers will utilize the Broward County Elementary Science IFC to guide instruction.	Principal,Assistant Principal	Administration will review and analyze student data to determine effectiveness.	BAT, Mini-BAT, Reflective Science Journal
4	Advanced students need additional time to utilize the science process.	All students in the top 45% are invited to FCAT Camps and receive inquiry based enrichment as evidenced in BAT II results.	Principal,Assistant Principal	Administrators will review and analyze student data to determine effectiveness.	Science Benchmark Assessment Tests (BAT), FCAT TestMaker Pro, Science Journal Rubric with Scientific Process Focus

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:	In June of 2013, 75% (3) of students in grade 5 will score a level 7 or above on the Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	75% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will use a variety of manipulatives to teach math concepts. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation & FAA

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 County Science Strategies	Fifth Grade Science	Kathy Munoz	Fifth Grade Team	When offered.	Check plans for implementation. Monitor assessment results.	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
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 Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In June of 2013, 88%(63) of students in fourth grade will achieve adequate yearly progress (3.0) on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(60)	88%(63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty utilizing the writing process effectively.	Teachers will use a balanced writing program that incorporates modeled writing, shared writing, guided writing, and independent writing.	Principal,Assistant Principal, Reading Coach	Administration will evaluate students writing data to determine the effectiveness of writing instruction.	BAT, Monthly Writing Prompts
2	Students need remedial and enrichment writing instruction.	Students in K-5 will submit monthly writing prompts to their classroom teacher, who will utilize this data to plan and implement mini-lessons that provide differentiated instruction.	Principal,Assistant Principal, Reading Coach,	Administration will evaluate students writing data to determine the effectiveness of writing instruction.	BAT, Monthly Writing Prompts
3	Students need immediate feedback during the writing process.	Teachers will conduct ongoing writing conferences to assist students in gauging their strengths/weaknesses and provide consultation during revision of previous prompts.	Principal,Assistant Principal, Reading Coach	Administration will evaluate students' writing data to determine the effectiveness of writing instruction.	BAT, Monthly 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:	In June of 2013, 100%(1) of students in fourth grade will achieve adequate yearly progress (4.0) on the Florida Alterative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (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	Student ability levels are more than 2-3 years below grade level. Students have a limited background knowledge of the subject matter. Students have a limited ability to stay focused.	Teachers will present instruction using multi-sensory modalities. Teachers will use a variety of manipulatives to teach math concepts. Teachers will give students opportunities for continuous repetition and practice. Teachers will use small group, skill specific intervention groupings will evidence-based materials.	Principal & Autism Coach	Monitor progress of IEP goals.	Teacher observation

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

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

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

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2012, the average daily attendance will be 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.7%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
51	40
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
191	150

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	Chronic Accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence.	Administration, DPC	Review attendance record	Decrease in number of chronic excused absences. Decrease in number of students with chronic excused absences
	Students' tardiness	Morning Detention	Assistant Principal, Support Staff	Attendance record review	Compared to previous school year:

2					Reduction in number of days tardy and a reduction in number of tardy minutes

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:	In 2011-2012 there were 8 in-school suspensions and 2 out-of-school suspensions. 6 students generated 80% of in-school suspensions and 100% of out-of-school suspensions.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
8	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of school-wide discipline plan implementation	Inservice to review school-wide discipline plan	Assistant Principal	Classroom Walk-through	Discipline Matrix
2	Increase in student referrals before student vacations	Teacher will review school-wide discipline plan and classroom rules	Assistant Principal	Classroom Walk-through	Student Disciplinary Referrals
3	A small group of students(12) produce a large percentage of the school's referrals.	The guidance counselor will facilitate a small group counseling session that focuses on self-control and behavior modification strategies.	Guidance Counselor	Administration will track student progress based up the decline in referrals.	Student Disciplinary Referrals

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, at least 80%(540) of parents will participate in parent education activities supporting their child's education as documented by attendance at parent trainings, meetings or conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
72% (486)	80% (540)

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	Parents are often unwilling or unable to attend functions at school.	The school will offer opportunities during the school day, after school, and in the evening for parents to get involved. Use the parent link, newsletter, website, and marquee to inform parents of school	Principal & PTA President	We will monitor attendance at events.	Sign-in sheets.

		events. School will offer a a variety of events including PTA/SAC meetings, curriculum nights, Activ Parenting training, and dinner dances.			

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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Resource Room Materials	Leveled readers for implementation of CCSS.	Title I	$2,264.00
				Subtotal: $2,264.00
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	Wilson Reading and Fundations training	Provide substitutes so that teachers can attend workshops.	Title I	$360.00
Reading	Common Core State Standards	Provide substitutes so that teachers can attend workshops.	Title I	$2,160.00
Mathematics	Common Core Workshop	Provide substitutes so teachers can attend.	Title I	$2,264.00
Mathematics	GO Math! Trainings	Provide substitutes so teachers can attend.	Title I	$2,420.00
				Subtotal: $7,204.00
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: $9,468.00

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 MEADOWBROOK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	68%	84%	38%	255	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	58%	64%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	75% (YES)			134	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					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District MEADOWBROOK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	73%	85%	34%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	66%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	67% (YES)			140	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					534	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested