FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FOX TRAIL ELEMENTARY SCHOOL

District Name: Broward

Principal: Lynn O. Burgess

SAC Chair: Lynda Borenstein/Angela Reed

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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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	Lynn O. Burgess	MS – Educational Leadership, Nova Southeastern University; BS – Education of Emotionally Handicapped; University of South Florida;	4	9.5	2011-2012 Data – School Grade - A Reading Mastery:74% Math Mastery: 78% Writing Mastery: 95% Science Mastery: 61% 2010-2011 Data – School Grade - A AYP- No Reading Mastery:88% Math Mastery: 91% Writing Mastery: 98% Science Mastery: 61% 2009-2010 Data – School Grade – A AYP – No Reading Mastery: 81% Math Mastery: 84% Writing Mastery: 94% Science Mastery: 65%

		ESOL Endorsement			2008-2009 Data – School Grade – A AYP – Yes Reading Mastery: 80% Math Mastery: 84% Writing Mastery: 91% Science Mastery: 51% 2003-2008 Data – Previous School – Welleby Elementary School Position – Assistant Principal/Intern Principal/Interim Principal School Grade – A AYP - Yes
Assis Principal	Suzanne C. Nelson	MS – Educational Leadership, Nova Southeastern University; BS – Primary Education; Florida State University	8	8	2008-2012 Data – See Above Data 2007-2008 Data - School Grade – A AYP – Yes Reading Mastery: 80% Math Mastery: 87% Writing Mastery: 92% Science Mastery: 54% 2006-2007 Data - School Grade – A AYP – Yes Reading Mastery: 80% Math Mastery: 84% Writing Mastery: 93% Science Mastery: 56% 2005- 2006 Data - School Grade – A AYP – Yes Reading Mastery: 81% Math Mastery: 81% Science Mastery: 46%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sharon B. Rapheal	BA-Education, Brooklyn College; MS-Reading, FIU; Ed.S. - Curriculum & Instruction, FIU; Early Childhood Ed. Elementary Ed. Reading K-12 ESOL Endorsed	7	13	2006-2012 Data:See above Prior Performance data for Suzanne Nelson 2004-2005 Data: Previous School – Riverside Elementary School School Grade – A AYP - Yes

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. In-house trainings based on participant needs	Reading Resource Specialist	Ongoing	
2	2. Sharing of Best Practices	Reading Resource Specialist	Ongoing	
3	3. Common Planning time within grade levels	Assistant Principal	Ongoing	
4	4. Peer buddy support within grade levels	Grade Level Team Leaders	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8.6% (7) instructional staff members are currently teaching out of field as they pursue ESOL certification.	Publicize fall and spring training schedules for ESOL courses. Monitor staff compliance with the Consent Decree.

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
81	0.0%(0)	12.3%(10)	43.2%(35)	44.4%(36)	40.7%(33)	100.0%(81)	7.4%(6)	11.1%(9)	95.1%(77)

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
Lynn Burgess/Suzanne Nelson	Lynda Borenstein	Mrs. Borenstein is currently in the LEAD program. Ms. Burgess and Mrs. Nelson are providing Mrs. Borenstein with leadership opportunities to gain more experience in the administrative field.	• Administrative Designee opportunities • Scheduling • Discipline experience • Data analysis
Jennifer Viola - Second Grade Team Leader	Kandice Ranger	Ms. Ranger is new to the team. Ms. Viola will facilitate her move by providing assistance with grade level curriculum, thereby ensuring a smooth transition to second grade.	• Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
		Ms. Charlesworth	

Ashley Hamilton- Third Grade Team Leader	Michele Charlesworth	is new to Fox Trail. Mrs. Hamilton will facilitate her move by providing assistance with grade level curriculum, thereby ensuring a smooth transition to the school.	• Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Ashley Hamilton- Third Grade Team Leader	Daisy Green Nicole Reichbach	Mrs. Green and Ms. Reichbach are new to the team. Mrs. Hamilton will facilitate their move by providing assistance with grade level curriculum, thereby ensuring a smooth transition to third grade.	• Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Peggy Cummins - Fifth Grade Team Leader	Victoria Heinz	Ms.Heinz is new to Fox Trail. Mrs. Cummins will facilitate her move by providing assistance with grade level curriculum, thereby ensuring a smooth transition to the school.	• Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of guidance practices and procedures • Sharing of strategies and implementation of various focus skills • Informal observations
Eileen Garcia - ESE Team Leader	Taneshia Clark Marva Knight	Ms. Clark and Ms. Knight are new to Fox Trail. They will be paired with Mrs. Garcia in order to receive assistance with grade level curriculum, thereby ensuring a smooth transition to the school.	• Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
Sharon Rapheal - Specials Team Leader	Lucio Garay	Mr. Garay is new to the team. He will be paired with Mrs. Rapheal in order to receive assistance with scheduling and content area curriculum, thereby ensuring a smooth transition into his current position.	• Weekly conferencing • Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • Informal observations
		Mrs. Blackmon, Mrs. Buckeridge and Ms. Sanders are	Weekly conferencing

Lynda Borenstein - First Grade Team Leader	Wendy Blackmon Nicole Buckeridge Cherie Sanders	new to the team. Mrs. Borenstein will facilitate their move by providing assistance with grade level curriculum, thus ensuring a smooth transition to first grade.	• Evaluation of lesson plans • Data chats • Sharing of best practices in the classroom • Sharing of strategies and implementation of various focus skills • 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

Not applicable

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Not applicable

Title III

Not applicable

Title X- Homeless

Not applicable

Supplemental Academic Instruction (SAI)

Not applicable

Violence Prevention Programs

Not applicable

Nutrition Programs

Not applicable

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

Other

Not applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS/RtI leadership team consists of the Principal (Lynn Burgess), Assistant Principal (Suzanne Nelson), School Psychologist (Dirian Valdes-Guada), Guidance Counselors (Juliet Olagbemi, Raquel August), Social Worker (Olivia Creary), Reading Resource Specialist (Sharon Rapheal), ESE Specialist (Ivy Rauch), Case Manager and Teacher.

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?

Team members meet with teachers and case managers regarding struggling students. Together, they analyze data to identify problems and design specific evidence-based interventions to meet students' needs. Following targeted differentiated instruction, student progress is monitored and analyzed to ascertain the effectiveness of the interventions. The team makes recommendations throughout the three tiers, relying on student achievement data to evaluate students' growth.

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

The RtI team develops and identifies strategies to assist teachers and their students throughout the RtI process. These strategies are then incorporated into our SIP to positively impact student achievement. The Leadership Team has knowledge of evidence-based interventions that have been proven to work with struggling students. They utilize assessment data to provide evidence of student learning and make decisions about the types of instruction that will result in higher levels of student achievement. This problem-solving method of decision-making is intended to result in better learning opportunities and higher achievement levels for all students, which is a goal of our School Improvement Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data sources for reading include: Classroom assessments, Cold Reads, Mini-BATs, Rigby Assessments, IRI's, and Fluency Probes
Math data sources: Classroom assessments, BATs
Science data sources:Classroom assessments
Writing data sources:Student writing prompts
Behavior data sources: Behavior Frequency Charts, Anecdotals

Describe the plan to train staff on MTSS.

We will use the expertise of our highly qualified specialists(i.e. Reading Resource Specialist- Sharon Rapheal; Guidance Counselor-Juliet Olagbem; ESE Specialist - Ivy Rauch; Behavior Specialist - Dr. Lisa Pinder; School Psychologist -Dirian Valdes-Guada) to train the faculty. We will also utilize District resources when necessary. Teachers will be trained specifically in data analysis, intervention techniques, conferencing techniques and the collection and monitoring of data throughout the three tiers.
Trainings will be delivered during learning communities, team meetings, faculty meetings and one-on-one conferences as needed.

Describe the plan to support MTSS.

All teachers will be focused on improving student achievement through mastery of the NGSSS and the CCSS. Colleagues and MTSS/RtI members will support teachers by helping them identify appropriate research-based strategies for use with students not making adequate academic progress. Student data will be analyzed by teachers to guide them in developing reading plans and targeting interventions to meet the needs of their struggling students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is our Reading Learning Community.
Members of the team include: Sharon Rapheal- Reading Resource Specialist; Le-Ann Forrester - Kindergarten; Joanna Rothstein/Paige Young - First Grade;
Lisa Hanna/Vicky Berger - Second Grade; Karine Dunlap/Jennifer Lovisek - Third Grade; Stacy Holland - Fourth Grade; Marla Maher - Fifth Grade; Becky Gimbel- ESE
We have vertical representation of teacher leaders on the Literacy Learning Team to ensure that all grade levels are represented and supported.

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

The Literacy Leadership Team meets once a month to ensure that the School Improvement Plan is being implemented. The chairperson is our Reading Resource Specialist, Sharon Rapheal. The team reviews materials, assessments, and monitoring instruments to ensure that teachers are providing instruction based upon students' specific differentiated needs. This year the LLT will support the implementation of the Common Core State Standards(CCSS) in grades K-2 and the blended implementation of CCSS and NGSSS in grades 3-5.

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

Our major initiative for the 2012-2013 school year will be to support teachers as they implement the CCSS. The team will assist teachers in developing a culture of academic rigor, focusing on text complexity and close analytical reading.

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.

Not Applicable

*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.

Not applicable

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

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:	Many of our students do achieve Level 3 or above. Our goal is to ensure that every child not only maintains at least this level of achievement, but continuously improves to higher levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 24% (148) students scored a Level 3 in reading.	By June 2013, 26% of third-fifth graders will achieve a Level 3 in reading as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Professional development must address the needs of our staff and time must be allotted for planning and implementing workshops.	1.1. Provide teachers with professional development in Common Core State Standards (CCSS) and research based reading strategies to meet the needs of our diverse population. Time will be provided during team meetings, learning communities and faculty meetings.	1.1. Administration, Team leaders, Common Core Learning Community, Reading Resource Specialist	1.1. Teachers will share the results of classroom implementation with colleagues during team meetings.	1.. Benchmark Assessment Testing (BAT) Mini-BATs, Classroom Assessments, third grade Portfolio Assessment, Florida Assessment for Instruction in Reading (FAIR)
2	1.2.Staff members may not be utilizing available technology effectively in their classrooms. Equipment must be updated and maintained.	1.2. Provide teachers with professional development in specific technology resources (i.e. Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves, Promethean flipcharts). Our Technology Learning Community will update and maintain equipment.	1.2. Administration, Technology Learning Community	1.2. Through technology reports(teacher/team) and data chats, student growth will be continuously monitored.	1.2. Reports generated by the specific technology programs
3	1.3. Bubble students (students who achieved a Level 3 but have experienced difficulties in the past) need to be closely monitored.	1.3 Determine students' needs and develop leveled reading groups according to those needs. Use student achievement data to analyze the effectiveness of instruction.	1.3. Administration, Reading Resource Specialist	1.3. Through data chats (teacher/student, teacher/administration) progress monitoring charts and classroom assessments, student growth will be continuously monitored	1.3 BAT Assessment, Mini-BATs,Diagnostic Assessment of Reading (DAR), Word Lists, Fluency Probes, Classroom Assessments, FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A Only 9 students in this group.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Only 9 students in this group.	N/A Only 9 students in this group.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The specific needs of our level 4 and level 5 students must be addressed in order to maintain and accelerate student achievement. Our goal is not to increase student work but to expand the depth of their knowledge.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 50% (304) students scored at or above Level 4 in reading.	By June 2013, 52% of third-fifth graders will achieve a Level 4 or 5 in reading as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Scheduling is always a concern. It is important that students have the necessary amount of time for instruction in each academic area.	2.1. Departmentalize to provide students with challenging and rigorous curriculum at their instructional levels.	2.1. Administration, Reading Resource Specialist	2.1. Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	2.1. BAT Assessment, Mini-BATs, Classroom Assessments
2	2.2. Early identification of qualifying students is essential in order to provide them with the most appropriate placement.	2.2. Maintain Self-Contained Gifted/High Achiever Classrooms	2.2. Administration, Reading Resource Specialist	2.2. Through data chats (teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	2.2. BAT Assessment, Mini-BATs, Classroom Assessments
3	2.3.Integrate technology into the reading curriculum.	2.3. Provide students with opportunities to conduct research using multiple online and classroom resources. Incorporate project-based learning into reading activities. Utilize technological resources to reinforce reading skills taught – Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves (by FCAT Explorer), Promethean flipcharts.	2.3. Administration, Reading Resource Specialist, Technology Learning Community	2.3. Through data chats (teacher-student, teacher-team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	2.3. Rubrics
	2.4 Students may not be challenged to move beyond current levels of	2.4 Scaffold instruction to help students develop the skills they need to	2.4 Administration, Reading Resource Specialist	2.4 Through data chats (teacher/team, teacher/administrator),	2.4 BAT Assessment, Mini-BATs, Classroom

4	achievement.	read and comprehend complex text.		progress monitoring charts and classroom assessments, student growth will be continuously monitored.	Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A Only 9 students in this group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Only 9 students in this group.	N/A Only 9 students in this group.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	We do not want students to stagnate or become complacent with their current levels of academic achievement. Our goal is for all students to consistently strive for higher levels of achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 73% (425) students made learning gains in reading.	By June 2013, 75% of students will make learning gains in reading as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Time is needed to collect, analyze, and interpret data effectively.	3.1. Schedule monthly data chats school-wide in order to analyze data continuously and consistently. Ensure that specific skill areas in need are being targeted through differentiated instruction.	3.1. Administration, Reading Resource Specialist	3.1. Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	3.1. BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, FAIR
2	3.2. Students do not demonstrate mastery of benchmarks and standards.	3.2. Provide instruction to students in small groups according to skill levels, utilizing supplemental materials.	3.2. Administration, Reading Resource Specialist	3.2. Through data chats (teacher/student), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	3.2. BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, Project Rubrics,

					FAIR
3	3.3 Students may not be able to read and comprehend complex text.	3.3 Scaffold instruction according to students' needs, steadily building their capacity for complex text.	3.3 Administration, Reading Resource Specialist	3.3 Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	3.3 BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, Project Rubrics, FAIR

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:	We do not want students to stagnate or become complacent with their current levels of academic achievement. Our goal is for all students to consistently strive for higher levels of achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 Florida Alternate Assessment data, 44% (3) students made learning gains in reading.	By June 2013, 46% of students taking the 2013 Florida Alternate Assessment will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

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

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:	Our lowest quartile of students has always been a challenge. We need to make sure that these students as well as "bubble" students(students who may or may not be in the lowest 25%) are identified early and provided with interventions immediately and consistently to ensure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 68%(70) students in the lowest 25% made learning gains in reading.	By June 2013, 70% of students in the lowest 25% will make learning gains in reading as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students are in need of instruction in addition to what they receive in the classroom in order to meet reading proficiency and make learning gains.	4.1. Offer students an After School Reading Program to reinforce necessary skills.	4.1. Administration, Reading Resource Specialist	4.1. Through data chats (teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	4.1. BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, DAR Word Lists,Florida Assessment for Instruction in Reading (FAIR)
	4.2. Scheduling additional instructional time within	4.2.Provide intensive reading interventions as	4.2. Administration,	4.2. Through data chats (teacher/team), progress	4.2. BAT Assessments, Mini-

2	the school day is a concern.	part of daily reading instruction. In addition, teachers will incorporate the interventions in content area reading.	Reading Resource Specialist	monitoring charts and classroom assessments, student growth will be continuously monitored.	BATs, Classroom Assessments, Fluency Probes, DAR, DAR Word Lists, FAIR, Rigby
3	4.3 Students may not be exposed to a variety of reading materials.	4.3 Utilize texts of various types, topics and complexity levels.	4.3 Administration, Reading Resource Specialist	4.3 Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	4.3 BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, DAR, DAR Word Lists, FAIR, Rigby

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 : In 2011-12 75% of students were proficient in reading. Our AMO goal is to reduce the achievement gap gradually over the next five years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75%	82%	84%	85%	87%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The specific needs of all our students must be addressed in order to maintain and accelerate student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following 2012 FCAT data shows the percentage of students in each subgroup who made satisfactory progress in reading. White:74%(249), Black:75%(27), Hispanic:72%(145), Asian:83%(24), American Indian: 0%	By June 2013, the percentage of students making satisfactory progress in reading as evidenced by the 2013 FCAT will be: White:76%, Black:77%, Hispanic:74%, Asian:85% and American Indian:100%.

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	Time is needed to collect, analyze, and interpret data effectively.	Monthly data chats have been scheduled. Teachers will analyze data consistently to ensure that specific skill areas in need are being targeted through differentiated instruction.	Administration, Reading Resource Specialist, Team leaders	Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes
2	It is necessary to determine students' needs in order to maximize the differentiated instruction process.	Utilize assessments to identify students' needs. Provide instruction and interventions to students in small groups according to skill levels. Utilize technological resources to reinforce skills – Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves	Administration, Reading Resource Specialist	Through data chats(teacher/student), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, Project Rubrics

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:	The specific needs of our English Language Learners must be addressed in order to maintain and accelerate student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 62%(23) ELL made satisfactory progress in reading.	By June 2013, 66% of ELL will make satisfactory progress in reading as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is necessary to determine students' needs in order to maximize the differentiated instruction process.	Provide instruction to students in small groups according to skill levels, utilizing supplemental materials and technology.	Administration, Reading Resource Specialist	Through data chats(teacher/student), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, Project Rubrics
2	Time is needed to collect, analyze, and interpret data effectively.	Monthly data chats have been scheduled. Teachers will analyze data consistently to ensure that specific skill areas in need are being targeted through differentiated instruction.	Administration, Reading Resource Specialist, Team leaders	Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes

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:	SWD is a broad category. Our goal is to be more specific in identifying students' learning styles so that we can more effectively target instruction to meet their needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 61%(62) SWD made satisfactory progress in reading.	By June 2103, 65% of SWD will make satisfactory progress in reading as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time is needed to collect, analyze, and interpret data effectively.	Schedule monthly data chats. Teachers will analyze data consistently to ensure that specific skill areas in need are targeted through differentiated instruction.	Administration, Reading Resource Specialist, ESE Specialist	Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, FAIR, DAR
	Students are in need of	Offer students an After	Administration,	Through data chats	BAT Assessments,

2	additional instruction in order to meet reading proficiency and make learning gains.	School Reading Program to reinforce necessary skills.	Reading Resource Specialist	(teacher/student, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	Mini-BATs, Classroom Assessments, Fluency Probes, DAR Word Lists
3	Scheduling additional instructional time within the school day is a concern.	Provide intensive reading interventions as part of daily reading instruction. In addition, teachers will integrate interventions into content area reading.	Administration, Reading Resource Specialist, ESE Specialist, Team leaders	Through data chats (teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, Fluency Probes, DAR, DAR Word Lists, FAIR, Rigby

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:	Our Economically Disadvantaged student population has increased each year. Students in this subgroup have various needs that may be impacting their academic achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 75% (156) economically disadvantaged students made satisfactory progress in reading.	By June 2013, 78% of economically disadvantaged students will make satisfactory progress in reading as evidenced by the 2103 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is necessary to determine students' needs in order to maximize the differentiated instruction process.	Utililze screening and progress monitoring assessments to identify students' needs. Provide instruction to students in small groups according to skill levels.	Administration, Reading Resource Specialist	Through data chats(teacher/student, teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments, FAIR Assessments, Fluency Probes, Project Rubrics
2	Time is needed to collect, analyze, and interpret data effectively.	Schedule monthly data chats. Teachers will analyze data consistently to ensure that specific skill areas in need are being targeted through differentiated instruction.	Administration, Reading Resource Specialist	Through data chats (teacher/team, teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs,Classroom Assessments, Fluency Probes

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 Overview	K-5	Sharon Rapheal, Megan Rask, Lynda Borenstein	School-wide	August 14	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal
Vocabulary Close Reading	K-5	Sharon Rapheal Megan Rask	School-wide	September 27	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal
Technology Jigsaw - Podcasting, Blogging	K-5	Cory Ruyan	School-wide	January 17	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer students an After School Reading Program to reinforce necessary skills.	Reading Camp	School Partner/ Accountability	$5,000.00
Utilize texts of various types, topics and complexity levels.	Exemplar texts Classroom libraries Scholastic News	Accountability Funds/PTSA	$4,000.00
Offer students an After School Reading Program to reinforce necessary skills.	Storybook Night Barnes and Noble Night	Accountability Funds	$500.00
			Subtotal: $9,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with opportunities to conduct research using multiple online and classroom resources. Incorporate project-based learning into reading activities.	Net Trekker Online Databases MultiMedia Encyclopedia Online newspaper	NA	$0.00
Implement screening assessments to identify students' needs.	FAIR assessments	NA	$0.00
Provide instruction to students in small groups according to skill levels, utilizing different modalities according to students' learning styles.	Accelerated Reader Promethean Accessories BEEP Resources	Internal Accounts	$4,000.00
Utilize technological resources to reinforce reading skills taught – Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves	Technology Updates	Accountability	$1,500.00
			Subtotal: $5,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with professional development in specific technology resources (i.e. Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves, Promethean flipcharts) Our Technology Learning Community will update and maintain equipment.	Research Online BEEP Destination Success Promethean World	NA	$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

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:	Students scoring proficient in listening/speaking will continue to receive instructional modifications based on their level of English proficiency in order to meet or exceed grade level expectations. By June 2013, 56% of ELL students will score proficient on the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
According to 2012 CELLA data, 48%(53)students scored proficient in listening/speaking. The breakdown by grade level was as follows: K - 13%(2) 1 - 69%(11) 2 - 94%(30) 3 - 11%(2) 4 - 30%(3) 5 - 71%(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	Classroom teachers may not know students' specific areas of difficulty or weakness.	Share the results of CELLA testing with classroom teachers and suggest appropriate instructional strategies.	Administration, Guidance/ESOL Coordinator	Through data chats (teacher/administration) students' strengths and weaknesses will be identified. Instructional modifications will focus on the areas identified.	Classroom assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	Students scoring proficient in reading will continue to receive instructional modifications in order to meet or exceed grade level expectations. By June 2013, 34% of ELL students will score proficient in reading on the 2013 CELLA.
2012 Current Percent of Students Proficient in reading:	
According to 2012 CELLA data, 33% (28) students scored proficient in reading. The breakdown by grade level was as follows: K - 0 1 - 20%(3) 2 - 47%(15) 3 - 22%(4) 4 - 11%(1) 5 - 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
	Teachers must meet students' needs by	Provide teachers with materials and support	Administration, Guidance/ESOL	During data chats (teacher/team,	Classroom asssesments,

1	applying the most effective instructional strategies.	to deliver instructional modifications.	Coordinator	teacher/administrator) students' needs will be discussed and appropriate ESOL instructional strategies identified.	BATs

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in writing will receive instructional modifications based on their level of English proficiency in order to meet or exceed grade level expectations. By June 2013, 33% of ELL students will score proficient in writing on the 2013 CELLA.
2012 Current Percent of Students Proficient in writing:	
According to 2012 CELLA data, 37% (32)students scored proficient in listening/speaking. The breakdown by grade level was as follows: K- 6%(1) 1- 31% (5) 2- 41% (13) 3- 24% (4) 4- 33% (3) 5- 86% (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	Students have difficulty organizing their thoughts on paper.	Utilize graphic organizers to assist with the organization of expository and narrative prompts.	Administration, Guidance/ESOL Coordinator	Work samples will be collected and monitored for progress.	Writing prompts
2	Students have a limited vocabulary.	Expand student vocabulary to enrich the writing process.Utilize heritage dictionaries if needed.	Administration, Guidance/ESOL Coordinator	Work samples will be collected and monitored for progress.	Writing prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Share the results of CELLA testing with classroom teachers	IPT and CELLA books	Internal account	$1,400.00
			Subtotal: $1,400.00
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: $1,400.00

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:	Many of our students do achieve a Level 3 or above in the area of mathematics. Our goal is to ensure that every child not only maintains at least this level of achievement, but continuously improves to higher levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 21% (130) students scored a Level 3 in mathematics.	By June 2013, 23% of third-fifth grade students will achieve a Level 3 in mathematics on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students have different learning needs and may need additional instruction and reinforcement in different skill areas.	1.1. Group students in order to focus on strategies for different skill levels. At times, heterogeneous grouping may be used to allow for peer tutoring opportunities.	1.1. Administration, Math Chair, Math Learning Community	1.1. Through monthly data chats (teacher/student, teacher/team, teacher/administration), progress monitoring charts and classroom assessments, student growth and mastery will be continuously monitored.	1.1. Benchmark Achievement Tests (BAT), Mini-BATs, Classroom Assessments
2	1.2. Teachers need training in the CCSS in order to provide the most effective instruction.	1.2.Provide professional development during team meetings, faculty meetings and learning communities so that teachers know how to implement the CCSS(K-2) and blend the CCSS with the NGSSS(grades 3-5).	1.2. Administration, Team leaders, Common Core Learning Community, Math Learning Community	1.2. Through monthly data chats (team/teacher, teacher/adminstrator) teachers will share information about their implementation of the new and blended standards.	1.2. BAT Assessments, Mini-BATs, Classroom Assessments
3	1.3. All tested skills must be taught and mastered prior to the FCAT Assessment.	1.3. Utilize the Instructional Focus Calendar to ensure that all skills are taught within the appropriate time frame.	Administration, Team leaders, Math Learning Community, Math Chair	1.3. Through monthly data chats (teacher/student, teacher/team, teacher/administration), progress monitoring charts and classroom assessments, student growth and mastery will be continuously monitored.	1.3. BAT Assessments, Mini-BATs, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at levels 4,5 and 6 need extensive direct instruction in order to generalize skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to 2102 Florida Alternate Assessment data, 33% (3) students scored at Levels 4, 5 or 6 in mathematics.	By June 2013, 35% of students taking the 2013 Florida Alternate Assessment will score a Level 4, 5 or 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The specific needs of our level 4 and 5 students must be addressed in order to maintain and accelerate student achievement. Our goal is not to increase student work but to expand the depth of their knowledge.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 57%(351) students scored at or above Level 4 in mathematics.	By June 2013, 59% of third-fifth graders taking the 2013 FCAT will achieve a Level 4 or 5 in mathematics.

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	2.1. Students may not be consistently challenged to move beyond their current levels.	2.1. Enrich students with abstract thinking and problem solving strategies. Encourage higher order thinking skills and precision in problem solving.	2.1. Administration, Math Learning Community, Math Chair	2.1. Through data chats (student/teacher, teacher/administrator), progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	2.1. BAT Assessments, Mini-BATs, Classroom Assessments
2	2.2. Early identification of qualifying students is essential in order to provide them with the appropriate placement.	2.2. Maintain Self-Contained/High Achiever Classrooms	2.2. Administration, Math Learning Community, Math Chair	2.2. Through data chats (teacher/team), progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	2.2. BAT Assessments, Mini-BATs, Classroom Assessments
3	2.3. Scheduling is always a concern. It is important that students are provided with enough time to become mathematically proficient.	2.3. Departmentalize to provide students with the opportunity to be challenged at their instructional levels.	2.3. Administration, Math Learning Community, Math Chair	2.3. Through data chats (teacher/administrator, teacher/team), progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	2.3. BAT Assessments, Mini-BATs, Classroom Assessments
4	2.4 Students do not apply math strategies to solve problems.	2.4 Participate in "First in Math" so students get additional practice in making sense of problems and justifying solutions.	2.4 Administration, Math Learning Community, Math Chair	2.4 Through data chats (teacher/administrator, teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments

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

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Level 7 will receive direct instruction to improve their abilities to generalize and transfer skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 22% (2) students scored at or above Level 7 in mathematics.	By June 2013, 24% of students taking the 2013 Florida Alternate Assessment will score at or above a Level 7 in mathematics.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for all students is to consistently strive for higher levels of achievement and not allow them to stagnate or become complacent with current levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data,76% (326) students made learning gains in mathematics.	3, 79% of students will make learning gains in math as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Time is needed to collect, analyze, and interpret data effectively.	3.1. Schedule monthly data chats school-wide in order to analyze data continuously and consistently, ensuring that specific skill areas in need are being targeted through differentiated instruction.	3.1. Administration, Math Learning Community, Math Chair, Team leaders	3.1. Through data chats (teacher/administrator, teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	3.1. BAT Assessments, Mini-BATs, Classroom Assessments
2	3.2. Students do not demonstrate mastery of benchmarks and standards.	3.2. Implement diagnostic and progress monitoring assessments to identify students' needs. Provide instruction and targeted interventions to students in small groups according to skill levels.	3.2. Administration, Math Learning Community, Math Chair, Team leaders	3.2. Through data chats (teacher/student, teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	3.2. BAT Assessments, Mini-BATs, Classroom Assessments, Project Rubrics

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A Only 9 students in this group.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Only 9 students in this group.	N/A Only 9 students in this group.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our lowest quartile of students has always been a challenge. We need to make sure that these students as well as "bubble" students (students who may or may not be in the lowest 25%) are identified early and provided with interventions immediately and consistently to ensure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 76%(58) students in the the lowest 25% made learning gains in mathematics.	By June 2013, 78% of the lowest 25% of students will make learning gains in math as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students are in need of instruction in addition to what they receive in the classroom in order to meet math proficiency and make learning gains.	4.1. Offer students an After School Math Program to reinforce necessary skills.	4.1. Administration, Math Chair	4.1. Through data chats (teacher/student, teacher/team,teacher/administrator) progress monitoring charts and classroom assessments, student growth will be continuously monitored.	4.1. BAT Assessments, Mini-BATs, Classroom Assessments
2	4.2. Scheduling additional instructional time within the school day is a concern.	4.2. Utilize Intensive Math interventions and other supplemental materials to infuse math standards into the content areas.	4.2. Administration, Math Learning Community, Math Chair	4.2. Through data chats (teacher/student, teacher/team,teacher/admimistrator) progress monitoring charts and classroom assessments, student growth will be continuously monitored.	4.2. BAT Assessment, Mini-BATs, Classroom Assessments
3	4.3 Students have difficulties understanding and applying math concepts.	4.3 Apply targeted interventions in a small group setting.	4.3 Administration, Math Learning Community, Math Chair	4.3 Through data chats (teacher/student, teacher/team,teacher/admimistrator) progress monitoring charts and classroom assessments, student growth will be continuously monitored.	4.3 BAT Assessments, Mini-BATs, Classroom Assessments

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : In 2011-12, 78% of students were proficient in math. Our AMO goal for the next five years is to gradually reduce the achievement gap.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78%	82%	84%	85%	87%	

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:	The specific needs of all our students must be addressed in order to maintain and accelerate student achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following 2012 FCAT data shows the percentage of students in each subgroup who made satisfactory progress in mathematics. White:81%(271), Black:69%(25), Hispanic:75%(151), Asian:90%(26) and American Indian:100%(1).	By June 2013, the percentage of students making satisfactory progress in mathematics as evidenced by the 2013 FCAT will be: White:83%, Black:71%, Hispanic:77%, Asian:92% and American Indian:100%.

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	The abundance of materials and information in the Go Math series needs to be prioritized to maximize student achievement.	Prioritize the use of Go Math resources and supplemental materials to effectively differentiate instruction at all levels.	Administration, Math Learning Community, Math Chair, Team leaders	Through data chats(teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
2	All tested skills must be taught and mastered prior to the FCAT Assessment.	Utilize the Instructional Focus Calendar to ensure that all skills are taught within the appropriate time frame.	Administration, Math Learning Community, Math Chair, 3-5th grade team leaders	Through data chats (teacher/team,teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
3	It is necessary to determine students' needs in order to maximize the differentiated instruction process.	Utilize assessments to identify students' needs. Provide instruction and targeted interventions to students in small groups according to skill levels. Utilize technological resources to reinforce skills (Compass Odyssey, FCAT Explorer, BEEP, Destination Success).	Administration, Math Learning Community, Math Chair	Through data chats (teacher/team,teacher/administrator), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The specific needs of our English Language Learners must be addressed in order to maintain and accelerate student achievement.

2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 73%(27) ELL made satisfactory progress in mathematics.	By June 2013, 76% of English Language Learners will achieve proficiency in mathematics as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The abundance of materials and information in the Go Math series needs to be prioritized to maximize student achievement.	Prioritize the use of Go Math resources and supplemental materials to effectively differentiate instruction at all levels.	Administration, Math Learning Community, Math Chair, Team leaders	Through data chats(teacher/team), progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
2	All tested skills must be taught and mastered prior to the FCAT Assessment.	Utilize the Instructional Focus Calendar to ensure that all skills are taught within the appropriate time frame.	Administration, Math Learning Community, Math Chair, 3-5th grade Team leaders	Through data chats(teacher/team, teacher/admministrator), progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
3	It is necessary to determine students' needs in order to maximize the differentiated instruction process.	Utilize assessments to identify students' needs. Provide instruction and targeted interventions to students in small groups according to skill levels. Utilize technological resources to reinforce skills (Compass Odyssey, FCAT Explorer, BEEP, Destination Success)	Administration, Math Learning Community, Math Chair, Team leaders	Through data chats(teacher/team, teacher/admministrator), progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD is a broad category.Our goal is to be more specific in identifying students' learning styles so that we can further target instruction to meet their needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 data, 70%(71) SWD made satisfactory progress in mathematics.	By June 2013, 73% of SWD will make satisfactory progress in math on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have different learning needs and may need additional instruction and reinforcement in different skill areas.	Accommodate individual needs as per each students' IEP.	Administration, ESE Specialist	Through data-chats (teacher/student), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
	Students are in need of additional instruction and	Offer students an After School Math Program to	Administration, Math Learning	Through data chats (teacher/student,	BAT Assessments, Mini-BATs,

2	targeted interventions in order to meet math proficiency and make learning gains.	reinforce necessary skills.	Community, Math Chair	teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	Classroom Assessments
3	Scheduling additional instructional time within the school day is a concern.	Incorporate Math interventions and supplemental materials strategically. Integrate math concepts throughout the content areas.(i.e. graphing in Science)	Administration, ESE Specialist	Through data chats (teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our student population in this category has increased each year. Students in this subgroup have various needs that may be impacting their academic achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 77%(161) economically disadvantaged students made satisfactory progress in mathematics.	By June 2013, 80% of economically disadvantaged students will make satisfactory progress in mathematics as evidenced by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have different learning needs and may need additional instruction and reinforcement in different skill areas.	Group students in order to focus on strategies for different learning levels. At times, heterogeneous grouping may be used to allow for peer tutoring opportunities.	Administration, Math Chair	Through data chats (teacher/student,teacher/team) progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
2	Students are in need of additional interventions in order to meet math proficiency and make learning gains.	Offer students an After School Math Program to reinforce necessary skills.	Administration, Math Chair	Through data chats (teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments
3	Scheduling additional instructional time within the school day is a concern.	Incorporate math interventions and supplemental materials to address students' needs and integrate math concepts into the content areas.	Administration, Math Chair, Team leaders	Through data chats (teacher/team), progress monitoring charts and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs, Classroom Assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS and NGSSS	K-5	Sharon Rapheal	School-wide	October 26 Monthly team meetings Monthly faculty meetings	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal
Jigsaw Data Analysis	K-5	Cory Ruyan	School-wide	March 21	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal
Common Core Infusion	K-5	Megan Rask Sharon Rapheal Lynda Borenstein	School-wide	March 21; Monthly team meetings	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer students an After School Math Program to reinforce necessary skills.	Math Camp	School Partner/ Accountability	$4,000.00
Offer students an After School Math Program to reinforce necessary skills.	Publix Math Night	School Partner	$100.00
Offer students an After School Math Program to reinforce necessary skills.	Family Math Night	PTSA/ Accountability	$500.00
			Subtotal: $4,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Intensive Math interventions and other supplemental materials to infuse math standards into the content areas(i.e. graphing in Science and Social Studies)	Mega Math i Tools	NA	$0.00
Incorporate Math interventions and supplemental materials strategically.	BEEP online textbooks First in Math	PTSA	$4,800.00
			Subtotal: $4,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers need training in the CCSS in order to provide the most effective instruction.	District trainings	Internal Account	$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: $9,400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Our goal is to increase the number of students scoring at or above a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT science data, 36%(82) students scored a Level 3.	By June 2013, 38% of students will score a Level 3 on the FCAT science assessment.

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	1.1. Scheduling is always a concern. It is important that students have the optimal amount of instructional time in the content areas.	1.1.Departmentalize to ensure that all science material may be covered in depth. Utilize the Instructional Focus Calendar to ensure that science concepts and vocabulary are being taught at the appropriate grade levels. All grade levels will participate in a Science special.	1.1. Administration, Science Resource teacher, Team leaders	1.1. Grade level science team will review lesson plans and assessment data.	Mini Benchmark Assessment Tests (BAT), Classroom Assessments, Lesson Plans
2	1.2. Abstract science concepts are difficult for students to grasp.	1.2. Incorporate graphic organizers (concept maps and power notes) as well as science journals to organize science material. Continue to utilize Broward County Hands-On Science Kits and periodicals to address concepts.	1.2. Administration, Science Resource teacher, Team leaders, Science Learning Community	1.2. Review and evaluate assessment data.	1.2. Classroom Assessments
3	1.3 Science texts may be difficult for students to comprehend.	1.3 Instruct students on close reading and rereading of text in order to extract important information.	1.3 Administration, Science Resource teacher, Team leaders, Reading Resource Specialist, Science Learning Community	1.3 Review and evaluate assessment data	1.3 Mini Benchmark Assessment Tests (BAT), Classroom Assessments, Lesson Plans
4	1.4 Students lack a common Science vocabulary	1.4 Build students' academic vocabulary with explicit and systematic instruction.	1.4 Administration, Science Resource teacher, Team leaders,Science Learning Community	1.4 Review and evaluate assessment data	1.4 Mini Benchmark Assessment Tests (BAT), Classroom Assessments, Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A Only 5 students in this group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Only 5 students in this group.	N/A Only 5 students in this group.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The specific needs of our level 4 and 5 students must be addressed in order to maintain and accelerate student achievement. Our goal is not to increase student work but to expand the depth of their knowledge.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT data, 25%(57) students scored at or above Level 4 in science.	By June 2013, 27% of students will score a Level 4 or 5 on the 2013 FCAT science assessment.

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	2.1. Students may not be comfortable applying science concepts in real-world situations.	2.1. Provide students with the opportunity to increase real-world applications through research and project-based learning, with technology integration. Schedule a Family Science Night.	2.1. Administration, Science Resource teacher, Science Learning Community	2.1. Through data chats (teacher/student, teacher/team), progress monitoring charts,project presentations and classroom assessments, student growth will be continuously monitored.	2.1. Rubrics/ Projects

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:	N/A Only 9 students in this group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Only 9 students in this group.	Only 9 students in this group.

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
Science Strands Analysis	K-5	Lucio Garay	School-wide	October 26	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal
Creating a School-wide Science Vocabulary	K-5	Lucio Garay	School-wide	October 26	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Sharon Rapheal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a science special for all students in grades K-5	Science consumable materials	Accountability	$500.00
Schedule a Family Science Night	Family Science Night	PTSA/Accountability	$500.00
Abstract concepts are difficult for students to grasp	5th grade periodicals	PTSA	$1,300.00
			Subtotal: $2,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize graphic organizers as well as Broward County Hands On Science kits and grade level BEEP lessons to address concepts.	BEEP Resources	NA	$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: $2,300.00

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:	Our students have consistently scored well on the FCAT writing assessments. Our goal is to not only maintain our high level of achievement, but to increase the number of students scoring Level 5 and Level 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 data 95%(191) students scored at or above a Level 4.0 in writing.	By June 2013, 97% of students will score a Level 4.0 or above on the 2013 FCAT writing assessment.

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	1.2. Students have difficulty organizing their thoughts on paper.	1.2.Utilize graphic organizers to assist with the organization of expository and narrative prompts.	1.2. Administration, Writing Learning Community	1.2. Work samples will be collected and monitored for growth.	1.2. Student Writing Prompts
2	1.3. Students have a limited vocabulary.	1.3. Expand student vocabulary to enrich the writing process.	1.3. Administration, Writing Learning Community	1.3. Work samples will be collected and monitored for growth.	1.3. Student Writing Prompts
3	1.4. Students do not often review their own work. They rely on teachers to edit their writing.	1.4. Instruct students on the revision and editing process in order to facilitate self-monitoring. Develop grade level writing rubrics so students can self-assess their work.	1.4. Administration, Writing Learning Community	1.4. Work samples will be collected and monitored for growth.	1.4. Student Writing Prompts
4	1.5 Scheduling time for writing instruction	1.5 Incorporate writing rubrics throughout the curriculum. Students will learn to cite evidence from various texts in various subjects to support their writing.	1.5 Administration, Writing Learning Community	1.5 Work samples will be collected and monitored for growth.	1.5 Student 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:	N/A Only 2 students in this group.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A Only 2 students in this group.	N/A Only 2 students in this group.

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 organizing their thoughts on paper.	Utilize graphic organizers.	Administration, ESE Specialist	Work samples will be collected and monitored for growth.	Writing prompts
2	Students may have limited language skills and lack personal experiences upon which to base their writing.	Break down writing tasks into more manageable and understandable parts. Classroom teachers, ESE teachers and speech/language pathologists will collaborate to deliver targeted differentiated instruction.	Administration, ESE Specialist	Work samples will be collected and monitored for growth.	Writing prompts

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
Team Writing Rubric	K-5	Team Leaders	School-wide	August 14 August 21	Teachers will develop team writing rubric and share evidence of its use during monthly data chats	Administration – Lynn Burgess-Principal; Suzanne Nelson – Assistant Principal
Writing:Editing and Grammer	k-5	Sharon Rapheal, Writing Learning Community	School-wide	February 7	Teachers will submit a reflection specifying how they implemented the content of the professional development, as well as an analysis of the results of the implementation.	Administration – Lynn Burgess-Principal; Suzanne Nelson – Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students do not often review their own work. They rely on teachers to edit their writing.	Copper's Cove publishing	PTSA	$1,500.00
			Subtotal: $1,500.00
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: $1,500.00

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:	All students must attend school regularly to take advantage of the educational opportunities provided. Fox Trail will decrease the number of students with excessive absences and the number of students with excessive tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
According to 2012 data, the attendance rate was 96% (1156).	By June 2013, the attendance rate will increase to 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
According to 2012 data, 43 students had excessive absences.	By June 2013, there will be 40 or fewer students with excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
According to 2012 data, 112 students had excessive tardies.	By June 2013, there will be 100 or fewer students with excessive tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students with a pattern of absences and/or tardies	1.1. Teachers will conference with parents to discuss absences and/or tardies. Our school social worker will contact parents to address concerns.	1.1. Administration, Attendance Clerk, Social Worker	1.1. Daily Attendance	1.1. Daily attendance report

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:	Fox Trail Elementary had few out-of-school suspensions for the 2010-11 school year. Behavior plans and activities are set in place to work as incentives to encourage exemplary student behavior.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, Fox Trail had 4 in-school suspensions.	By June 2013, the number of in-school suspensions will be 4 or less.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

In 2012, Fox Trail had 2 students suspended in-school.	By June 2013, the number of students suspended in-school will be 2 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, Fox Trail had 2 out-of-school suspensions.	By June 2013, the number of out-of-school suspensions will be 2 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, Fox Trail had 2 students suspended out-of-school.	By June 2013, the number of students suspended out-of-school will be 2 or less.

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	1.1. The use of internal suspension is ineffective for a tiny percentage of students, resulting in a small number of repeat offenders.	1.1. Offer behavior incentives to reward good behavior (i.e. prizes, certificates, daily behavior notes to parents, guidance chats). Have students reflect on their inappropriate behavior (using time outs, reflections sheets and behavior contracts) and offer suggestions for improvement.	1.1. Administration, Kindergarten – Fifth Grade Classroom Teachers	1.1. Monitor the number of internal suspensions for each child using the Discipline Matrix System (DMS).	1.1. Suspension Rate Report

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.*	The ideal elementary environment provides opportunities for families to be involved both academically and socially. It is important that Fox Trail Elementary offer parents/caregivers chances to become more involved in the school. Activities include academic as well as social events, allowing parents to interact with other families and enjoy quality time with their own children.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
According to 2012 data, Fox Trail parents recorded 7,149 volunteer hours assisting students and teachers.	By June 2013, parents will increase their volunteer hours by 10% as evidenced by Fox Trail's volunteer database.

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	1.1. Families are not always aware of the events and/or dates of events.	1.1. Academic family nights will be advertised using a variety of methods including, but not limited to: flyers, agendas, e-mail, school/teacher websites, morning announcements, marquee, and phone links.	1.1. Administration, Committee Chairs	1.1. Sign-in sheets at each academic family night event	1.1. Documentation of number of attendees at academic family nights
2	1.2.Different age-groups have different interests.	1.2. Provide activities that appeal to all age-groups to ensure participation across the grades.	1.2. Administration, Committee Chairs	1.2. Sign-in sheets at each academic family night event	1.2. Documentation of number of attendees at each grade level during academic family nights

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
Offer night time trainings for parents/caregivers	Parent University	PTSA	$500.00
			Subtotal: $500.00
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: $500.00

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:	100% of students will participate in STEM activities during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack	Science resource	Administration	Through data chats	Lesson plans

1	experience with STEM activities and presentations.	teacher will assist the staff with STEM-based instruction, including problem-based learning utilizing technolgy.	Science Resource Teacher	(teacher/team) classroom observations and lesson plans, STEM-based instruction will be identified.	STEM-related rubric

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)

N/A Goal:

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:	
1. N/A Goal N/A Goal #1:	N/A
2012 Current level:	2013 Expected level:
N/A	N/A

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

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

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

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

Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Offer students an After School Reading Program to reinforce necessary skills.	Reading Camp	School Partner/ Accountability	$5,000.00
Reading	Utilize texts of various types, topics and complexity levels.	Exemplar texts Classroom libraries Scholastic News	Accountability Funds/PTSA	$4,000.00
Reading	Offer students an After School Reading Program to reinforce necessary skills.	Storybook Night Barnes and Noble Night	Accountability Funds	$500.00
CELLA	Share the results of CELLA testing with classroom teachers	IPT and CELLA books	Internal account	$1,400.00
Mathematics	Offer students an After School Math Program to reinforce necessary skills.	Math Camp	School Partner/ Accountability	$4,000.00
Mathematics	Offer students an After School Math Program to reinforce necessary skills.	Publix Math Night	School Partner	$100.00
Mathematics	Offer students an After School Math Program to reinforce necessary skills.	Family Math Night	PTSA/ Accountability	$500.00
Science	Provide a science special for all students in grades K-5	Science consumable materials	Accountability	$500.00
Science	Schedule a Family Science Night	Family Science Night	PTSA/Accountability	$500.00
Science	Abstract concepts are difficult for students to grasp	5th grade periodicals	PTSA	$1,300.00
Writing	Students do not often review their own work. They rely on teachers to edit their writing.	Copper's Cove publishing	PTSA	$1,500.00
Parent Involvement	Offer night time trainings for parents/caregivers	Parent University	PTSA	$500.00
				Subtotal: $19,800.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide students with opportunities to conduct research using multiple online and classroom resources. Incorporate project-based learning into reading activities.	Net Trekker Online Databases MultiMedia Encyclopedia Online newspaper	NA	$0.00
Reading	Implement screening assessments to identify students' needs.	FAIR assessments	NA	$0.00
Reading	Provide instruction to students in small groups according to skill levels, utilizing different modalities according to students' learning styles.	Accelerated Reader Promethean Accessories BEEP Resources	Internal Accounts	$4,000.00
Reading	Utilize technological resources to reinforce reading skills taught – Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves	Technology Updates	Accountability	$1,500.00
	Utilize Intensive Math interventions and			

Mathematics	other supplemental materials to infuse math standards into the content areas(i.e. graphing in Science and Social Studies)	Mega Math i Tools	NA	$0.00
Mathematics	Incorporate Math interventions and supplemental materials strategically.	BEEP online textbooks First in Math	PTSA	$4,800.00
Science	Utilize graphic organizers as well as Broward County Hands On Science kits and grade level BEEP lessons to address concepts.	BEEP Resources	NA	$0.00
				Subtotal: $10,300.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide teachers with professional development in specific technology resources (i.e. Compass Odyssey, FCAT Explorer, BEEP, Focus Florida Achieves, Promethean flipcharts) Our Technology Learning Community will update and maintain equipment.	Research Online BEEP Destination Success Promethean World	NA	$0.00
Mathematics	Teachers need training in the CCSS in order to provide the most effective instruction.	District trainings	Internal Account	$0.00
				Subtotal: $0.00

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: $30,100.00

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 (Uploaded on 8/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC meets at least 8 times per year. The primary objectives of the SAC are to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, setting high expectations and meeting the diverse needs of the student body. SAC will be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. SAC functions include: (a) facilitating the development of the School Improvement Plan (SIP), (b) monitoring the implementation of the SIP, (c) evaluating the effectiveness of the SIP, (d) providing assistance in the preparation of the school's annual budget, and (e) making recommendations as to the alignment of instructional staffing and instructional materials to support the SIP.

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 FOX TRAIL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	91%	98%	61%	338	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	75%	75%			150	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?	64% (YES)	77% (YES)			141	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					629	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District FOX TRAIL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	90%	94%	65%	337	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%	67%			136	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?	58% (YES)	63% (YES)			121	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					594	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested