FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BROWARD ESTATES ELEMENTARY SCHOOL

District Name: Broward

Principal: Cyntheria Hunt

SAC Chair: Raquel Gandy

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Bethune Elementary School Grade 2012 -B Reading 47% Math – 45% Writing – 82% Science – 27% Learning Gains Reading – 72% Learning Gains Math – 77% Lowest 25% Reading – 74% Lowest 25% Math – 68% Watkins Elementary School Grade 2012 – C Reading 41% Math – 44% Writing – 88% Science – 30%

Principal	Cyntheria J. Hunt	Masters-Educational Leadership BA-Elementary Education 1-6 grade ESOL Endorsement	1	5	Learning Gains Reading – 64% Learning Gains Math – 65% Lowest 25% Reading – 69% Lowest 25% Math – 60% Bethune, Mary M. Elementary School Grade 2011 - C Reading 69% Math – 64% Writing – 79% Science – 46% Learning Gains Reading – 57% Learning Gains Math – 57% Lowest 25% Reading – 49% Lowest 25% Math – 70% Bethune, Mary M. Elementary School Grade 2010- B Reading 64% Math – 67% Writing – 86% Science – 25% Learning Gains Reading – 65% Learning Gains Math – 72% Lowest 25% Reading – 60% Lowest 25% Math – 76%
Assis Principal	Georgia A. Stewart	Doctorate Degree Organizational Leadership and Minor in Curriculum Development; Masters-Educational Leadership; BA Early Childhood Education infant – 3rd.	1	1	Miramar Elementary School Grade – 2012 - B Reading – 57% Math – 60% Writing – 91% Science – 48% Learning Gains Reading - 66% Learning Gains Math – 57% Lowest 25% Reading – 76% Lowest 25% Math – 56% Miramar Elementary School Grade – 2011 A 2011- A, Reading – 75% Math – 78% Writing – 94% Science – 48% Learning Gains Reading– 65% Learning Gains Math – 64% Lowest 25% Reading - 58% Lowest 25% Math - 59% Miramar Elementary School 2010 – A Reading – 73% Math – 81% Writing – 96% Science – 39% Learning Gains Reading- 57% Learning Gains Math – 59% Lowest 25% Reading –57% Lowest 25% Math – 66%

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)
					Broward Estates Elementary School Grade 2012 – D Reading – 40% Math – 49% Writing – 82% Science – 25% Learning Gains Reading – 66% Learning Gains Math – 54% Lowest 25% Reading – 67% Lowest 25% Math- 46% Broward Estates Elementary School Grade 2011 - D Reading Mastery-55% Math Mastery-62%

Reading Coach		Trakina Mack	6	6	Writing Mastery-89% Science Mastery-16% Reading Learning Gains-51% Math Learning Gains-45% Lower quartile reading learning gains-50% Lower Quartile math learning gains-52% Broward Estates Elementary School Grade 2010-C Reading Mastery-61% Math Mastery-66% Writing Mastery-88% Science Mastery-34% Reading Learning Gains-61% Math Learning Gains-52% Lower quartile reading learning gains-62% Lower Quartile math learning gains-58%
Writing/ Magnet Coordinator	Karen Lundy	Bachelor's of Science Elementary Education Master's of Science TESOL National Board Certified	8	2	Broward Estates Elementary School Grade 2012 – D Reading – 40% Math – 49% Writing – 82% Science – 25% Learning Gains Reading – 66% Learning Gains Math – 54% Lowest 25% Reading – 67% Lowest 25% Math- 46% Broward Estates Elementary School Grade 2011 - D Reading Mastery-55% Math Mastery-62% Writing Mastery-89% Science Mastery-16% Reading Learning Gains-51% Math Learning Gains-45% Lower quartile reading learning gains-50% Lower quartile math learning gains-52% Broward Estates Elementary School Grade 2010-C Reading Mastery-61% Math Mastery-66% Writing Mastery-88% Science Mastery-34% Reading Learning Gains-61% Math Learning Gains-52% Lower quartile reading learning gains-62% Lower Quartile math learning gains-58%
Math Science	Raquel Gandy	Bachelor's of Science Social Sciences Pre-Kindergarten –Third Grade; Kindergarten – Sixth Grade; Exceptional Student Education K-12	1	2	2009/2010: John Love Elementary - C Increased Math Proficiency Levels from 31% to 47% 65% Learning Gains (4th Grade Math) Increased Math Proficiency Levels from 43% to 46% 50% Student Learning Gains (5th Grade Math) Points for school grade were increased from 432 to 489 Overall AYP: 92% 2008/2009: John Love Elementary-C Math: Increased Proficiency Levels from 31% to 43% (5th Grade) Science: Increased Proficiency Level from 15% to 30% 2007/2008: John Love Elementary – C Math: 51% Mastery (4th Grade)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Educator Support System (NESS) Program - Teachers new to the school/grade level will be paired with a mentor teacher with three or more years of experience. Mentors will meet periodically with the mentee for support in the areas of instructional planning, access curriculum resources, and classroom management strategies.	Karen Lundy	Ongoing	
2	2. New teachers will have support during their common planning grade level team meetings. This common planning time will be used to collaborate as a team to share instructional best practices, classroom management procedures, and to engage in effective instructional planning	Team Leaders	Ongoing	

	to further improve teaching and learning.			
3	3. Teacher leaders will be appointed to provide school-based professional development to new teachers in the area of integrating magnet-themed instruction. This in-service will be used to present methods of integrating STEM (Science, Technology, Engineering, and Mathematics) instruction and utilizing resources that support our science, mathematics, and technology magnet themes.	Raquel Gandy Karen Lundy Administration	Ongoing	
4	4. New teachers will have an opportunity to attend professional learning community/professional development events that address teaching and learning needs.	Leadership Team	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
All teachers on staff are highly qualified, therefore no faculty members are currently teaching out of field.	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7%(1)	16.2%(6)	59.5%(22)	21.6%(8)	43.2%(16)	100.0%(37)	8.1%(3)	5.4%(2)	67.6%(25)

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
Karen Lundy	Sarah Becker	Mentor has years of leadership experience and will be able to share best practices. Mentee is a new teacher and new to the school.	1. Quarterly meetings for interactive discussions regarding best practices, trends and creative ideas and technology. 2. Release time to observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.
Raquel Gandy	Rhonda Teitel	Mentor has curriculum coaching experience and will be able to assist the teacher with implementing the new grade level curriculum.	1. Quarterly meetings for interactive discussions regarding best practices, trends and creative ideas and technology. 2. Release time to observe a model classroom. 3. Coaching and modeling strategies to enhance instruction. 4. Hands on assistance with all data compilation and analysis.

| Avis White-Purcell | Sharpale Cooper | Mentor has years of curriculum specialist experience and will be able to provide the guided support the teacher will need to improve teaching and learning. | 1. Quarterly meetings for interactive discussions regarding best practices, trends and creative ideas and technology.
2. Release time to observe a model classroom.
3. Coaching and modeling strategies to enhance instruction.
4. Hands on assistance with all data compilation and analysis. |

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

Our school's instructional coaches facilitate and provide professional development to teachers utilizing the standards-based curriculum. Support will be implemented through model classrooms, professional development, and coaching. Title I funding will be utilized for the implementation of after school tutorials, academic parent nights, and parental training. Representatives from local organizations will be invited to present during the school's Career Day and Resource Fair events. The school will partner with officers from the local police station to meet with our school Safety Patrol team. As a way to provide extended learning opportunities for students and parents, Broward Estates Elementary School will work along with the Title I Office to provide four parental involvement workshops and professional development for parents in the areas of reading, writing, math and science.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Supplemental funds will be used to support afterschool academic programs for grades 3-5.

Violence Prevention Programs

Anti-bullying Program based on District guidelines.
Guidance Counselor will be teaching conflict resolution strategies.
Teachers will use CHAMPS strategies for behavior management.

Nutrition Programs

Fresh Fruit & Vegetable Program

Housing Programs

Guidance Counselor will assist by providing referrals for available services and programs to families as necessary in order to meet their unique needs.

Head Start

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

A Kindergarten Round-Up is scheduled in May to help students that are not in our Head Start program transition to kindergarten at our school. A meeting is scheduled for parents to meet key staff members of the school such as administration, Kindergarten teachers or team leader, support staff, and contact person for registration. Registration packets will be available for parents and the registration coordinator (IMT and/or Office Manager) will explain the registration process. Parents and students will have an opportunity to tour the campus.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RTI Leadership Team consists of the Collaborative Problem-Solving Team: Administration (Ms. Hunt, Dr. Stewart), the ESE Specialist (Ms. Dockswell), Guidance Counselor (Ms. Thomas), the School Psychologist (Martha Paulding) and the School Social Worker.

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

The case managers for the RTI Leadership Team will be the principal and assistant principal. The RTI Leadership Team will meet twice a month to discuss students who are not progressing toward academic and behavior goals as reported by homeroom teachers. The RTI Leadership Team will meet with the homeroom teacher to guide the process of intervention for the student and will provide the homeroom teacher with intervention strategies and resources as well as document templates to be used in tracking the student's progress levels during the intervention phase. After four weeks of intervention implementation the RTI Leadership Team will follow up with the teacher to determine the next stage of intervention. Data will be tracked and graphed for targeted students. Adjustments to instruction and/or behavioral interventions will be made in response to data from initial intervention measures (progress monitoring).

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

The MTSS Leadership Team will support the goals of academic achievement listed in the SIP. The MTSS Leadership Team will work to identify students for targeted intervention and develop a schedule of academic support. Instructional coaches will be

assigned to groups of students and the MTSS Leadership Team will develop a schedule of push-in or double dose instruction to remediate and/or enrich student learning.

The RTI Problem-Solving Process will be implemented to fidelity to ensure adequate academic progress.

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.

The 2012 FCAT 2.0 Assessments (reading, math, science, writing) beginning of the year placement test, district and school writing baseline data, FAIR, BAT I & BAT 2, ORF, Fusion science baseline data, and mini BATs progress monitoring data will be utilized to identify students' learning needs and plan instructional intervention. The RtI Leadership Team will foster the use of RtI/Progress Monitoring tracking sheet, which is an academic organizer that incorporates an intervention for phonics/fluency, vocabulary, and comprehension in reading as well as math, science, and writing. It incorporates a pre- and post- assessment for analyzing the academic growth of each student. Periodically scheduled data chats will be conducted to analyze data, adjust instruction and identify additional learning intervention measures deemed necessary to ensure that each student is making adequate progress. Students making progress in each area with differentiation will remain in Tier 1. Students not showing progress will be referred to the RTI Leadership Team and transition into Tier 2 to receive more intensive academic interventions. Students who continue to struggle in Tier 2 will be re-evaluated and transitioned to Tier 3 in order to receive a more prescriptive intervention measures. The homeroom teacher will monitor the students' achievement levels with the interventions in place during a period of 4-6 weeks.

Describe the plan to train staff on MTSS.

During scheduled Data chat meetings, members of the RTI Leadership Team will introduce/acclimate the teachers to the process and the required documentation necessary to implement interventions to fidelity. The staff will receive detailed information and updates regarding implementation of the RTI process during scheduled data chat meetings. Staff will begin by analyzing progress monitoring data to identify students who are not making adequate progress and subsequently determine further intervention measures deemed necessary. The RTI Leadership Team will also discuss with the staff the importance of differentiating instruction, implementing and monitoring interventions, and documenting student progress.

Describe the plan to support MTSS.

The RTI Leadership Team will meet with individual teachers to discuss students' academic progress and determine additional intervention measures needed to meet the needs of each student. At least one member of the RTI Leadership Team will attend district-level professional development sessions addressing the RTI/MTSS process. This information will be disseminated to the RTI Leadership Team and provide training to acclimate the teachers to updated best practices.

Literacy Leadership Team (LLT)

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

Reading Coach, Writing Coach/Magnet Coordinator, Math Coach, Science Coach, Team Leaders, ESE Specialist, Technology Specialist, Guidance Counselor, Administration.

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

The LLT will meet periodically to analyze student reading assessment data (beginning of year diagnostic assessments and baseline BAT 1), progress monitoring data (BAT 2) in an effort to identify and implement intervention strategies to meet the learning needs of all students. The LLT will also discuss and address school-wide needs with regard to instructional resources and ongoing reading professional development.

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

The LLT will work to synchronize the school's reading instructional design (schedule, resources, assessment). They will also attend district-level reading professional development and disseminate information to school instructional staff. The LLT will lead the instructional staff in monitoring the academic progress of all students.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/16/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The District's preschool programs ensure a smooth transition to kindergarten by providing information about the enrollment processes and timelines to families participating in the programs. The programs' services support team and preschool teachers share information with parents related to corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup events at those schools.
A Kindergarten Round-Up is scheduled in May to help students that are not in our Head Start program transition to kindergarten at our school. A meeting is scheduled for parents to meet key staff members of the school such as administration, Kindergarten teachers or team leader, support staff, and contact person for registration. Registration packets will be available for parents and the registration coordinator (IMT and/or Office Manager) will explain the registration process. Parents and students will have an opportunity to tour the campus.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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:	Increase the number of students meeting proficiency in reading on the Florida Comprehensive Assessment Test (FCAT) to level 3 by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (112.4) of students achieved a level 3 on the reading portion of the FCAT.	45% (99.8) of students will achieve level 3 on the reading portion of the 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
	Students do not demonstrate adequate proficiency with utilizing effective reading strategies to comprehend complex text.	Structured K-5 reading block - 8:00 -9:30 will be fully implemented to fidelity and consistently monitored by principal, assistant principal, and instructional coaches. Baseline data will be used to identify students in each subgroup for targeted differentiated instruction. Groups will remain fluid and periodically adjusted based on progress monitoring data. School-wide double-dose instruction (K-5) with a emphasis on phonic-based instruction (Foundations) for struggling students, vocabulary(Words Their Way) and reading fluency (Quick Reads) development for on-level and above level students. K-5 differentiated reading instruction during small groups will be provided to meet the diverse learning needs of each student. Interactive classroom centers will be differentiated based on students' reading levels,	Principal and assistant principal homeroom teachers Instructional Coaches, Literacy Leadership Team, and CPST team members.	Effectiveness will be determined through the findings from the C.P.S.T collaborative Problem Solving Team meetings, Data Chats with teachers, and on-going analysis of students' progress monitoring data. Frequent CWTs will be conducted to determine effectiveness of teaching and learning and to provide feedback, intervention and on-going support to teachers that are experiencing difficulties. Principal and Assistant Principal will lead the charge in ensuring that the instructional calendar is implemented to fidelity. Instructional coaches will be assigned to each grade level and will be responsible for ensuring the administration of mini benchmark assessments, will meet with assigned teams to analyze test data, share best practices, plan for re-teaching and re-assessment, and spiraling in an effort to ensure that all students demonstrate proficiency	Bi-weekly reading comprehension assessment utilizing BEEP, mini BAT assessments and other Test Maker Pro generated formative/summative progress monitoring assessments. These tools will be used to assess mastery of reading skills and use of reading instructional strategies to comprehend. BAT 1 & BAT 2 assessments data will also be used to drive instruction.

| | 1 | | provide authentic performance-based reading activities, and require students to produce an exit activity or product at the end to demonstrate skill acquisition.

K-5 reading push-in instruction will be provided from 8:35 – 9:20 daily for on-level students in an effort to ensure that we maintain proficiency and increase learning gains.

Structured lessons for push-in support will feature skill-based reading instruction with progress monitoring of implementation to ensure effectiveness.

The school's reading achievement data will be used to generate grade level specific reading instructional calendars.

The calendars will be carefully aligned, allotting more time for focus on pre-identified power benchmarks based on analysis of reading baseline data.

The calendars will outline timeline for instruction, on-going formative, summative, spiral progress monitoring assessments, and testing simulation practice assessments.

School-wide focus on reading that emphasizes rigor & relevance, with a focus on text complexity, promotion of effective reading strategies that are research-based (e.g. Marzano's High Yield Strategies etc).

Integrate technology to promote differentiation and meet the unique learning needs of individual students. usage: River Deep, FCAT Explorer, United Streaming videos, Istation, and Promethean resources. | | | on each benchmark taught. |
| | | Students are not being challenged to use grade level appropriate and higher level vocabulay words in their writing assignments. | Rigorous School-wide vocabulary development program will be fully implemented.

"Wow Words of the Week" A school-wide vocabulary development | Homeroom Teacher Instructional Coaches Literacy Leadership Team Administration | School-wide writing prompts will be administered monthly. Students will be encouraged to incorporate the instructed grade level vocabulary as well as | Ongoing writing progress monitoring assessments.

Monthly Writing Prompts Use to evaluate students' proficiency and |

2		program will be used to help students develop the ability to recognize word meaning in the context of complex text, and increase their written and speaking vocabulary. The use of higher or mature vocabulary words will be emphasized and incorporated across the curriculum/ in all subject areas and at each grade level. School-wide focus on writing across the curriculum utilizing the Six Traits of writing model. K-5 grade daily journal writing to promote literacy: increase proficiency in the areas of conventions, and increase the use of grade level appropriate and higher order vocabulary words. Interactive word walls will be evident in our K-5 grade classrooms and will feature sight-words, story vocabulary words and our school-wide vocabulary words. Word wall activities will be authentic, student centered and product-based.		challenge or mature vocabulary words used as a part of the school-wide vocabulary development program.	progress with regards to convention, grammar, and appropriate usage of grade level appropriate and higher order vocabulary words. Writing Journal Rubric- use to score writing prompts and gather data from students writing prompts. Use of word walls and writing journals will be used to promote the school-wide focus on reading/writing across the curriculum. Teachers will evaluate journal entries weekly to assess students' demonstrated understanding and use of vocabulary words in context
3	Students do not demonstrate grade level oral reading fluency.	Classroom teachers will receive training on effective strategies to teach and monitor fluency using Quick Reads and other fluency-based instructional resources available to them. Teachers will provide weekly opportunities for students to practice timed and un-timed reading fluency. Teachers will model appropriate oral reading fluency through daily read-a-louds. Books will be provided for students to read during transitional times and during our before school academic focus sessions for K-5 grade.	Classroom Teacher Reading Coach Administration	Oral Reading Fluency probe results will be reviewed during grade level data chats.	Treasure's Oral Reading Fluency Probes.
	Students do not demonstrate proficiency of grade level vocabulary.	Teacher will use Elements of Vocabulary program to enhance core curriculum.	Classroom Teachers Reading Coach Math Coach	Weekly and/or unit reading chapter tests. Mini Benchmark Assessments.	Mini Benchmark Assessment results Student work Data Chats

			Science Coach and Specials		BAT 1&2
4		Teachers will be trained on research-based strategies to help students learn and apply vocabulary in context. Students will encouraged to incorporate grade level and higher order vocabulary words when writing in journals or writing to prompts. Teachers will use word walls to promote vocabulary development in all core curriculum areas.			
5	Students show foundation level knowledge of comprehension strategies.	Teachers will model research based comprehension strategies including, think-a-louds, graphic organizers,QAR,etc., to teach comprehension. Students will apply the modeled research based strategies to comprehend a variety of text.	Classroom Teachers Reading Coach Reading SAC Committee	Weekly chapter and/or unit reading tests. Mini Benchmark Assessments.	Mini Benchmark Assessments Data Chats BAT 1&2

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Barriers associated with the students' limited ability to process, comprehend, and efficiently complete grade level content knowledge assignments.	Individualized Instruction based on IEP goals, modify grade level assignments so that the work is challenging/rigorous but with support the student will be able to complete. Technology based differentiated/Individualized reading Instruction: I-Station, River Deep, FCAT Explorer. Monitor the use of the students' IEP to inform individualized instruction and provide appropriate accommodations as necessary.	CPST Team, ESE Specialist, Leadership Team, Instructional Coaches in all core curriculum areas, classroom teacher.	RTI process, CPST monitoring of student progress, PMP, implementation and monitoring of student's IEP goals	DAR (baseline, mid and end of year) , Key Math, BEEP mini BATs, BAT 1 & BAT 2 assessments.

		PMP- Progress monitoring plan in place to ensure the students are receiving the needed learning interventions. Instructional resource: Soar to Success, Wilson 1 & 2, Moving w/Math A + B			

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:	To increase the number of students meeting proficiency in Reading on the Florida Comprehensive Assessment Test (FCAT) at levels 4 and 5 by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (53) achieved level 4 and 5 on the reading portion of the FCAT.	24% (60) will achieve level 4 and 5 on the reading portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not using instructional strategies that will challenge the higher-level students in their classrooms.	Provide professional development for teachers on the use of higher-order thinking strategies. Teachers will use question stems, graphic organizers, employ research-based reading strategies such as Marzano's High Yield strategies during instruction to engage students. Teachers will show evidence of differentiation in their center activities, daily assignments, lesson plans, and small groups will be fluid throughout the school year.	Homeroom Teacher Instructional Coaches Literacy Leadership Team	Effectiveness will be determined through on-going analysis of Students' progress monitoring assessment data. Differentiated center activities and assessments will reflect teachers' use of differentiated curriculum planning and instructional delivery strategies.	Evidence of differentiated teaching and learning practices as measured by progress monitoring assessments (mini BATs), District BAT 1 & 2, differentiated lesson plans, teachers ongoing formative assessments, student generated work displayed in the classrooms and as evidence during CWTs.
2	Students are not being challenged to think critically.	Teachers will utilize research-based reading strategies to engage students in the learning process and to think critically: e.g. SQ3R (survey, Question, Read, Recite and review), access prior knowledge (KWL chart),pre-view text, make prediction, self questioning,visualizing or create mental picture, non-linguistic represntation, summarizing, self-monitoring, and self-evaluation. Students that are identified as high	Homeroom Teacher Instructional Coaches Literacy Leadership Team	Mini progress monitoring assessments, ongoing teacher administered formative assessments, and spiral review assessments.	Evidence of higher order thinking tasks: Performance assessment student work sample, student portfolios/journals

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			achieving or gifted will be engaged in more rigorous learning experiences beyond TIER 1 instruction. Supplemental and enrichment reading materials will be used which will included novel-based reading in addition to reading through the Treasures series, project-based reading activities, use of technology for research-based projects and presentations.			
	3	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
	4	Teachers lack strategies to enhance core curriculum to challenge above level students.	Train teachers on strategies that enhance student learning.	Team Leaders Reading Coach Technology Specialist Administration	Classroom Walk Through Mini BAT data Weekly comprehension test Data Chats	BAT I and 2 data
	5	Materials for enhancing learning are not readily available.	Provide resources organized in levels, in a centralized area. (Resource room)	Reading Coach Administration	Classroom visitations	Data Chats

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

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

Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
IEP accomodations not being provided to the	The ESE specialist will monitor the classroom	ESE Specialist CPST Team	Monitoring of lesson planning for this student.	Observation, CPST data folder which

1	students.Student is not being challenged acedemically.	teacher's implementation of the student IEP. Teacher will effective differentiation of instruction, use effective instructional strategies that is unique to the student's learning needs and provided the one-on-one instruction student will needed to achieve.	Administrators	CWTs for evidence of applied accomodation and implementation of the student IEP recommendation/strategies.	shows documentation of progress monitoring and 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the number of students making learning gains on the Reading Florida Comprehensive Assessment Test (FCAT) by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (132) of students made learning gains.	69% (172) of students will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students show inadequate Knowledge and usage of reading comprehension strategies.	Teachers will model research-based comprehension strategies including, Marzano's 9 High Yield Strategies, Think a Loud, QAR etc. to teach reading comprehension. Students will apply the modeled research based strategies to comprehend a variety complex text.	Academic coaches, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results	Mini Benchmark assessments Student work Data Chats BAT 1&2 assessment data Teacher generated formative assessments
2	Students do not demonstrate grade level oral reading fluency.	Classroom teachers will receive training on effective strategies to teach and monitor fluency. Teachers will provide weekly opportunities for students to practice reading fluency. Teachers will model appropriate oral reading fluency through daily read-a-louds. Books will be provided for students to read during transitional times such as before school and after lunch.	Classroom Teacher Reading Coach Administration Literacy Leadership Team	Oral Reading Fluency probe results will be reviewed during grade level data chats.	Treasure's Oral Reading Fluency Probes.
1	Students show foundation level knowledge of comprehension strategies.	Teachers will model research based comprehension strategies including: accessing prior knowledge -KWL, preiviewing, predicting,	Classroom Teachers Reading Coach Reading SAC Committee	Weekly chapter and/or unit reading tests. Mini Benchmark Assessments.	Mini Benchmark Assessments Data Chats BAT 1&2

3	self-questioning, visualizing,pair-reading,self-monitoring, self evaluating,SQ3R method,think-a-louds, graphic organizers,QAR,etc., to teach comprehension. Students will apply the modeled research based strategies to comprehend a variety of text.				

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	IEP instructional strategies and recommendations not being implemented to fidelity.	Meet with the classroom teachers to review IEP goals, instructional strategies, and required accomodations. Monitor implementation of IEP. Monitor to ensure that appropriate differentiation of instruction is povided to meet each student's individualized learning needs.	ESE specialist, CPST team, Administrators.	CPST meeting with the teachers, monitor lesson plan boook for evidence of provision being made to meet the unique learning needs of the identified students.	Lesson plan check, conferencing with teachers.
3	Effective reading strategies not being used to increase the reading proficiency of targeted students with IEP outlining special accomodation needs.	Provide staff development for the teachers to ensure that they are equipped and prepared to employ effective readings strategies and methods that are research-based and appropriate for use with students with unique instructional needs.	ESE Specialist, CPST Team, Literacy team, Administrators.	Observation/CWTs, formal and informal observation during small group differentiated instruction, review of lesson plans for evidence of effective differentiated planning.	Planbook check, conference with teachers

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:	To increase the number of students in the lowest 25% making learning gains on the Reading Florida Comprehensive Assessment Test (FCAT) by 5 percent.

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (36) of students in the lowest 25% made learning gains.	69% (42) of students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited phonics/decoding, fluency and comprehension proficiency of identified students in the lowest bottom 25% in learning gains.	Administer DAR diagnostic assessment in reading to identify areas of weaknesses for each student. Base on the data, plan explicit differentiated instruction, PMP will be generated, students will receive remediation program using a research-based intervention to develop phonics skills. Teachers will provide additional support in decoding unknown words during small group double instruction.	Classroom Teachers Instructional Coaches Literacy Leadership Team	Students progress will be monitored bi-weekly utilizing mini BAT assessments in reading. Monthly Data Chats. On-going formative assessments CWTs, formal and informal observations.	Reading assessment Mini Benchmarks Oral Reading Fluency Probe results
2	Limited practice in foundational skills such as phonics, fluency which will endure reading comprehension.	Double dose instruction daily in small differentiated groups utilizing TIER 2 reading strategies in additional to Treasures intervention below level instruction. Daily Push-in instruction K-5 grade, with a focus on phonics, fluency and vocabulary development.	Administrative leadership team and curriculum coaches.	Bi-weekly data chats with individual teachers to analyze progress monitoring data, and to discuss the targeted students' learning gains in order to make necessary curriculum adjustments and to identify additional intervention strategies.	Treasures intervention assessments, mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
3	Students have not mastered knowledge and application of grade level phonics.	Students will be assessed to determine decoding skills. Student will be placed in a remediation program using a research based intervention to develop phonics skills. Teacher will provide additional support in decoding unknown words during small group instruction.	Classroom Teacher Double Dose Teacher Reading Coach Literacy Leadership Team	Student progress will be monitored by-monthly using the program specific assessment. Weekly reading assessments. Quarterly Data Chats.	Mini Benchmarks Oral Reading Fluency Probe results
4	Limited practice in foundational skills: phonics and fluency which affect reading comprehension.	DAR eaach student in the bottom 25% to identify areas of reading difficiencies. Plan explicit skill-based differentiated instruction based on each student identified needs. Provide double dose instruction daily in small differentiated groups utilizing TIER 2 or TEIR 3 reading strategies in additional to Treasures intervention below level instruction. Daily Push-in instruction during the reading block.	Administrative leadership team and curriculum coaches.	Bi-weekly data chats with individual teachers to analyze progress monitoring data, and to discuss the targeted students' learning gains in order to make necessary curriculum adjustments and to identify additional intervention strategies	Treasures intervention assessments, mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.

		Support person provide instruction which focuses on phonics, fluency and vocabulary development.			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # N/A 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To increase the number of students in the Black and Hispandc subgroups meeting proficiency in Reading on the Florida Comprehensive Assessment Test (FCAT) by 5 percent.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
0% (0) of students in the White subgroup 59% (168) of students in the Black subgroup 50% (1) of students in the Hispanic subgroup 0% (0) of students in the Asian subgroup 0% (0) of students in the American Indian subgroup	54% (135) of students in the Black subgroup will achieve reading proficiency. 0% (0) of students in the Hispanic subgroup will achieve reading proficiency.

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' lack of motivation and confidence prove to be a barrier and may affect the targeted students' ability to achieve in reading.	Collaboration with business partners in education: (McDonalds, BJs, Costco, Target) in an effort to provide incentives in order to motivate students to do their very best. Community partnership programs geared at increasing students motivation and academic performance will include: Monthly academic family nights at local businesses, sponsored end of year carnival, sponsored School-based Incentive Program Parent technology use and reading strategies workshops through Title One, teacher performance- variety show, "Wow word parade", family Movie nights, Family Spaghetti dinner, FCAT parade, gang shows, Mad Science early release	Administration, partnership liaison, guidance counselor, and teachers.	Monitoring of student level of engagement during classroom instruction, on-going analysis of targeted students test performance data, teacher classroom observation records, documented records of participation in family night activities and after-school extra-curricula programs.	Progress monitoring assessment which will include the mini BATS, BAT 1 & BAT 2 assessments and generated formative, summative, and spiral assessments.

		days, and Walk-a-thon fundraising events.			
2	Students' lack of motivation and confidence which prove to be a barrier and may affect the targeted students' ability to achieve in reading.	Collaboration with business partners in education: (McDonalds, BJs, Costco, target) in an effort to provide incentives in order to motivate students to do their very best. Community partnership programs geared at increasing students motivation and academic performance will include: Monthly academic family nights at local businesses, sponsored end of year carnival, sponsored School-based Incentive Program, Parent technology use and reading strategies workshops through Title One initiatives, annual teacher performance-variety show, "Wow word parade before writing", family Movie nights, Family Spaghetti dinner night, FCAT parade, gang shows, Mad Science early release days, school game room equipped with Wii and other kid centered/appropriate video games, and quartely Walk-a-thon fundraising events.	Administration, partnership liaison, guidance counselor, and teachers	Monitoring of student level of engagement during classroom instruction, on-going analysis of targeted students test performance data, teacher classroom observation records, documented records of participation in family night activities and after-school extra-curricula programs.	Progress monitoring assessment which will include the mini BATS, BAT 1 & BAT 2 assessments and generated formative, summative, and spiral assessment.
3	Students have not mastered knowledge and application of grade level phonics.	Students will be assessed to determine decoding skills. Student will be placed in a remediation program using a research based intervention to develop phonics skills. Teacher will provide additional support in decoding unknown words during small group instruction.	Classroom Teacher Double Dose Teacher Reading Coach Literacy Leadership Team	Student progress will be monitored by-monthly using the program specific assessment. Weekly reading assessments. Quarterly Data Chats.	Mini Benchmark Assessments Oral Reading Fluency Probe
4	Teachers knowledge of reading Standards.	Teachers will participate in training on-going staff development to review new standards associated with common core implementation, unwrapping of the benchmark to incease teachers ability to teach the reading skills to fidelity, training that address effective instructioanl strategies and instructional develivery.	All teachers Reading Coach Administration	Mini Benchmark Assessment results. Data Chats. Weekly grade level meetings.	Benchmark Assessment 1&2 Mini Benchmark Assessments

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

5C. English Language Learners (ELL) not making

	satisfactory progress in reading. Reading Goal #5C:	Increase the number of ELL students making satisfactory progress in reading by 5 percent.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	20% (1) of students in the ELL subgroup achieved reading proficiency.	40% (2) of students in the ELL subgroup will achieve reading proficiency.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier(s) that may affect the achievement in reading for our ELL sub-group include: students' limited ability to understand and use English language. Language barriers- Associated with limited vocabulary and comprehension of the spoken language.	Strategies that will be used to meet the need of our ELL learners include: implementation of English Now reading program which assist student in acquiring the English Language. Teachers will ensure that accommodations used are in alignment with the ESOL Matrix. Rigorous school-wide vocabulary development program will further engage the students in English language acquisition.	Literacy team, CPST Team, Leadership Team.	Progress will be monitored through the CPST and RTI process. Each student progress will be tracked by means of on-going performance data analysis and through frequently scheduled data chats with teachers to discuss the learning progress of identified students in the targeted ELL subgroup.	Benchmark assessments
2	Barriers associated with inadequate provision made for differentiation of instruction to meet the diverse learning needs of ELL students.	Teachers will be provided with staff development and on-going coaching regarded how to best provide Individualized/differentiated reading instruction. In addition to utilizing computer-based reading programs such as: iStation, River Deep and FCAT explore for intermediate students. English translation dictionary.	Administration, Literacy team, CPST Team.	The RTI process will be implemented to fidelity to ensure that students are provided the appropriate intervention at each TEIR. CPST meetings will be scheduled in a timely manner to monitor progress and provide recommendations.	Progress monitoring assessment- mini BAT formative assessment. Performance based assessment, DAR assessments (beginning, mid-year and end of the year).
3	Anticipated barrier(s) that may affect the achievement in reading for our ELL sub-group include: students' limited ability to understand and use English language appropriately to comprehenion reading text. Language barrier-due to limitation understanding of the English language, limit reading fluency	Strategies that will be used to meet the need of our ELL learners include: implementation of English Now (phonics based) reading program which assist student in acquiring the English Language. Teachers will ensure that accommodations used are in alignment with the ESOL Matrix. Students will participate in a rigorous school-wide vocabulary development program that will further help to increase their written and speaking vocabulary.	Literacy team, CPST Team, Leadership Team	ELL students' progress will be monitored through the CPST and RTI process. Student progress will be tracked by means of on-going performance data analysis and through frequently scheduled data chats with teachers to discuss the learning progress of identified students in the ELL subgroup.	Benchmark assessments, Phonics based assessments, ESOL progess monitoring assessments.
4	Teachers ability to povide the explicit skill-based differentiated reading instruction to meet the unique learning needs of identified ELL	Individualized/differentiated reading instruction by means of computer based reading programs such as: iStation, River Deep and FCAT explore for	. Administration, Literacy team, CPST Team.	The RTI process will be implemented to fidelity to ensure that students are provided the appropriate intervention at each TEIR. CPST meetings will	Progress monitoring assessment- mini BAT formative assessment. Performance based

			be scheduled in a timely manner to monitor progress and provide recommendations.	assessment, DAR assessments (beginning, mid-year and end of the year).
students in the target group.	intermediate students. English translation dictionary			

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:	Students with Disabilities (SWD) not making satisfactory progress in reading reduce by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (20) of students in the ELL subgroup did not achieve reading proficiency.	75% (19) of students in the ELL subgroup will not achieve reading proficiency.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not referrring to the Students' IEP to inform instructional planning in order to meet the unique learning needs of each identified SWD students in the targeted sub-group.	ESE special conduct an initial meeting with the teachers to acclimate them to the Law that govern provide adequate services to SWD students, review IEPs, provide instructional strategies for instruction and review appropriate accomodations as necessary to meet the diverse learnings of the identified students.	ESE Specialist, CPST team, Administrators.	Monitor the implementation of IEPs, frequently scheduled planbook check to for evidence of provision being made to meet the identified students individualized learning needs, CWTs to monitor for inclusion, differentiated small groups and center activities.	DAR diagnostic and progress monitoring, FAIR mid year and end of year assessment to measure learning gains, Mini BATs, district BAT 1 and BAT 2 assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To increase the number of students in the Economically Disadvantaged subgroup meeting proficiency in Reading on the Florida Comprehensive Assessment Test (FCAT) by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (96) of students in the Economically Disadvantaged subgroup achieved reading proficiency.	41% (108) of students in the Economically Disadvantaged subgroup will achieve reading proficiency.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have difficulty utilizing reading strategies to demonstrate understanding and respond to reading comprehension questions.	Teachers will be provided with staff develop addressing reading instructional best practices (Marzano's 9 Yield research-based instructional reading strategies, Grouping	Administration, Literacy/CPST/RTI TEAM	The identified students in the Economically disadvantage sub-group will be monitored through the CPST meetings, periodically scheduled data chats, and one-on-accountability meeting	Treasures Series assessments, BEEP Mini BATS assessments, generated formative, summative and spiral assessments,

					with the principal.	DAR diagnostic assessment, Key math diagnostic assessment.
1			students for differentiation of instruction, RTI process (TIER 1, 2, 3 intervention and progress monitoring.

Uninterrupted school-wide reading block from 8:00 -9:30 am. Push in support for K-5 grades enabling teachers to designate more time to focus on struggling students.

Istation- students work at their individual levels and pace. Teacher generate progress monitoring report frequently to track students' progress and make instructional adjustment based on data knowledge.

Web-based reading intervention programs use to support differentiation instruction (River Deep, FCAT Explorer). | | | |
| 2 | Students have difficulty utilizing reading strategies to demonstrate understanding and respond to reading comprehension questions. | Teachers will be provided with staff develop addressing reading instructional best practices (Marzano's 9 High Yield research-based instructional reading strategies, grouping students for differentiation of instruction, RTI process (TIER 1, 2, 3 intervention and progress monitoring.

Uninterrupted school-wide reading block from 8:00 -9:30 am. Push in support for K-5 grades enabling teachers to designate more time to focus on struggling students.

Istation- students work at their individual levels and pace. Teacher generate progress monitoring report frequently to track students' progress and make instructional adjustment based on data knowledge.

Web-based reading intervention programs used to support differentiation instruction (River Deep, FCAT Explorer) | Classroom Teachers curriculum coaches Administrators Literacy/CPST/RTI TEAM | The identified students in the Economically disadvantage sub-group will be monitored through the CPST meetings, periodically scheduled data chats, and one-on-accountability meeting with the principal | Treasures Series assessments, BEEP Mini BATS assessments, generated formative, summative and spiral assessments, DAR diagnostic assessment, Key math diagnostic assessment. |
| | Students show foundation level knowledge of comprehension | Teachers will model research based comprehension strategies including, think-a-louds, | Classroom Teachers Reading Coach Literacy Leadership | Weekly chapter and/or unit reading tests. Mini Benchmark Assessments. | Mini Benchmark Assessments Data Chats BAT 1&2 |

	strategies.	graphic organizers,QAR,etc., to teach comprehension. Students will apply the modeled research based strategies to comprehend a variety of text.	Team			
3						

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Instructional Strategies Reading across the curriculum	K-5	Curriculum coaches	K-5 Instructional Staff	September 27, 2012 (Early Release Day, 2 hrs.	CWTs, lesson plan check, CPST/RTI progress monitoring, Data Chats, formal and informal iObservation	Administration and instructional coaches
Differentiation of Instruction/ Text Complexity	K-5	Ms. Gandy Curriculum Coach	K-5 Instructional Staff	October 26, 2012 (Teacher planning) 2 hrs.	CWTs, lesson plan check, CPST/RTI progress monitoring, Data Chats, formal and informal iObservation	Administration and instructional coaches
Unwrapping the Benchmarks	K-5	Ms. Lundy Curriculum Coach	K-5 Instructional Staff	January 18, 2013 (Teacher Planning Day) 2½ hrs.	CWTs, lesson plan check, CPST/RTI progress monitoring, Data Chats, iObservation	Administration and instructional coaches
Common Core Standards/Crosswalk	K-5	Curriculum coaches	K-5 Instructional Staff	February 7, 2013 (Early Release)	CWTs, lesson plan check, CPST/RTI progress monitoring, Data Chats, iObservation	Administration and instructional coaches
PLCs - Reading and writing in the content across the curriculum (content areas)	K-5	Principal, curriculum coaches and assistant principal	K-5 Instructional Staff	Weekly PLCs- Every Tuesday.	CWTs, lesson plan check, CPST/RTI progress monitoring, Data Chats, iObservation	Administration and instructional coaches

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental materials designated to be utilized for providing daily double-dose instruction.	Materials for intervention/double-dose instruction Foundations, fluency and vocabulary.	Title One Dollars	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology to enhance literacy skills and promote differentiation of instruction.	Software (AR)	N/A	$4,000.00

			Subtotal: $4,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development opportunities will be provided to teachers on a weekly basis through PLCs. Staff development will be centered around differentiation of instruction in reading and during center-based activities, Common Core Standards, instructional rigor, Marzano's teaching strategies etc.	Training materials for make and take activities	Title One	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $4,700.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the ability to provide the appropriate accommodations and interventions necessary to meet the needs of the identified students.	School-wide writing initiative- K-5 designated writing block. School-wide vocabulary development program that emphasizes rigor in increasing grade level and mature vocabulary usage in appropriate context, in an effort to increase written and speaking vocabulary. Rigby New Comers Kit ELL translation dictionary use Language master Push-in support by curriculum coaches Staff development for	Literacy team, CPST progress monitoring team Administration	Analysis of progress monitoring data	Rigby assessment, weekly vocabulary assessments

	teachers on designated early release days addressing effective implementation of ESOL strategies and providing accommodations to meet the individualized needs of each student.			

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students exhibit a lack of mastery and understanding of expanded vocabulary to produce grade level appropriate writing product	School-wide (K-5) vocabulary development program- increase students' knowledge of words in context. Vocabulary words are incorporated across the curriculum. Vocabulary will be differentiated with aide of graphic organizers, and technology infusion (promethean boards) Bi- weekly writing workshops for fourth grade students in the	Writiing Coach, Literacy team.	Data chats with teachers facilitated by administration and CPST team to determine individual student's progress and determine further writing intervention deemed necessary to ensure that all students in the targeted sub-groups are making adequate progress based on pre-determine instruction timeline for achievement.	Monthly writing prompts for students in K-5 Portfolio Performance assessment Diagnostic tool – Rigby Language masters

		targeted sub-group. Writing seminars will be conducted once a month where students will be able showcase their work and celebrate achievement in writing.			
2	Students exhibit a reservations about sharing their writing due to limited English proficiency.	Students will maintain a writing portfolio Engage in peer editing activities Meet author book signing seminars to motive students and recognize their efforts.	Writing coach Grade level assigned curriculum coach.	Writing portfolio Teacher-student-writing conference Published writing sample Writer's workshop and seminars where students are able to showcase their best work samples and be recognized.	Analysis of students writing prompts Writing rubric to score students' writing prompts.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum coaches provide weekly staff development in core curriculum areas to promote differentiation of instruction.	Training materials for hands-on make and take activities.	Title One	$250.00
			Subtotal: $250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy Description of Resources Funding Sources Amount Curriculum coaches provide weekly staff development in core curriculum areas to promote differentiation of instruction.	Training materials for hands-on make and take activities.	Title One	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $450.00

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:	To increase the number of students achieving proficiency on the Math FCAT (level 3) by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (112.4) of students achieved level 3.	54% (133)of students will achieve level 3.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. K-5 grade differentiated math instruction will be provided to ensure that the diverse needs of each student are met. Math coach will provide push-in support as needed for struggling students in targeted subgroups. K-5 grade interactive math centers will provide opportunities for students to be actively engaged in authentic performance-based math activities to re-enforce skills not mastered during small group differentiated instruction. The centers will utilize math manipulatives to provide students with concrete representation of math concepts and allow them to construct their own knowledge while reviewing essential math skills/concepts. The centers will also be product or result orientated where students will be required to produce an exit activity or end product to demonstration acquisition of targeted	Classroom teachers, math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.

			math skills. Math Lab will be functional where teachers can access math manipulatives and other resources for use in their classrooms.		
2	Students lack pre-requisite skills (concepts) in science.	Special areas science teacher will provide 4th grade spiral review instruction to the incoming 5th grade students in an effort to build background knowledge. Classroom teachers in fifth grade will devote a fraction of the science sessions to spiral instruction in order to review previously taught skills in science in order to strengthen students' foundation/pre-requisit skills in science. Science coach will provide staff development and on-going instrcutional support by means of push-in instruction.	Science caoch, assistant principal and principal	Bi-weekly mini BATs science assessments, data analysis and data chats, BAT two progress monitoring assessment, on-going classroom walkthroughs.	
	Students lack pre-requisite skills (concepts) in science.	K-5 grade emphasis on differentiated science instruction that is student centered, authentic, and provides the opportunity for students to engage in hands-on learning experiences. A key component of the school-wide science program will be a focus on spiraling back or reviewing previously taught science concepts in addition to current grade level skills. This strategy will enable teachers to bridge the gap between what students should have mastered from the previous grade level and their current level of science proficiency. In addition to providing on level science instruction, the special area science teacher will also provide 4th grade spiral review instruction to the incoming 5th grade students in an effort to build background knowledge and bridge the learning gap. Classroom teachers in fifth grade will devote a	Science caoch, assistant principal and principal	Bi-weekly mini BATs science assessments, data analysis and data chats, BAT two progress monitoring assessment, on-going classroom walkthroughs.	

	3		fraction of the science sessions to spiral instruction in order to review previously taught skills in science in order to strengthen students' foundational/pre-requisit knowledge in science while providing grade level appropriate science instruction. The daily K-5 grade science centers will feature authentic activities, hands-on experiments, performance-based and product orientated exit activities. Early release days will be devoted to a school-wide science initiative "Mad Science Day" where intermediate and primary students will have the opportunity to pair up and work collaboratively on hands-on science projects. Teachers will engage students in authentic and hands-on experiments that teach students how to use the scientific method to form a hypothesis and ultimately answer pre-identified research questions. On-going science staff development: The science coach will provide staff development and support to all teachers. Interactive Science Lab: Teachers will have to opportunity to utilize the science lab to engage their students in authenic, hands-on science experiments. An interactive science word wall will be maintained in each classroom. Science vocabulary will be emphasized and students will write daily in their science journal to thoughtful prompts.			
	4	Students lack conceptual understanding of mathematics.	Students will engage in hands-on learning activities to include the use of manipulatives, models, illustrations, and audiovisual presentations to aid students in conceptualizing mathematics.	Homeroom Teacher Instructional Coaches, Administration	Students will correctly answer high complexity level questions on mini BATS, Go Math chapter tests, spiral review assessments, BAT 1 & 2	Lesson Plan Evidence of hands-on learning activities as evidence during CWTs, formal and informal iObservations etc.
		Students forget previous skills and concepts.	Teachers will use the Calendar Math	Homeroom Teacher Instructional	Teachers will administer the Calendar Math	CWTs Updated

| 5 | | Interactive board daily to review previously taught skills and concepts. | Coaches | quarterly assessments to measure student retention of previously taught skills and concepts. | Interactive Calendar Math board Lesson Plans |
| 6 | Students lack the opportunity to conference and share problem-solving strategies. | Teachers will use the workshop model during the math block to designate time frames for independent work, math conferencing, and sharing student strategies. | Homeroom Teachers Instructional Coaches | Teacher-student conference log will indicate the student's improved ability to articulate math problem-solving strategies. | Lesson Plans Teacher-student generated instructional charts displaying shared strategies Conference log book |

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:	Increase students scoring at Levels 4, 5, and 6 in mathematics by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of students achieved scoring at Levels 4, 5, and 6 in mathematics.	100% (1) of students achieved scoring at Levels 4, 5, and 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
1	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of students achieving level 4 and 5 on the Math FCAT by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | 18% (53) of students achieved a level 4 and 5. | | 23% (57) of students will achieve a level 4 and 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	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
2	Students lack ample opportunity to apply skills taught during the math block, which prohibits conceptual understanding.	The math special will provide project-based learning activities that will give the students the opportunity to apply the skills. The activities of the math special will be an extension of learning the standards taught at each grade level.	Homeroom Teachers Special Teachers Instructional Coaches	Students will have conversations and engage in tasks of higher level thinking with fluency.	Evidence of project-based-learning, lesson plans, collaboration amongst math special teacher and classroom teachers.
3	Student demonstrate inadequate level of understanding mathematics in real world contexts.	Teachers will use real-world connections during lesson opening to so that students are introduced to the application of the standard/concept.	Homeroom Teachers Instructional Coaches	Students will reference the real-connections when working on daily assignment and when writing in math journals.	Math journals 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase the percentage of students scoring at or above Achievement Level 7 in mathematics by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students scored at or above Achievement Level 7 in mathematics.	100% (1) of students scored at or above Achievement 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:	To increase the number of students making learning gains in math on the Florida Comprehensive Assessment Test (FCAT) by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (108) of students made learning gains in math.	43% (107) of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results	Mini Benchmark assessments Student work Data Chats BAT 1&2 assessment data Teacher generated formative assessments
2	Instruction is not differentiated to meet the diverse learning needs of the students. Students have difficulty mastering math concepts.	Teachers will scaffold questions during instruction, implement differentiated math centers, and introduce tiered tasks in student assignments.	Homeroom Teachers Instructional Coaches	Measurement of varying levels of student achievement.	CWTs, lesson plan check Examination of Student Work
3	Struggling students do not have an opportunity to work towards mastery of multiple standards.	Students will participate in fluid small groups 2-3 times weekly wherein the homeroom teacher will remediate or reteach standards.	Homeroom Teacher Instructional Coaches	Students will demonstrate mastery of multiple standards on chapter tests, benchmark assessments, and daily math assignments.	Conference Log Data Notebook Small group differentiated 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Students lack prerequisite skills in order to master grade level skills/benchmarks</td>
<td>School-wide focus on building students' pre-requisite skills
K-5 grade grade-level appropriate morning math games, hands on activities facilitated by designated support staff from 7:30 – 8:00.

Math lab- math resources K-5
Math coach provide on-going staff development, model best practices in the classrooms.</td>
<td>Administration, math coach</td>
<td>Data analysis of students' progress monitoring assessments (mini Bats in math), data chats with each teachers and grade level teams, CPST meetings to address struggling students identify appropriate intervention based on the RTI process.</td>
<td>Mini BATs, formative, summative, and spiral assessments used for on-going progress monitoring.</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	To increase the number of students in the lowest 25% making learning gains on the Math Florida Comprehensive Assessment test by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (23) of students in the lowest 25% made learning gains.	50% (26) of students in the lowest 25% will make learning gains.

<table>
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<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Students demonstrate inadequate use of math strategies and concept/content knowledge.</td>
<td>Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies.

Differentiated math instruction will be provided to ensure that</td>
<td>Math coach, principal and assistant principal</td>
<td>Informal & formal observation, CWTs, data analysis of students' assessments results</td>
<td>Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.</td>
</tr>
</table>

		the diverse needs of students are met. Math coach will provide push-in support as needed.			
2	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
3	Student lack prerequisite skills.	Small group differentiated math instruction School-wide math morning math before school to increase pre-requisite skills Teachers will use Calendar Math interactive board daily to build student knowledge of prerequisite skills. Teachers will unpack the standards when beginning a new concept to revisit the prerequisite skills. Teachers will incorporate daily problems requiring prerequisite knowledge. These problems will allow students the opportunity to revisit the prerequisite skills needed to advance to grade level standards.	Homeroom Teacher Instructional Coaches administration	Students will show mastery of standards including problems requiring prerequisite skills. Students will show increased scores on Calendar Math assessment. Math Competition.	Mini BAT progress monitoring assessments, District BAT assessments Data Notebook Lesson Plans Think Central
4	Students lack the necessary time on task to practice skill learned during the math block.	Teacher will provide modified assignments, peer- to-peer instruction, & differentiated instruction Professional development will be provided to teachers to increase instructional effectiveness.	Classroom teacher Academic coaches Administrators	Informal & formal observation Data chats Students work	Mini BATS BAT 1& 2 GO Math assessments Classwork Chapter test
5	Student lack grade level mathematical vocabulary.	Students will utilize thinking maps to aid in understanding key mathematical grade level vocabulary.	Classroom teacher Academic coaches Administrators	CWTs Informal & formal observations, Data chats Students work	Mini BATS BAT 1& 2 GO Math assessments Students' work samples Chapter test

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	Elementary School Mathematics Goal # N/A

school will reduce their achievement gap by 50%.

5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	To increase the number of students in each subgroup making proficiency on the Math Florida Comprehensive Assessment Test (FCAT) by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students in the White subgroup 51% (143) of students in the Black subgroup 50% (1) of students in the Hispanic subgroup 0% (0) of students in the Asian subgroup 0% (0) of students in the American Indian subgroup	46% (132) of students in the Black subgroup 0% (0) of students in the Hispanic subgroup

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 demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
2	Students lack knowledge of math key terms that help them identify how to solve a word problem.	Will model how to identify key terms in a word problem. Students will identify and underline key terms in word problems and determine appropriate mathematical operation.	Classroom teacher Math Coach	Chapter tests Mini Benchmark Assessments	QBATS for primary BAT 1&2 Go Math Assessments
3	Students lack opportunity to practice skills learned during the math block.	Teachers will provide small group instruction and center time for students to practice skills learned.	Classroom teacher Administration Math Coach	Chapter tests Mini Benchmark Assessments QBATS for primary	BAT 1&2 Go Math Assessments
	Students have difficulty mastering math concepts.	Teachers will use new math standards, which minimizes the number of benchmarks taught and assessed. They will teach	Classroom teacher Math Coach	Mini Benchmark Assessments Chapter tests Class work/assignments Data Chats	Mini Benchmark Assessments Chapter tests BAT 1&2

| 4 | | new standards in depth giving students more opportunities to master the concept being learned.
Students will participate in math specials to reinforce math skills. | | | |

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:	Increasing English Language Learners (ELL) making satisfactory progress in mathematics by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4) of students in the ELL subgroup not making satisfactory progress in mathematics.	60% (3) of students in the ELL subgroup not making satisfactory progress in mathematics.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students demonstrate inadequate use of math strategies and concept/content knowledge.</td><td>Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies.

Differentiated math instruction will be provided to ensure that the diverse needs of students are met.

Math coach will provide push-in support as needed.

Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.</td><td>Math coach, principal and assistant principal</td><td>Informal & formal observation, CWTs, data analysis of students' assessments results</td><td>Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.</td></tr>
<tr><td>2</td><td>Students do not recognize the math vocabulary teachers and peers use during instruction.</td><td>Teachers will introduce vocabulary using a variety of words and illustrations.</td><td>Homeroom Teacher Instructional Coaches</td><td>Teachers will identify words unknown to students and use the word wall to incorporate the math words with illustrations.</td><td>Focus Walk
Word Wall</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increasing Students with Disabilities (SWD) making satisfactory progress in mathematics by 5 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:

	80% (20) of Students with Disabilities not making satisfactory progress in mathematics.		75% (18) of Students with Disabilities not making satisfactory progress 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	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Informal & formal observation, CWTs, data analysis of students' assessments results	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
2	Teachers need resources to provide accommodations to students. Teachers need clarification of accommodations and modifications, specifically the implications of instruction and the appropriate use of each for students with special learning goals.	Small group differentiated math instruction daily. Double-dose instruction in math for struggling students. School-wide focus on math pre-requisite skill development Math Lab resources available to teachers to promote hands-on learning, use of math manipulate to increase student engagement Provide teachers with a resource for referencing ways to accommodate students during whole group and small group instruction as well as accommodations to be made in daily assignments. Provide professional development to teachers to distinguish accommodations and modifications. Teachers will receive assistance with identifying accommodation and implementing appropriate accommodations.	ESE Specialist Homeroom Teachers Instructional Coaches	Students receive accommodations and modifications as appropriate.	IEP- analyze students' performance data to ensure that students are making adequate progress.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	To increase the number students in the Economically Disadvantaged subgroup making proficiency on the Math

	Mathematics Goal #5E:	Florida Comprehensive Assessment Test (FCAT) by 5 percent.

2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (140) of students in the Economically Disadvantaged subgroup not making satisfactory progress in mathematics.	48% (120) of students in the Economically Disadvantaged subgroup not making satisfactory progress 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	Students demonstrate inadequate use of math strategies and concept/content knowledge.	Teachers will be provided with staff development to most effectively provide guided instruction on grade level math concepts and strategies. Differentiated math instruction will be provided to ensure that the diverse needs of students are met. Math coach will provide push-in support as needed. Math Lab will be functional where teachers can access math manipulates and other resources for use in their classrooms.	Math coach, principal and assistant principal	Math coach, principal and assistant principal Informal & formal observation, CWTs, data analysis of students' assessments results	Mini BATs progress monitoring assessments, BAT 2 assessment, summative and spiral assessments.
2	Students are not receiving the after-school support at home to reinforce skills taught during the school day.	Free tutoring will be made available to students weekly during after school hours. Students will be given the opportunity to participate in the tutoring program to receive additional homework support or to receive help with daily classwork.	SES Tutors and facilitator provide on-going progress monitoring.	Students will show increase in completed assignments. Students' comprehension of grade level standards will increase as evidenced by daily assignments, conference logs, and chapter tests.	Homework logs Test data from SES Tutor
3	Students do not have the materials necessary to complete work at home and/or at school.	Provide students with school supplies such as journals, paper, pencils, etc.	Community Partnership Facilitator	Students will arrive to class with appropriate materials for learning.	

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
Soar to Success Intervention	K-5	Gandy- Math Coach	Instructional Staff K-5	Early release (45 minutes)	Pull progress reports electronically	Instructional staff, math coach
					CWTs, formal and	

Go Math	K-5	Gandy- Math Coach	Instructional Staff K-5	Teacher planning (45 Minutes)	informal observations, lesson plan check	Math coach, administration
Differentiated Centers	K-5	Gandy- Math Coach	Instructional Staff K-5	October 26 (45 minutes)	CWTs, formal and informal observations, lesson plan check	Math coach, administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development opportunities will be provided to teachers on a weekly basis through PLCs. Staff development will be centered around differentiation of math instruction that is hands-on, student centered, and authentic.	Materials of make and take activities	Title One	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff development opportunities will be provided to teachers on a weekly basis through PLCs. Staff development will be centered around differentiation of math instruction that is hands-on, student centered, and authentic.	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

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:	To increase the number of students achieving proficiency in science (FCAT level 3) by 5 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (24) of students achieved a level 3.	30% (27.6) will achieve a level 3.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack pre-requisite skills (concepts) in science.	Special areas science teacher will provide 4th grade spiral review instruction to the incoming 5th grade students in an effort to build background knowledge. Classroom teachers in fifth grade will devote a fraction of the science sessions to spiral instruction in order to review previously taught skills in science in order to strengthen students' foundation/pre-requisit skills in science. Science coach will provide staff development and on-going instrcutional support by means of push-in instruction.	Science caoch, assistant principal and principal	Bi-weekly mini BATs science assessments, data analysis and data chats, BAT two progress monitoring assessment, on-going classroom walkthroughs.	
	Students lack pre-requisite skills (concepts) in science.	K-5 grade emphasis on differentiated science instruction that is student centered, authentic, and provides the opportunity for students to engage in hands-on learning experiences. A key component of the school-wide science program will be a focus on spiraling back or reviewing previously taught science concepts in addition to current grade level skills. This strategy will enable teachers to bridge the gap between what students should have mastered from the previous grade level and their current level of science proficiency. In addition to providing on level science instruction, the special area science teacher will also provide 4th grade spiral review instruction to the incoming 5th grade students in an effort to build background knowledge and bridge the learning gap. Classroom teachers in fifth grade will devote a fraction of the science sessions to spiral instruction in order to review previously taught skills in science in order to strengthen students' foundational/pre-requisit knowledge in science while providing grade level appropriate science	Science caoch, assistant principal and principal	Bi-weekly mini BATs science assessments, data analysis and data chats, BAT two progress monitoring assessment, on-going classroom walkthroughs.	

	2		instruction. The daily K-5 grade science centers will feature authentic activities, hands-on experiments, performance-based and product orientated exit activities. Early release days will be devoted to a school-wide science initiative "Mad Science Day" where intermediate and primary students will have the opportunity to pair up and work collaboratively on hands-on science projects. Teachers will engage students in authentic and hands-on experiments that teach students how to use the scientific method to form a hypothesis and ultimately answer pre-identified research questions. On-going science staff development: The science coach will provide staff development and support to all teachers. Interactive Science Lab: Teachers will have to opportunity to utilize the science lab to engage their students in authenic, hands-on science experiments. An interactive science word wall will be maintained in each classroom. Science vocabulary will be emphasized and students will write daily in their science journal to thoughtful prompts.				
		Students lack knowledge of science vocabulary and science pre-requisite skills. Lack of familiarity with Next Generation Sunshine State Standards (NGSSS)	Teachers attend an unwrapping the benchmarks to strengthen their knowledge of the content coverage. Bi-weekly content area PLC (Science) will be conducted in order to share best practices, identify effective instructional strategies and methods of instructional delivery. Early release Mad Science days- to promote school-wide focus on science and allow grade levels students to engage in hands-on science experiments and activities	Homeroom Teacher Specials Teacher Instructional Coaches Science SAC committee Administration	Science mini BAT assessments, science fusion on-line progress monitoring assessments, performance/project based assessments. Science journals will show evidence of student use of science terms and word wall. Students will show increased and accurate use of science vocabulary in classroom conversation.	Focus walk will include science journal and word wall to display illustrations with science terms.		

3		Science Lab available K-5 hands on resources Students will participate in individual science projects and display/present their projects at a scheduled science fair. Science SAC committee will implement school wide activities Science word wall evident in each classroom and science vocabulary used in journal writing. During instruction, teachers will introduce grade level science vocabulary. Words will be added to the classroom word wall. Students will use science vocabulary in journals writing.			
4	Teachers lack content knowledge.	Teachers will participate in scheduled staff development to address science content, instructional strategies and instructional delivery methods proven effective. Teachers will engage in Bi-weekly PLC in core-curriculum areas (science included) to share best practices, unwrap the benchmarks, analyze students' progress monitoring data and plan for curriculum and instructional /interventions and adjustments as necessary to ensure adequate progress for students in all identified sub-groups. Teachers will integrate the online component of Science Fusion, including the lessons and online virtual lab. In addition, teachers will integrate the hands-on learning environment utilizing the Delta Kits. Teachers will utilize the professional development/background knowledge section of science teacher editions to build on their content knowledge. Teachers will reference Learning Village to access supplemental science resources and lesson ideas for teaching the science standards. Instructional coaches will model best practices and will meet teachers during their planning to provide	Homeroom Teacher Specials Teacher Instructional Coach	Teachers will deliver lesson with strong background knowledge including anticipated student misconceptions. Journal entries by students along with collaborative learning opportunities where students can demonstrate and explain science concepts.	Lesson Plan Lesson Delivery Use of best practices Brain Check Unit tests Think Central

		ongoing support as needed to execute the upcoming science lessons.			
5	Students do not have the opportunity to participate in hands-on science investigations.	Teachers will allot time during lesson delivery for students to explore concepts using science materials. Teachers will follow the 5 E's (engage, explore, explain, extend and evaluate) instructional model, which provides the format for hands-on investigations. Science Lab will be made available to all grade levels. Super Science days (early release day) Science to be integrated across the curriculum. School-wide initiative. Teacher team teaching on experimental early release days.	Homeroom Teacher Special Teacher Instructional Coach	Science journal CWTs -students have increased opportunity to explore.	Science journal Classroom artifacts of hands-on investigations such as lab equipment.

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase the number of students achieving a level 4 & 5 on the Science FCAT by 5 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (6) of students achieved a level 4 or 5.	11% (9) of students will achieve a level 4 or 5.

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

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

			Monitoring	Strategy	
1	Students lack the opportunity to extend learning.	Students will participate in the school wide science fair. Students will conduct individual science projects following the scientific method.

Teachers will integrate the online component of Science Fusion, including the lessons and online virtual lab. In addition, teachers will integrate the hands-on learning environment utilizing the Delta Kits.
Teachers will utilize the professional development/background knowledge section of science teacher editions to build on their background knowledge of the content.
Teachers will reference Learning Village to collect information and lesson ideas for teaching the science standards.
Instructional Coaches will meet teachers during their planning to help collect any information needed to execute the upcoming science lessons. | Homeroom Teacher
Specials Teacher
Instructional Coach | Teachers will deliver lesson with strong background knowledge including anticipated student misconceptions. Journal entries by students along with collaborative learning opportunities creating and explaining using science related jargon. | Lesson Plan
Lesson Delivery
Brain Check
Unit tests
Think Central |
| 2 | Students struggle to comprehend abstract science concepts. | Students will use hands-on investigations to make abstract concepts concrete | Homeroom Teacher
Special Teacher
Instructional Coach | Science Journal Students will have increased opportunity to engage in hands-on investigations. | Lesson Plan
Lab Artifacts
Science Journal |
| 3 | Teacher schedules do not allow adequate time to include hands-on investigations. | Teachers will allot time during lesson delivery for students to explore concepts using science materials. Teachers will follow the 5 E's instructional model, which provides the format for hands-on investigations. | Homeroom Teacher
Special Teacher
Instructional Coach | Science journal Students have increased opportunity to explore. | Science journal
Classroom artifacts of hands-on investigations such as lab equipment. |

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 |
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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
5 E's Instructional Model	K-5	Instructional Coach	Instructional Staff K-5	September 27, 2012 Early Release Day (45 mins)	Lesson Plan, use of hands-on investigations	Administration Instructional Coaches
Hands – On Science Project Based Science	K-5	Instructional Coach	Instructional Staff K-5	Early Release Day	Use of hands-on investigations	Administration Instructional Coaches

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science professional development will be provided where teachers will be given the opportunity gain a deeper knowledge of the grade level science concepts that their students will need to master.	Make-and-take training materials for periodic science workshops (k-5 grades).	Title One	$200.00
		Subtotal: $200.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science professional development will be provided where teachers will be given the opportunity gain a deeper knowledge of the grade level science concepts that their students will need to master.	Make-and-take training materials for periodic science workshops (k-5 grades).	Title One	$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: $200.00	

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:	To increase number of students achieving proficiency (Score 4.0 or above) on the FCAT Writing Assessment by 70% percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (12.8) of students achieved proficiency at a level 4.	70% (62.25) of students will achieve proficiency at level 4.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Writing conventions and writing process not mastered in previous grade levels. Students demonstrate limited vocabulary usage.	Students will utilize the writing process and appropriate conventions daily across the curriculum, integrating content specific vocabulary words during journaling. Students will keep a writing Portfolio (folder or journal) to monitor growth over time. Teachers will meet with students frequently to provide Individualized feedback. Peer-share exercises to increase content value of their written work. School-wide writing program K-5 Wow Words of the week will be fully implemented and monitored. School-wide vocabulary development initiative.	Classroom Teacher Team Leader Administration Writing coach	Review of student writing portfolio. Quarterly Data Chats. Monthly writing prompts	Progress between writing prompts. Writing Journal
2	Lack of multiple opportunities to engage in the writing process	Teachers will incorporate writing in all content areas. Students will engaged in structured writing during writing block, students will be offered creative outlets to express themselves through writing by means of: classroom website, comic books, writing blog, writer's workshop, publishing	Classroom teacher Writing Coach Administration	Classroom walkthroughs Student writing samples from various content areas	Written response to prompts and journal topics Learning Logs

	newsletter etc.			

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
"Write the Right Way" The 6 Traits for Effective Writing & conventions. Expository & Narrative Writing Styles	K-5	Dr. Georgia A. Stewart	K-5 instructional staff	Early Release (45 min.)	CWTs, formal and informal observations, students' writing samples and creative writing projects	Writing coach, administration
Rigor & Relevance Writer's Workshop	K-2	Ms. Lundy, writing coach	K-2 instructional staff	Teacher Planning (1hr.)	CWTs, formal and informal observations, students' writing samples and creative writing projects.	Writing coach and administration
Writer's Workshop Hands-On writing activiities	3-5	Dr. Stewart	3-5 instructional staff	Early Release (1 hr.)	CWTs, formal and informal observations, students' writing samples and creative writing projects.	Writing coach and administration
Rigorous Vocabulary Development Program. Across the curriculum A School Wide-Initiative	k-5	Dr. Georgia A. Stewart	K-5 Instructional staff	Teacher Planning 1 1/2 hr.	CWTs, formal and informal observations, students' writing samples and creative writing projects.	Writing coach and administration

"From Baby Words to Wow Words"							

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly writing traing for 4th grade teachers and writing training K-5 grade during bi-weekly PLCs.	Make-and-take training materials for periodic writing workshops (k-5 grades).	Title One	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Fourth grade specific staff development will be provided as well as school-wide writing workshops through scheduled learning PLCs.	Make-and-take training materials for periodic writing workshops (k-5 grades).	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

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:	To increase the attendance rate by 1 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.5%	96.5%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
70 students	63 students (reduce by 10%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

119 students	107.1 students (reduce by 10%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement in school	To increase parental involvement in school activities before, during and after school through improved communication.	Classroom teachers, administration, PTA, Guidance Counselor	Percentage of parents participating in school activities	Conference forms, sign-in sheets
2	Students with good attendance are not recognized.	Quarterly attendance certificate for students with perfect attendance.	IMT and Guidance Counselor	Quarterly attendance report	Quarterly attendance report
3					

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
Strategies to increase daily attendance	K-5	Administration	K-5	November 13,2012	Periodic review of attendance data to analyze trends and identify additional and alternative intervention strategies.	administration

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

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:	To decrease the number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 there were 65 internal suspensions.	In 2013 (58. 5) of our student population or less will be internally suspended
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 there were 37 students with internal suspensions.	In 2013 (33.3) or less of our student population will be internally suspended.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 there were 41 out-of-school suspensions.	In 2013, there will be (36.9) or less out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, there were 17 students suspended out of school.	In 2013, there will be (15.3) or less of our student population will be suspended out of school.
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	Inconsistent implementation of school-wide discipline plan.	The discipline sub-committee will work collaboratively with the leadership team and grade level team leaders to generate a comprehensive school-wide discipline plan. The plan will be shared with the entire staff during a scheduled staff development, fully implemented to fidelity, and monitored consistently to ensure effectivenss of implementation. Quarterly discipline assemblies will be	Classroom teachres, discipline committee members, team leaders, administration and all other staff members.	Classroom visitations Quarterly review of referral data	DMS Classroom and common area observations

| | | conducted at each grade level to review and reinforce the school-wide discipline initiative with students and set expectations for continued adherence to the discipline plan.

Adjustments and modification to the school-wide discipline plan will be made as needed to ensure continuous improvement. | | | |
|---|---|---|---|---|---|
| 2 | Inadequate implementation of CHAMPs classroom management strategies | Staff development in CHAMPs strategies. | Administration | Classroom observation | CHAMP's 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
School-wide discipline initiative for effective implementation and continuous improvement	K-5	Principal and Assistant principal	K-5	October 22, 2012	Periodic review of referral data, quarterly discipline assembly at each grade level, administration and discipline committee revision of school-wide discipline implementation to make adjustemnts as necessary to ensure continuous improvement.	Administration, support staff members, team leaders, discipline sub-committee members.

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.*	To increase parental involvement at school events by 10% or higher for the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
7% (43)	10% (62)

	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	Childcare-Parents are not able to pay for childcare during school workshop	Provide childcare for parents during school related parent workshops/meetings	Title One representative, administration	Sign-in sheets	Comparison of attendance
2	Communicating to parents the importance of home-school connection to drive higher student achievement	Every effort will be made to communicate to our parents that their participation and on-going involvement is required in order to make on impact on student achievement for the 2012-2013 school year: Consequently, we will be utilizing the following methods to communicate:Flyers, parent link, news letters to invite parents to participate in- family night events, SAC/SAF meetings, parent trainings, PTA/Title One Events. The attached PIP plan outlines scheduled dates for all SAC/SAF/PTA meetings to promote parent involvement/communication for the 2012-2013 school year.	Title One Representative-Ms. Franklin, administration, team leaders, support staff members	Sign-in sheets, parent survey data, and quarterly parent feedback survey data	Comparison of attendance Data analysis to determine the level of participation each quarter in order to adjust/increase our efforts

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	To increase the learning gains of all students through the integration of technology, engineering and mathematics innovative initiatives.
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
	There is an immediate need for upgraded technology school-wide	Negotiate with district level administration in order to secure	Administration	Principal and assistant principal relentless effort to access	Evidence by improved academic

1	to ensure that each classroom is adequately equipped ("SMART CLASSROOMS")to support the 21st century learning Common Core) goals.	updated technology to support STEM initiatives/goals. Negotiate with partners in education in an effort to secure funding and resources that will support STEM educational goals.		resources to re-energize STEM efforts and provide a more rigorous academic program at Broward Estates Elementary for the 2012-2013 school year.	programs as a result securing needed resources to support curriculum programs.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor & Relevance Science: NGSSS-Unwrapping of Science benchmarks	K-5	Science Coach	K-5	Teacher Planning Day	CWT's, lesson plans, data chats, informal and formal observations.	Assistant principal, curriculum coaches.
Integrating Technology across the curriculum	k-5	Assistant Principal Dr. Stewart	K-5	Early Release	CWT's, lesson plans, data chats, informal and formal observations.	Assistant principal, curriculum coaches.
Hands-On-Science A Experimental Approach to learning science concepts	K-5	Science Coach	K-5	Teacher Planning Day	CWT's, lesson plans, data chats, informal and formal observations.	Assistant principal, curriculum coaches.

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Technology - Elmo Interactive Learning Tool for classroom instruction	Title One	$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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental materials designated to be utilized for providing daily double-dose instruction.	Materials for intervention/double-dose instruction Foundations, fluency and vocabulary.	Title One Dollars	$500.00
CELLA	Curriculum coaches provide weekly staff development in core curriculum areas to promote differentiation of instruction.	Training materials for hands-on make and take activities.	Title One	$250.00
Mathematics	Staff development opportunities will be provided to teachers on a weekly basis through PLCs. Staff development will be centered around differentiation of math instruction that is hands-on, student centered, and authentic.	Materials of make and take activities	Title One	$200.00
Science	Science professional development will be provided where teachers will be given the opportunity gain a deeper knowledge of the grade level science concepts that their students will need to master.	Make-and-take training materials for periodic science workshops (k-5 grades).	Title One	$200.00
Writing	Weekly writing traing for 4th grade teachers and writing training K-5 grade during bi-weekly PLCs.	Make-and-take training materials for periodic writing workshops (k-5 grades).	Title One	$200.00
STEM		Technology - Elmo Interactive Learning Tool for classroom instruction	Title One	$500.00
				Subtotal: $1,850.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology to enhance literacy skills and promote differentiation of instruction.	Software (AR)	N/A	$4,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
				Subtotal: $4,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff development opportunities will be provided to teachers on a weekly basis through PLCs. Staff development will be centered around differentiation of instruction in reading and during center-based activities, Common Core Standards,	Training materials for make and take activities	Title One	$200.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	instructional rigor, Marzano's teaching strategies etc.			
CELLA	Strategy Description of Resources Funding Sources Amount Curriculum coaches provide weekly staff development in core curriculum areas to promote differentiation of instruction.	Training materials for hands-on make and take activities.	Title One	$200.00
Mathematics	Staff development opportunities will be provided to teachers on a weekly basis through PLCs. Staff development will be centered around differentiation of math instruction that is hands-on, student centered, and authentic.	N/A	N/A	$0.00
Science	Science professional development will be provided where teachers will be given the opportunity gain a deeper knowledge of the grade level science concepts that their students will need to master.	Make-and-take training materials for periodic science workshops (k-5 grades).	Title One	$0.00
Writing	Fourth grade specific staff development will be provided as well as school-wide writing workshops through scheduled learning PLCs.	Make-and-take training materials for periodic writing workshops (k-5 grades).	N/A	$0.00
				Subtotal: $400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA				$0.00
Mathematics	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
				Subtotal: $0.00
				Grand Total: $6,250.00

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 9/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

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

Projected use of SAC Funds	Amount
SAC funds will be utilized to secure supplemental Instructional materials for students in the bottom 25 percentile who will be attending after-school tutorial programs. Funds will also be designated to purchase instructional materials to support the core curriculum programs school-wide.	$2,500.00

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
BROWARD ESTATES ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	62%	89%	16%	222	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	51%	45%			96	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?	50% (YES)	52% (YES)			102	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					420	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District
BROWARD ESTATES ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	66%	88%	34%	249	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	61%	52%			113	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?	62% (YES)	58% (YES)			120	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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested