

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: STEPHEN FOSTER ELEMENTARY SCHOOL

District Name: Broward

Principal: Mr. Ricardo Grimaldo

SAC Chair: Ms. Alexis Lindholm

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)
					<p>At Stephen Foster Elementary: 2011-2012 – Grade: B 49% Proficient in Reading 53% Proficient in Math 80% Proficient in Writing 48% Proficient in Science 57% Learning gains in Reading 54% Learning gains in Math 59% Learning gains in Reading for the Lowest 25% 43% Learning gains in Math for the Lowest 25%</p> <p>For the 2010 – 2011 school year, the student proficiency for Larkdale Elementary increased in all categories. In Reading the percent of students proficient increased from 46% to 51%, overall learning gains increased from 49% to 66%, and learning gains for the lowest 25% increased from</p>

Principal	Mr. Ricardo Grimaldo	B.S. Math Educations M.Ed. Educational Leadership Certification in Educational Leadership K-12 (School Principal and ESOL Endorsement) Middle Grades Math (5-9)	2	11	<p>37% to 65%. In Mathematics the percent of students proficient increased from 66% to 71%, overall learning gains increased from 59% to 75%, and learning gains for the lowest 25% increased from 57% to 68%. In Writing, overall proficiency increased from 74% to 90% and the overall proficiency in Science increased from 23% to 38%.</p> <p>For the 2009 – 2010 school year, the proficiency for all students increased in Reading, Math, and Science. In Reading the percent of students at proficiency from 45% to 46%, for math from 62% to 66%, and for science from 16% to 23%, as compared to the 2008 – 2009 school year.</p> <p>Mr. Ricky Grimaldo served as Assistant Principal at Millennium Middle School, an "A" school since its inception in 2001. Mr. Grimaldo took the responsibility to coordinate an FCAT Saturday tutorial program for the school increasing participation from over 100 students the first year to serving over 800 students each week, skills necessary to perform on the FCAT Reading and Math assessments. Under his leadership, Millennium Middle increased its total score for its School Grade each of the seven (7) years he served as an administrator.</p>
Assis Principal	Ms. Mayra Menendez	Administration/Support K-12, Early Childhood Nursery-K, Elementary 1-6	17	25	<p>At Stephen Foster Elementary: 2011-2012 – Grade: B 49% Proficient in Reading 53% Proficient in Math 80% Proficient in Writing 48% Proficient in Science 57% Learning gains in Reading 54% Learning gains in Math 59% Learning gains in Reading for the Lowest 25% 43% Learning gains in Math for the Lowest 25%</p> <p>2010-2011- Grade: A 78% Proficient in Reading 81% Proficient in Math 87% Proficient in Writing 55% Proficient in Science For Reading the following subgroups did not reach the criteria for the AYP benchmarks: English Language Learners, Economically Disadvantaged, Students with Disabilities, White, Hispanic, and Black students. For Math the following subgroups did not reach the criteria for the AYP benchmarks: English Language Learners, Economically Disadvantaged, Students with Disabilities, Hispanic, and Black students.</p> <p>2009-2010 – Grade: A 76% Proficient in Reading 81% Proficient in Math 94% Proficient in Writing 36% Proficient in Science Did not reach AYP benchmarks for English Language Learners, Economically Disadvantaged, Hispanic and Blacks</p>

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)
					At Stephen Foster Elementary: 2011-2012 – Grade: B 49% Proficient in Reading 53% Proficient in Math 80% Proficient in Writing

Reading	Linsey Jones	National Board Certification Bachelor of Communication Certificate in Elementary in Education Certificate in Reading Endorsement	12	7	<p>48% Proficient in Science 57% Learning gains in Reading 54% Learning gains in Math 59% Learning gains in Reading for the Lowest 25% 43% Learning gains in Math for the Lowest 25%</p> <p>2010-2011- Grade: A 78% Proficient in Reading 81% Proficient in Math 87% Proficient in Writing 55% Proficient in Science For Reading the following subgroups did not reach the criteria for the AYP benchmarks: English Language Learners, Economically Disadvantaged, Students with Disabilities, White, Hispanic, and Black students. For Math the following subgroups did not reach the criteria for the AYP benchmarks: English Language Learners, Economically Disadvantaged, Students with Disabilities, Hispanic, and Black students.</p> <p>2009-2010 – Grade: A 76% Proficient in Reading 81% Proficient in Math 94% Proficient in Writing 36% Proficient in Science Did not reach AYP benchmarks for English Language Learners, Economically Disadvantaged, Hispanic and Blacks</p>
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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. Advertisement of teacher vacancies will be made via the district Employment sites and teacher recruitment job fairs.	Principal Assistant Principal	On-going	
2	2. Providing resources, support, and continuous improvement opportunities through the New Educator Support System (NESS).	Principal NESS Coordinator NESS Coach	On-going	
3	3. Bi-weekly team planning sessions to discuss curriculum scope and sequence using quarterly instructional calendars	Team Leaders	On-going	
4	4. Bi-weekly Professional Learning Communities to discuss student progress towards FCAT goals	Principal Assistant Principal Reading Specialist Team Leader	On-going	

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
10% (4)	Teachers will be participating in Professional Learning Communities to discuss student progress. The meetings include time for support with curriculum and opportunities for professional lesson sharing. Teachers are provided the opportunity to attend District workshops in various content areas. Team leaders will provide support with classroom

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
42	4.8%(2)	14.3%(6)	52.4%(22)	28.6%(12)	42.9%(18)	0.0%(0)	9.5%(4)	19.0%(8)	90.5%(38)

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
Alexis Lindholm	Gabriela Salazar	Ms. Salazar is a first year teacher. Ms. Lindholm has been selected because she is a NESS Instructional Coach and has been teaching for fourteen years.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly PLC's to discuss student progress towards FCAT goals.
Jia Borrer	Deborah Bleyer	Ms. Bleyer is new to Stephen Foster. Dr. Borrer is the third grade team leader and has been teaching third grade for four years.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly PLC's to discuss student progress towards FCAT goals.
Liuvy Reges	Nancy Gilbert	Ms. Gilbert is new to Stephen Foster's staff. Mrs. Reges is the first grade team leader and has been teaching 1st grade for eight years.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly PLC's to discuss student progress towards FCAT goals.
Linda Tibbetts	Julia Simenton	Ms. Simenton is new to Stephen Foster's staff. This will be her first year teaching the EBD cluster. Ms. Tibbetts has been teaching EBD cluster students for eight years at Stephen Foster Elementary.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly PLC's to discuss student progress towards FCAT goals.
Erika Rupp	Kaitlin Twist	Mrs. Twist is a first year teacher. Mrs. Rupp has been selected because she is a NESS Instructional Coach and has been	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly PLC's to discuss student progress towards FCAT goals.

		teaching for sixteen years.	
David Kramb	Deborah Sabra	Ms. Sabra is a first year SLP to Broward County. Mr. Kramb has been selected because he is a NESS Instructional Coach and has been teaching for twenty-two years.	Weekly planning sessions to discuss curriculum, lesson planning, and classroom management issues. Bi-weekly PLC's to discuss student progress towards FCAT goals.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide additional staff development training programs to improve instruction through a variety of workshops to impact student achievement. Parental activities are planned that will assist parents with skills to support student learning at home. Improving family participation is also a goal of the parental improvement component. Funds are used to provide in-house "summer" training for staff and to purchase food, supplies, and materials for teacher presenters. The district coordinates with Title I, Title II, and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II funds provide salary for additional staff. Teachers participate in district-developed workshops in differentiated instruction and CORE standards training.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. ELL students receive reading and developmental language arts instruction by a certified ESOL teacher.

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. District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

SAI funds are used for additional instructional support during the school day.

Violence Prevention Programs

With prevention as a primary objective, there will be a program that is intended as an immunization against delinquency, youth violence, and gang membership. Stephen Foster Elementary School builds a violence prevention culture through classroom instruction and anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bullying policy.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum.

Housing Programs

N/A

Head Start

Stephen Foster offers the HEAD START and PLACE programs. Head Start is a national, federally-funded program that provides free comprehensive services for low-income preschool children and families. These services include educational, social, medical, vision, dental, nutritional, and mental health. The Preschool Learning Activities Classroom Experience Program (PLACE) is language-based, emphasizing problem solving, discovery learning, and receptive/expressive language development for children who are ages 3 to 5 years of age and function in the mildly handicapped range. The program also includes family education, support, and assistance.

The Head Start (HS) Program has implemented a new literacy, math, and science curricula in the HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. At Stephen Foster, we provide orientation information to local preschools about the kindergarten program. The information is displayed on the marquee for the summer beginning in the Spring.

Adult Education

N/A

Career and Technical Education

The guidance counselor conducts quarterly lessons within the classroom focusing on career and technical education. In addition, all students will participate in a school-wide Career Day. Also, the fifth grade students receive instruction through the Junior Achievement BizTown program.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Stephen Foster's RtI Leadership Team includes the Principal, Assistant Principal, Guidance Counselor, ESE Specialist, Speech and Language Pathologist, Reading Coach, School Psychologist, Social Worker, the student's teacher and parents.

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?

Student data is compiled and discussed during "Class Review" meetings held at the beginning of each school year. Classroom teachers identify problem area(s) based on data and present concerns regarding individual students to the team. The team assists the teacher in formulating interventions matched to the target problem. The implementation of interventions is monitored and data is collected on student progress in response for a period of 4 to 6 weeks. Additional meetings are scheduled bi-monthly to review and discuss progress of students. Each grade level has a designated case manager and they will be the responsible individuals for coordinating the meetings. Case managers are core members of the RtI leadership team.

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?

Several members of the RtI Leadership Team are also members of the School Advisory Council. Through the School Advisory Council, the members of the RtI Leadership Team help to analyze, develop, recommend and evaluate interventions and programs the school will implement to meet the needs of students with the overall goals of increasing academic achievement and improving student behavior.

MTSS Implementation

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

The ESE specialist, case managers and classroom teachers will meet to track data and the ESE specialist will store the records. Tier 1 data is routinely inspected in all core curriculum areas of math, reading, science, writing, and behavior. The data is used to make decisions about necessary curricular modifications and behavior management strategies. This same data will be used to screen for at-risk students who may be in need of Tier 2 or Tier 3 interventions. These students will be referred to the team for consideration of how best to continue forward to meet the needs of the student. The data used for Tier 2 and Tier 3 are the intervention records and progress monitoring graphs generated for individual students. Classroom teachers utilize a spreadsheet to collect and organize student data. Data collected includes: FCAT scores, reading and math levels, ESOL/ESE/SPEECH/LANGUAGE status, retention information, SES status, as well as relevant teacher observations and concerns. Other academic data used to evaluate students throughout the year includes: BAT scores, Mini-assessments, End of Story/Chapter Tests, Florida Assessments for Instruction in Reading (FAIR), Oral Fluency Assessments, Diagnostic Assessment for Reading (DAR), as well as written teacher observations and intervention implementation evaluation forms.

Describe the plan to train staff on MTSS.

At the beginning of the school year, all staff members will be trained by the RtI team regarding the purpose, process and goals for "Response to Intervention/Instruction". Specific content will include but not limited to information pertaining to Tier 2 and Tier 3 data collection and intervention processes. Professional development will be provided during faculty meetings, team leader meetings, and grade level meetings throughout the school year and will be facilitated by the case managers.

Describe the plan to support MTSS.

To support MTSS the case managers will monitor students identified through class reviews on a monthly basis to ensure they are progressing.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration
Team Leaders/Team Representative
ESE Specialist
Reading Coach
ESOL Coordinator

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

The LLT will meet bi-weekly to discuss ideas and analyze data to implement reading strategies into the classroom. The team will focus on data and AMO subgroups. There will be a plan developed to share with staff about the implementation of a school-wide program. The LLT will discuss the possibility of literacy incentives and any concerns about the program. The team will remain focused on the reading goals and work together to meet the needs of all stakeholders.

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

Focus will be on AMO and the subgroups with a deficiency in reading content. The team will work with grade levels to improve small group instruction and differentiated literacy centers. Interventions and materials will be provided as resources to specifically address benchmarks needing critical attention. Remediation time will be built into the schedule for additional opportunities to reteach skills.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/2/2012)

*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.

Stephen Foster offers the HEAD START and PLACE programs. Head Start is a national, federally-funded program that provides free comprehensive services for low-income preschool children and families. These services include educational, social, medical, vision, dental, nutritional, and mental health. The Preschool Learning Activities Classroom Experience Program (PLACE) is language-based, emphasizing problem solving, discovery learning, and receptive/expressive language development for children who are ages 3 to 5 years of age and function in the mildly handicapped range. The program also includes family education, support, and assistance. The Head Start (HS) Program has implemented a new literacy, math, and science curricula in the HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timeline to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. At Stephen Foster, we provide orientation information to local preschools about the kindergarten program. The information is displayed on the marquee for the summer beginning in the Spring.

Stephen Foster Elementary will invite families that have enrolled into a Kindergarten class to come to school the Friday before classes resume. The families are able to tour the school, meet the K teacher, and ask questions to get ready for school. The teachers provide the parents with kindergarten expectation, procedures, and familiarize students to the classroom.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2012-2013 Reading Assessment, 29%(75) students in grades 3-5 will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.3%(68)	29%(75)

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 instructional time due to transitions between activities in the classroom.	Implement a consistent school-wide Master Schedule.	Principal	classroom observation	iObservation
2	The students need to be exposed to strategies to increase understanding of context clues and inferencing when reading informational text.	Provide time for using graphic organizers and a variety of reading strategies to allow instruction to be based on individual student needs.	Administration Reading Coach Team Leader	PLC's-focus on implementation of reading strategies Walkthroughs- to focus on utilization of reading strategies	Mini-Assessments, Assessments focused on Informational Text, Project-based learning rubrics, and BAT
3	Utilization of effective Reading interventions and Literature-based learning activities. Consistent use of differentiated instructional strategies during the reading block.	Teachers will have an uninterrupted 90-minute reading block. Teachers will have a minimum of 3 leveled reading groups that will be met with daily. Teachers will have differentiated centers for enriched reading experiences. Teachers will access Virtual Counselor and FCAT Test Maker Pro to analyze data to assist with curriculum focus and strategies to be individually addressed for interventions.	Team Leaders Administration	PLC's- focus on reading intervention strategies and FCIM process Team Planning-focus on differentiated strategies and scaffolding of curriculum	BAT, Mini-Assessments, Cold Read Assessments, Student Portfolios, and Individual Student Data Conferences

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2012-2013 Reading Assessment, 25%(64) of students in grades 3-5 will score a level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.4%(58)	25%(64)

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	Insufficient enrichment opportunities for gifted/high achieving students.	Increase in the number of gifted/high achieving classrooms.	Principal	classroom observations	iObservations
2	Utilizing higher leveled reading strategies and differentiated instruction with quality enrichment curriculum materials.	Teachers will have differentiated centers for enriched reading experiences. Teachers will utilize higher order thinking questioning skills to provide increased exposure to reading activities.	Administration ESE Specialist	Team Planning Classroom-focus on creating differentiated centers PLC's- focus on sharing best practices	BAT, Cold Read Assessments, Research Projects, and Student Portfolios
3	Limited time for enrichment activities within the 90-minute Reading block.	Teacher will create a classroom environment where the instruction is student directed with adequate time scheduled to complete enrichment activities.	Administration Reading Coach	PLC's-focus on enrichment activities for students. Team Planning-focus on enrichment activities	Project-Based Learning Activities

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2012-2013 Reading Assessment, 64%(113) of students in grades 3-5 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.6%(102)	64% (113)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient exposure to standardized tests.	Provide students with monthly progress monitoring using standardized assessments. Teachers engage in a Professional Learning Communities to analyze and modify lesson plans to meet specific needs of students.	Principal	Progress monitoring on student data folders	Mini-reflection
2	Ensure students are participating in daily small group instruction. Provide time for reteaching.	Instructional staff will collect and disaggregate data to meet the intervention needs of students during the small group instruction and during intervention block. Reteach Reading strategies based on student need.	Administration Reading Coach	Team Planning-focus on instructional strategies RTI meetings-focus on targeted students	Mini-Assessments, FCAT, and BAT
3	Utilization of effective strategies to consistently differentiate instruction in learning centers.	Teachers will have differentiated centers for enriched reading experiences. Teachers will access BASIS/Virtual Counselor to acquire student data to assist with curriculum focus for learning centers.	Team Leaders Administration Reading Coach	PLC's- focus on best practices with literacy centers Team Planning-focus on creating lessons to increase reading strategies	BAT, Mini-Assessments, Textbook Assessments, and Computer Based Assessments
4	Limited student exposure to informational text and providing time to increase student contact to real-world experiences.	Extend learning opportunities to enrich student experiences while gaining understanding through the use of informational text materials.	Administration Reading Coach	PLC's- focus on informational text	Computer-based Assessments, Cold Read Assessments, BAT, and Mini-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:

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

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:		On the 2012-2013 FCAT Reading Assessment, 67%(31) of students in lowest 25% in grades 3-5 will make learning gains.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61.1% (28)		67%(31)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited consistency in implementing targeted interventions.	Daily targeted interventions.	Principal Reading Coach	Specific progress monitoring tools and quarterly class reviews.	Student Reflection Folders
2	Utilization of effective Reading strategies and differentiated instruction to incorporate effective activities to meet the needs of students.	Provide extended learning opportunities to include Reading programs for intensive reading remediation activities to increase acceleration for targeted students. Increase teacher knowledge in implementing differentiated instructional strategies for targeted students.	Administration Reading Coach	PLC's-focus on intervention reading strategies and differentiated instruction	Computer-based Assessments, RtI, BAT, FCAT, and Textbook Assessments
	Students with below level reading skills and the need for time to remediate skills.	Teachers will collaborate with Reading Coach, ESE specialist and ESE teacher to provide meaningful instruction, incorporate RtI Tier 1, Tier 2 and Tier 3 interventions with fidelity, and develop appropriate lessons to	Reading Coach ESE Specialist	RtI meetings-focus on targeted students Team Planning-focus on scheduling	BAT, Mini-Assessments, Textbook Assessments, RtI, and Computer-Based Assessments

3	accelerate students' skills. Differentiated instructional opportunities will be provided. Teachers will use San Diego Quick List assessment in grades 1-5, Phonics for Reading in grades 2-3, and Rewards grades 4-5 to access screening, diagnostic, and progress monitoring information essential to guiding instruction.		
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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 # The achievement gap in Reading will reduce each year for the next six year's by 4%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	54%	58%	62%	66%	

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:	On the 2012-2013 FCAT Reading Assessment White students not making satisfactory progress in Reading will decrease to 36% (31), Black students to 60%(31), and Hispanic students to 51%(53).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 40.2%(35) Black: 66.7%(34) Hispanic: 57.1%(60) Asian:33.3%(3) American Indian: N/A	White: 36%(31) Black: 60%(31) Hispanic: 51%(53) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient exposure to standardized tests.	Provide students with monthly progress monitoring using standardized assessments. Teachers engage in a Professional Learning Communities to analyze and modify lesson plans to meet specific needs of students.	Principal	Progress Monitoring on student data folders	Mini Reflection
2	Limited participation in various learning opportunities to increase student achievement.	Provide extended learning opportunities such as After school Reading programs, tutoring will be provided for intensive reading acceleration for targeted students. Increase teacher knowledge to implement differentiated	Administration	PLC's-focus on differentiated teaching strategies RtI meetings-focus on specific student needs	Computer-based Assessments,BAT, and FCAT

		instructional strategies for all student levels.			
3	Students with below level reading skills and the need for time to remediate skills.	Teachers will collaborate with Reading Coach, ESE specialist and ESE teacher to provide meaningful instruction and develop appropriate learning opportunities to accelerate students' skills. Differentiated instructional opportunities will be provided. Teachers will use San Diego Quick List assessment in grades 1-5, Phonics for Reading in grades 2-3, and Rewards grades 4-5 to access screening, diagnostic, and progress monitoring information essential to guiding instruction.	Reading Coach ESE Specialist Administration	PLC's-focus on reading strategies RtI meetings-focus on student needs	BAT, Mini-Assessments, Textbook Assessments and Computer- Based 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:	On the 2012-2013 FCAT Reading Assessment the percentage of English Language Learners (ELL) not making satisfactory progress in Reading will decrease to 84%(15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (17)	84%(15)

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	Insufficient student exposure to strategies to increase understanding.	Increase the use of the strategies from the ESOL Matrix in the classroom. Provide learning opportunities to strengthen the ELL's exposure to group activities.	Principal	Classroom Observation	iObservation
2	Instructional practices for students with significantly below level reading skills.	Teachers will collaborate with Reading Coach and ESOL contact for differentiated instructional opportunities to increase language acquisition. Materials from the Treasures reading series, Broward County Struggling Readers' chart and the Broward County ESOL website will be used as resources for Reading instruction.	Reading Coach ESOL Contact	PLC's-focus on best practices from content workshops and professional development for ELL students	BAT, Student Observation, Documentation, CELLA testing results
	Teacher knowledge of ESOL strategies, limited ESOL resources, student needs for vocabulary and fluency interventions and	Teachers will use the "ESOL Instructional Matrix" to document ESOL strategies that will be used in daily lesson	Administration ESOL Contact	Walkthroughs- focus to review lesson plans for ESOL documentation Team planning-focus on	On-going alternative assessment activities Teacher

3	effective implementation.	plans to meet the specific needs and provide appropriate instruction for LEP students. Teachers will provide reading interventions and differentiate learning activities through materials provided by Title III such as: Rigby "Newcomer Kits" and "English in My Pocket" (K-2), "Treasure Chest for ELL's" (K-3), and Hampton-Brown, "Reading Basics" (3-5)		ELL Strategies	Observation
4	Limited opportunities for teacher directed learning after school.	Extended learning opportunities such as After school Reading programs, tutoring will be provided for intensive reading acceleration for target students	Reading Coach ESOL Contact	PLC's-focus on Reading opportunities	Supplemental materials provided by Title III

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:	On the 2012-2013 FCAT Reading Assessment the percentage of students with disabilities not making satisfactory progress in Reading will decrease to 76%(40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84.9%(45)	76%(40)

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 opportunities for remediation of specific instructional deficiencies in the classroom.	Provide scheduled time with an ESE teacher for services to meet IEP goals and academic success.	Principal	Progress monitor on the student data folders.	Progress Monitoring
2	Limited time for remediation for students with below level reading skills.	Teachers will collaborate with Reading Coach, ESE Specialist, and ESE teacher to provide meaningful instruction and develop appropriate interventions to accelerate students' skills. Differentiated instructional opportunities will be provided. Teachers will use FAIR and iStation assessment systems to access screening, diagnostic, and progress monitoring information essential to guiding instruction Accommodations will be made for Students with Disabilities based on their	Reading Coach ESE Specialist Administration	Team Meetings-focus on differentiated instruction IEP meetings-focus on specific student's needs	BAT, Mini-Assessments, Textbook Assessments, and Computer- Based Assessments

		IEP goals. Identified struggling readers will participate in additional remediation instruction focused on specific differentiated needs.			
3	Limited student participation in various programs due to scheduling conflicts.	Extended learning opportunities such as After school Reading programs, tutoring will be provided for intensive reading acceleration for target students.	Reading Coach ESE Specialist	PLC's-focus on opportunities for student learning Class Review meetings-focus on student needs with teacher input	BAT, FCAT, and Mini-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:	On the 2012-2013 FCAT Reading Assessment the number of Economically Disadvantaged students not making satisfactory progress in Reading will decrease to 51%(100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(110)	51%(100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources.	Reach out to community partners for school supplies. Computer lab and media center opened in the mornings to provide opportunities to access reading/math internet resources.	Principal	Administer Mini Assessments	Mini Reflections
2	Limited student participation in various programs due to scheduling conflicts.	Extended learning opportunities such as After school Reading programs, tutoring will be provided for intensive reading acceleration for target students.	Reading Coach ESE Specialist	PLC's-focus on awareness of social indicators for SES students' Class Review meetings-focus on student needs	BAT, FCAT, and Attendance Records
3	Students with below level reading skills and the need for time to remediate skills.	Classroom teachers will collaborate with Reading Coach, ESE specialist and ESE teacher to provide effective methods to schedule students for remedial instructional opportunities.	Reading Coach ESE Specialist	PLCs-focus on best practices using time management RTI meetings-focus on teacher input/student needs	BAT, Mini-Assessments, Textbook Assessments, and Computer- Based Assessments
4	Utilization of effective Reading strategies and consistently using differentiated instruction.	Teachers will have a minimum of 3 leveled reading groups that will be met with daily. Teachers will have differentiated centers for enriched reading experiences. Teachers will access BASIS/Virtual Counselor to acquire student data to assist with curriculum focus.	Team Leaders Administration	Team Planning-focus on using reading strategies effectively PLC's-focus on FCIM and student conferencing	BAT, Mini-Assessments, Textbook Assessments, and Computer- Based Assessments

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
On-going PLC's focused on techniques to differentiate instruction, the use of FCIM and Progress Monitoring, Student conferencing and implementing student data portfolios.	K-5	Reading Coach Team Leader	K-5 Teachers	On-Going	Classroom Implementation	Administration
In-house workshops to assist with implementation of new technology focusing on classroom instruction and progress monitoring, such as BASIS, Pinnacle, iStation, Virtual Counselor, and BEEP.	K-5	Reaching Coach Staff Facilitator	K-5 Teachers	On-Going	Classroom Implementation	Administration
On-going PLC's focused on intervention programs being utilized during the 30-minute intervention block, such as Rewards, Phonics for Reading, and Wilson.	K-5	Reading Coach	K-5 Teachers	On-Going	Classroom Implementation	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities to provide intensive reading acceleration for targets students.	Intervention Materials	Accountability	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Provide teachers with Reading technology opportunities to impact student achievement.	reading technology materials and equipment	PTO	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data analysis, student conferences, and curriculum development in Reading.	Substitutes	Title 1 Professional Development	\$1,675.00
Reading Professional Learning Communities	Teacher in-service through professional materials and books- "Common Core State Standards"	Title 1 Professional Development	\$500.00
Provide training opportunities to increase effective Reading strategies while implementing Common Core.	District training opportunities to include implementing Common Core standards.	Title 1 Professional Development	\$1,500.00
			Subtotal: \$3,675.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,675.00

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:		For the 2012-2013 school year there will be 39%(10) of students scoring proficient in listening/speaking on the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
35%(9)					
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 opportunities to present orally to peers.	Provide opportunities for students to present orally with a peer buddy and evaluate other classmates' oral presentations using a rubric.	ESOL Coordinator	Classroom Assessments Teacher Observation Oral Presentations	FLKRS, FAIR, Oral Presentation Rubrics, and Student Conferencing

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:	For the 2012-2013 school year there will be 17%(5) of students scoring proficient in Reading on CELLA.
2012 Current Percent of Students Proficient in reading:	

15% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's vocabulary is limited because of the native language spoken and practiced at home.	Provide students with visual aides, more opportunities to speak and practice English. Allow ELL's to listen and access books on tape/CD, provide online literature opportunities to increase student awareness of fluency. Provide opportunities to use iStation.	Administration	Oral presentations, Writing samples, teacher observation	Running Records, Rigby, FLKRS, Mini Assessments, BAT, iStation, and FAIR

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

3. Students scoring proficient in writing.

CELLA Goal #3:

For the 2012-2013 school year there will be 28%(7) of students scoring proficient in writing on the CELLA.

2012 Current Percent of Students Proficient in writing:

24% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary spoken at home because the native language is used to communicate.	Provide translated dictionaries to families to use to communicate and understand English. Provide literature that is translated into Native Languages and English for students to use as a guide when writing and communicating.	Administration	Monitor writing samples throughout the year, Opportunities to write stories and practice grammar skills, Classroom Assessments.	Writing Mini's Weekly grammar assessments, iStation Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Learning opportunities to provide intensive vocabulary building skills and oral language skills.	Vocabulary building materials and oral fluency building materials	Accountability	\$250.00
			Subtotal: \$250.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with technology opportunities to impact student achievement.	ESOL technology materials	Accountability	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with opportunities to understand the ESOL Matrix and the strategies to improve student learning.	ESOL Matrix, Graphic Organizers	Accountability	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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:	On the 2012-2013 FCAT Mathematics Assessment, 32% (82) of students in grades 3-5 will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(76)	32%(82)

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 instructional time due to transitions between activities in the classroom.	Implement a consistent school-wide Master Schedule.	Principal	classroom observation	iObservation
2	Utilization of effective Math strategies and consistently using differentiated instruction techniques.	Teachers will provide differentiated centers for the Go Math series. Teachers will access Virtual Counselor/BASIS to acquire student data to assist with curriculum focus. Teachers will utilize the enrichment materials provided in the series.	Team Leaders Administration	Classroom Walkthroughs-focus on lesson objectives Team Planning-focus on differentiated instructional strategies	BAT, Mini-bats, and teacher observation
3	Limited student participation in various programs due to scheduling conflicts.	Extended learning opportunities in school to include individualized tutoring will be provided for intensive math acceleration for targeted students. Motivational activities/incentives will be planned and implemented to increase students' involvement in math, such as a school-wide poster contest and Family Math Night.	Administration	PLC's-focus on motivational activities RtI meetings-focus on targeted students	Family Math Night participation, Computer-based Assessments, Surveys, Attendance Records

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2012-2013 FCAT Mathematics Assessment, 25%(65) of students in grades 3-5 will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.2%(60)	25% (65)

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	Insufficient enrichment opportunities for gifted/high achieving students.	Increase in the number of gifted/high achieving classrooms.	Principal	classroom observations	iObservations
2	Utilization of effective Math strategies and consistently using differentiated instruction.	Teachers will provide differentiated centers for the Go Math series. Teachers will access Virtual Counselor/BASIS to acquire student data to assist with curriculum focus. Students will be grouped in a high achieving class for enriched learning opportunities.	Team Leaders Administration	Team Planning-focus on creating differentiated centers Data Chats-focus on lesson objectives	BAT, Mini-bats Textbook Assessments, and enrichment activities
3	Use provided time to enrich learning with hands-on activities to include using manipulatives and other enriched learning aids.	Teachers will use Go Math assessment system to access information essential to guiding instruction. Teachers will access BEEP for higher leveled lessons and activities to create enrichment projects.	Administration	PLC's-focus on student progress Team Planning-focus on enrichment activities	BAT, Mini-bats, and Enrichment Activities

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012-2013 FCAT Mathematics Assessment 59%(104) of students in grade 3-5 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(95)	59%(104)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient exposure to standardized tests.	Provide students with monthly progress monitoring using standardized assessments. Teachers engage in a Professional Learning Communities to analyze and modify lesson plans to meet specific needs of students.	Principal	Progress monitoring on student data folders	Mini-reflection
2	Utilization of effective Math strategies and consistently using differentiated instruction.	All students will access BEEP for lessons and activities to enrich student learning. Teachers will correlate differentiated centers with the Go Math series. Professional Learning Communities will meet bi-weekly to focus on strategies from the Go Math series.	Team Leaders Administration	PLC's-focus on centers and Go Math series Team Planning-focus on lesson development	BAT, Mini-bat, FCAT Textbook Assessments
3	Limited knowledge base of prerequisite skills to master basic concepts.	Teachers will pull Math groups in the 90-minute Math block, as needed based on student performance. Teachers will use Go Math assessment system to access information essential to guiding instruction. Teachers will access BEEP for higher leveled lessons and activities.	Curriculum Specialist Administration	PLC's-focus on student performance and consistent student monitoring Team Planning-focus on BEEP lessons	BAT, Mini-bats, Computer-based 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012-2013 FCAT Mathematics Assessment, 48%(22) of students in the lowest 25% in grades 3-5 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.9% (20.2)	48% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with below level mathematics skills need time to remediate skills.	Daily in-class remediation will occur through intervention materials included with the Go Math series; technology such as FCAT Explorer, iStation, and Compass Learning Odyssey; daily mini-lessons such as Mountain Math.	Team Leaders Administration	PLC's-focus on remediation skills RtI-focus on targeted students	BAT, Mini-Assessments, and Computer- Based Assessments
2	Limited student participation in various Math learning opportunities.	Extended learning opportunities will be provided for intensive math interventions for targeted students. Motivational activities/incentives will be planned and implemented to increase students' involvement in math, such as a school-wide poster contest.	Administration	Team Planning-focus on intervention activities	BAT, Mini-bats, Textbook Assessments, and Surveys
	Teacher utilization of effective Math strategies	Teachers will provide differentiated centers for	Team Leaders Administration	Classroom Walkthrough-focused on differentiated	BAT, Mini-bats, Textbook

3	and consistently using differentiated instruction.	the Go Math series. Teachers will access Virtual Counselor to acquire student data to assist with curriculum focus.	learning opportunities Team Planning-focus on differentiated learning	Assessments, and Computer-based Assessments
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # The achievement gap in Math will reduce each year for the next six year's by 4%.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	53%	59%	63%	67%	

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:	On the 2012-2013 FCAT Math Assessment White students not making satisfactory progress in Mathematics will decrease to 31%(27), Black students to 59%(30), and Hispanic students to 46%(48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 35.6%(31) Black: 64.7%(33) Hispanic: 51.4%(54) Asian: 11.1%(1) American Indian: 0%(0)	White: 31%(27) Black: 59%(30) Hispanic: 46%(48) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient exposure to standardized tests.	Provide students with monthly progress monitoring using standardized assessments. Teachers engage in a Professional Learning Communities to analyze and modify lesson plans to meet specific needs of students.	Principal	Progress Monitoring on student data folders	Mini Reflection
2	There is limited home support to participate in school learning activities and the negative impact on student learning.	Extended learning opportunities for tutoring will be provided for intensive math acceleration for target students. Motivational activities will be planned and implemented to increase students' involvement in math, such as a school-wide poster contest and Family Math Night.	Administration	PLC's-focus on individualized learning strategies for students	Textbook Assessment, Computer-based Assessments, and Surveys
	Students with significantly below level mathematics skills.	Daily in-class remediation will occur through materials included with the Go Math series;	Administration	Classroom Walkthroughs-focus on differentiated learning objectives	BAT, Mini-Assessments, and Computer-based

3		technology such as FCAT Explorer, iStation, and Compass Learning Odyssey; daily mini-lessons such as Mountain Math.		Team Planning-focus on learning materials and technology opportunities	Assessments
4	Teacher utilization of effective Math strategies and consistently using differentiated instruction techniques.	All students grouping will be heterogeneous. Teachers will provide differentiated centers for the Go Math series. Teachers will access Virtual Counselor to acquire student data to assist with curriculum focus. Teachers will access BEEP and other online tools for higher leveled lessons and activities.	Team Leaders Administration	Team Planning-focus on differentiated learning activities PLC's-focus on targeted students	BAT, Mini-bats, and Textbook Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2012-2013 FCAT Math Assessment the percentage of English Language Learners (ELL) not making satisfactory progress in Mathematics will decrease to 80%(14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.9% (16)	80%(14)

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	Insufficient student exposure to strategies to increase understanding.	Increase the use of the strategies from the ESOL Matrix in the classroom. Provide learning opportunities to strengthen the ELL's exposure to group activities.	Principal	Classroom Observation	iObservation
2	Teacher knowledge of effectively using strategies/materials for ELL students.	Teachers will use the "ESOL Instructional Strategies Matrix" to document ESOL strategies that will be used in daily plans to meet the specific needs and provide appropriate instruction for LEP students. Teachers will use Northpoint Horizons, "Content Academic Vocabulary Systems" (CAVS) in grades K-5.	Administration ESOL Contact	Classroom Walkthrough-focus on feedback for teachers and create a plan of action based on feedback Team Planning-focus on ESOL Matrix	On-going Monitoring of Assessments, CELLA testing
3	Providing opportunities for flexible scheduling and remediation.	Daily in-class remediation will occur in the 90-minute Math block through materials included with the Go Math series specific to meeting the needs of ELL students; technology	Administration ESOL Contact	PLC's-focus on ELL materials used with the Go Math series	BAT, Mini-Assessments, FCAT, and Teacher observation

		such as FCAT Explorer, iStation and Compass Learning Odyssey; daily mini-lessons such as Mountain Math.			
4	Limited teacher participation in implementing various extended learning opportunities.	Extended learning opportunities for individualized instruction and tutoring will be provided for intensive math acceleration for targeted students. Motivational/incentive activities will be planned and implemented to increase students' involvement in math, such as a school-wide poster contest and Family Math Night. Information will be provided for families to encourage participation.	Administration ESOL Contact	PLC's-focus on implementing extended learning opportunities	Big Idea Go Math Assessments, Alternative assessments tools

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:	On the 2012-2013 FCAT Math Assessment the percentage of Student with Disabilities not making satisfactory progress in Mathematics in grade 3-5 will decrease to 75%(40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(44)	75%(40)

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 opportunities for remediation of specific instructional deficiencies in the classroom.	Provide scheduled time with an ESE teacher for services to meet IEP goals and academic success.	Principal	Progress monitor on the student data folders.	Progress Monitoring
2	Teacher knowledge of implementing Math curriculum to meet the needs of students performing below level.	Teacher use the technique of direct and explicit instructions. Daily In-class strategies for remediation will occur through materials included with the Go Math series. Student progress will be tracked on the Assessment portfolio folders.	ESE Specialist Administration	Classroom Walkthrough-focused on lesson objectives Team Planning-focus on lessons to be used for remediation	Alternative Assessments, Student Conferencing, BAT, and Mini-bats
3	Limited teacher alignment in implementing programs directed towards increasing learning gains.	Provide extended learning opportunities for individualized instruction, accommodations, collaboration and small group activities for students with disabilities. Motivational activities will be planned and implemented to increase students' involvement in math, such as a school-	Administration ESE Specialist	RTI Meetings-focus on targeted students PLC's-focus on creating lessons to meet students' needs	BAT, Mini-bats, Alternative Assessments, and Teacher Observation

		wide poster contest and Family Math Night.			
4	Utilization of effective Math strategies and consistently using differentiated instruction.	All students will be instructed according to the District math instructional focus calendar with learning objectives specific to IEP in meeting the needs of the SWD student.	ESE Specialist Administration	Team Planning-focus on IFC planning	BAT, Mini-bats Computer-based Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2012-2013 FCAT Math Assessment the number of Economically Disadvantaged students not making satisfactory progress in Mathematics will decrease to 48%(92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53.4%(103)	48%(92)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources.	Reach out to community partners for school supplies. Computer lab and media center opened in the mornings to provide opportunities to access reading/math internet resources.	Principal	Administer Mini Assessments	Mini Reflections
2	Utilization of effective Math strategies and consistently differentiating instruction.	Provide opportunities for students to participate in enrichment and remediation activities.	Team Leaders Administration	Team Planning-focus on differentiating instruction Data Chats	Textbook Assessments and Teacher Observations
3	Conflict with providing remediation opportunities to daily instruction.	Extended learning opportunities for tutoring will be provided for intensive math acceleration for target students. Math will be in a 90-minute block in grade 4 & 5. Motivational activities will be planned and implemented to increase students' involvement in math, such as a school-wide poster contest and Family Math Night.	Administration	PLC's-focus on student needs RTI Meetings-focus on targeted students	On-going Alternative Assessments, Mini-bats, and BAT
4	Teachers meeting the needs of struggling students.	Daily in-class remediation will occur through materials included with the Go Math series; technology such as FCAT Explorer, iStation and Compass Learning Odyssey; daily mini-lessons such as Mountain Math.	Administration ESE Specialist	Classroom Walkthrough-focus on lesson objectives Team Planning-focus on materials for remediation	BAT, Mini-Assessments, Teacher Observations, and Computer-Based Assessments

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
PLC focused on the supplemental curriculum with the Go Math series to meet students' needs.	K-5 Math	Math PLC Facilitator	K-2 Teachers 3-5 Teacher (Team Representative)	On-going	Monitor student progress on Go Math Assessments	Administration
PLC focused on meeting the Math needs of specific student subgroups and AMO.	K-5 Math	Math PLC Facilitator	K-2 Teachers 3-5 Teacher (Team Representative)	On-going	PDSA Student Portfolio Folders	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning opportunities for intensive math acceleration for targeted students.	Intervention Tools	Accountability	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide technology materials to increase student Math skills.	Math Technology	PTO	\$200.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide training to increase effective Math strategies through PLC's to integrating Common Core .	District trainings, to include Common Core integration and differentiated instructional strategies.	Title 1 Professional Development	\$1,000.00
Data analysis, student conferences, and curriculum development in Mathematics.	Substitutes	Title 1 Professional Development	\$1,600.00
			Subtotal: \$2,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Motivational activities will be planned and implemented to increase students' involvement in Math, such as a school-wide poster contest and Family Math Night.	Student incentives and materials for the poster contest and Family Math Night	PTO	\$300.00
			Subtotal: \$300.00
			Grand Total: \$3,600.00

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:			On the 2012-2013 FCAT Science Assessment 37%(37) of students in Grade 5 will score a level 3.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
34%(33)			37%(37)		
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 instructional time due to transitions between activities in the classroom.	Implement a consistent school-wide Master Schedule.	Principal	classroom observation	iObservation
2	Review and analyze student assessment data to determine effectiveness of science strategies during instruction.	All students will be instructed by a Science instructional calendar to follow FCAT 2.0 benchmarks. Teachers will use the Florida Fusion Science series to analyze and use District curriculum support materials such as Delta Hands-On Science Activities, BEEP, and Core Curriculum web resources.	Team Leaders Administration	Classroom Walkthroughs-focus on lesson objectives Team Planning-focus on Science activities and increasing Science vocabulary	Mini-benchmark assessments and Teacher Observation
3	Limited time for reinforcement activities in the Science Instructional block.	All students will be instructed on and practice the scientific methods through review of the science benchmarks and a variety of other activities, such as hands-on investigations, class-created and individual science fair projects, and science related activities.	Administration	Team Planning-focus on implementing activities in the classroom	Mini-Assessment, BAT, and other Performance Based Assessments
4	Utilizing technology opportunities during Science Instruction	All students will be instructed on science and technology research skills using the internet resources and related software via the classroom and laptop computers.	Administration Curriculum Specialist	Classroom Walkthroughs-focus on lesson objectives Team Planning-focus on technology	Mini-Assessments, BAT, and Computer Generated Activities

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		On the 2012-2013 FCAT Science Assessment 16%(16) of students in Grade 5 will score a level 4 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
14.4%(14)		16%(16)			
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	Insufficient enrichment opportunities for gifted/high achieving students.	Increase in the number of gifted/high achieving classrooms.	Principal	classroom observations	Observations
2	Analysis of student assessment data to determine effectiveness of the Science strategies.	Teachers will use District curriculum support materials such as Delta Hands-On Science Activities, BEEP Lessons and Core Curriculum web resources. Students will use the scientific method format to document activities in a journal. Science vocabulary will be used with fidelity to increase students' understanding during Science lessons.	Administration Team Leaders	Classroom Walkthroughs-focus on lesson objectives Team Planning-focus on journal activities	Mini-Assessments, BAT, and Teacher Observation
	Limited time for enrichment activities in the Science Instructional Block.	All students will be instructed on and practice the scientific methods through review of the science benchmarks and a variety of other	Administration Curriculum Specialist	Classroom Walkthroughs-focus on lesson objectives Team Planning-focus on Science centers and the implementation	Performance Based Assessments and Research Projects

3		activities, such as hands-on investigations, class-created and individual science fair projects, and science related writing prompts. Review and collect data to determine effectiveness. Implementation of Science centers that are research based.		process	
4	Utilize technology opportunities during Science Instruction to improve student exposure to Scientific information.	All students will be instructed on science and technology research skills using the internet resources and related software via the classroom and laptop computers.	Curriculum Specialist Administration	Team Planning-focus on BEEP lesson extensions	BAT, Mini-Assessments, and Journal activities

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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On-going PLC's to support effective strategies to use with the Florida Fusion Science materials,	K-5	Science PLC Facilitator	K-2 Teachers 3-5 Teacher (Team Representative)	On-going	Science Mini-Bat Sharing Best Practices	Administration

Hands On-Materials, and Science vocabulary activities.						
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Target students needing remediation and develop interventions activities	Intervention Materials	Accountability	\$250.00
			Subtotal: \$250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize technology to increase research skills using internet resources and related software via laptop computer carts.	Science technology materials	PTO	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop lessons to increase teacher knowledge of Science materials.	Provide opportunities for staff to attend District facilitated workshops to implement Science strategies.	Title 1 Professional Development	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,250.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2012-2013 FCAT Writing Assessment 88%(74) of students in Grade 4 will meet high standards (3.0-6.0) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79.8%(67)	88%(74)

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
	Effective utilization of	Students will be	Administration	Team planning-focus on	Monthly Writing

1	the Broward County 6-Traits Writing curriculum.	instructed according to the District Writing Instructional Focus Calendar and BEEP lessons.		BEEP lessons	Prompt Rubric
2	Effective utilization of strategies to accommodate students with below grade level writing abilities.	Students will be instructed on how to read, understand and respond to narrative and expository writing prompts. "Mock" prompts will be assessed throughout the year as well as student monitoring on PDSA student portfolio and student conferencing.	Administration	Team planning-focus on writing strategies PLC's-focus on analyzing monthly writing data	Monthly Writing Prompt Rubric On-going Demand Writing assessments
3	Limited time for utilizing technology opportunities during Writing instruction.	Students will utilize classroom computers and laptops to edit and publish their writing.	Technology Specialist Administration	Team planning-focus on technology utilization	Monthly Writing Prompt Rubric Laptop Cart using word processing and Kidspiration

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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training and support for writing lesson/units found on BEEP with the implementation of CORE	K-5	Reading Coach	K-5 Classroom Teachers	On-Going	Classroom Walkthroughs-focused on writing objectives	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize classroom computers and laptops to edit and publish writing.	Technology to publish student writing	PTO	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize K-5 Broward County Writing Plan Lessons	District training of the K-5 Broward County Writing Plan materials and FCAT 2.0 Writing strategies	Accountability	\$850.00
			Subtotal: \$850.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,350.00

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:	During the 2011-2012 school year there were 66 excessive absences and 124 excessive tardies. For the 2012-2013 school year there will be a least a 10% decrease
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.6% (544)	96% (550)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
66	59
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
124	112

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited support due to parental hardships, unorganized car pools, and conflicting working parents' schedules and the impact on student learning.	To increase parent contact and emphasize importance of punctuality. Encourage a home-school connection to improve student attendance with a student incentive programs.	BTIP Contact Support Staff Administration Parents	Daily Attendance Record will be collected and analyzed	Virtual Counselor Attendance Reports
2	Teacher knowledge about "Good Citizen" Program	Effectively utilize the "Good Citizen" program to positively reinforce school attendance.	Classroom Teacher Good Citizen Contact	Daily Attendance Record will be analyzed	Monthly Good Citizen Folder

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
On-going support for teachers to disseminate attendance information to parents during conferences and in interim reports.	K-5	Attendance Designee	K-5 Teachers	On-going	Review of attendance cards	Administration
On-going training for the "Good Citizen" Program	K-5	Good Citizen Contact	K-5 Teachers Support Staff Special Area Teachers Administration	On-going	Monthly review of the Good Citizen Folder	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effectively utilize the "Good Citizen" program to positively reinforce school attendance and tardies.	"Good Citizen" school-wide program	PTO	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In-service on BTIP attendance	In-house training on procedures		

procedures and social worker referrals.	to include supplies and refreshments	PTO	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$650.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		During the 2011-2012 school year there were 17 students suspended In-school and 5 Out-of-School Suspensions. For the 2012-2013 school year there will decrease the amount of In-school suspensions to 15 and Out-of-School suspension to 4.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
17		15			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
13		12			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
5		5			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
5		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 are unable to monitor and self-regulate their behavior.	Implementing a behavior plan based on student needs, using an individualized point system for positive reinforcement.	Administration	Attendance Record	Attendance Record

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
In-service training and support for classroom management techniques to assist in being proactive in student learning opportunities.	K-5	Administration	K-5 Classroom Teachers	On-Going	Data Chats	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing an individualized behavior management plan to accommodate student needs.	In-House Training Materials and Supplies	Accountability	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or</i>	By June 2012, 40%(249) of parents will participate in school sponsored functions and events.

<i>unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
23%(143)		40%(249)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not able to participate in events due to prior commitments.	Encourage parent participation in school events and functions. The information will be monthly newsletter posted on the school website, flyers and notices sent home to students, events listed on the marquee, automated phone call reminders.	Newsletter Coordinator Web Mistress Office Staff Classroom Teachers PTO Administration	Parent attendance at functions and events.	Sign-in sheets and participant forms.
2	Parents understanding the importance of participation.	Parents of ELL and ESE students will participate in IEP meetings, related parent trainings, and seminars. Notices will be sent home in translated languages, phone call reminders and monthly newsletter will be posted on the websites.	ESE Specialist ESOL Coordinator Classroom Teachers	Parent attendance at functions and events.	Sign-in sheets and participant forms.
3	Parents are not able to participant in events, training seminars, and workshops due to prior commitments. Parents have limited access to technology.	Encourage parent participation in school events and functions. The information will be in the monthly newsletter posted on the school website, flyers and notices sent home to students, events listed on the marquee, automated phone call reminders. Parent will have access to the technology to check the website for updates.	Newsletter Coordinator Web Mistress Office Staff Classroom Teachers PTO Administration	Parent attendance at functions and events.	Sign-in sheets and participant forms.

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
The importance of						

encouraging parental involvement, strategies to communicate with parents and methods to build ties between home and school.	K-5	Administration Guidance Counselor	School-Wide	August 2012	Survey	Administration
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Communicating using student agendas	Student Planners	Title 1 Parent Funds	\$2,000.00
Parent trainings for: Curriculum and Instruction, Literacy Night, Reading, Math, Science, and Writing Strategies	Refreshments	Title 1 Parent Funds	\$207.00
			Subtotal: \$2,207.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A Periodicals for student/parent resource center to include strategies for parent's to use when having meetings.	Resource Books-Parent Institute- Helping Students Learn	Title 1-Parent Funds	\$209.00
			Subtotal: \$209.00
			Grand Total: \$2,416.00

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide extended learning opportunities to provide intensive reading acceleration for targeted students.	Intervention Materials	Accountability	\$500.00
CELLA	Learning opportunities to provide intensive vocabulary building skills and oral language skills.	Vocabulary building materials and oral fluency building materials	Accountability	\$250.00
Mathematics	Provide extended learning opportunities for intensive math acceleration for targeted students.	Intervention Tools	Accountability	\$500.00
Science	Target students needing remediation and develop interventions activities	Intervention Materials	Accountability	\$250.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	Effectively utilize the "Good Citizen" program to positively reinforce school attendance and tardies.	"Good Citizen" school-wide program	PTO	\$500.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Communicating using student agendas	Student Planners	Title 1 Parent Funds	\$2,000.00
Parent Involvement	Parent trainings for: Curriculum and Instruction, Literacy Night, Reading, Math, Science, and Writing Strategies	Refreshments	Title 1 Parent Funds	\$207.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$4,207.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide teachers with Reading technology opportunities to impact student achievement.	reading technology materials and equipment	PTO	\$500.00
CELLA	Provide teachers with technology opportunities to impact student achievement.	ESOL technology materials	Accountability	\$250.00
Mathematics	Provide technology materials to increase student Math skills.	Math Technology	PTO	\$200.00
Science	Students will utilize technology to increase research skills using internet resources and related software via laptop computer carts.	Science technology materials	PTO	\$500.00
Writing	Students will utilize classroom computers and laptops to edit and publish writing.	Technology to publish student writing	PTO	\$500.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,950.00
Professional Development				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data analysis, student conferences, and curriculum development in Reading.	Substitutes	Title 1 Professional Development	\$1,675.00
Reading	Reading Professional Learning Communities	Teacher in-service through professional materials and books- "Common Core State Standards"	Title 1 Professional Development	\$500.00
Reading	Provide training opportunities to increase effective Reading strategies while implementing Common Core.	District training opportunities to include implementing Common Core standards.	Title 1 Professional Development	\$1,500.00
CELLA	Provide teachers with opportunities to understand the ESOL Matrix and the strategies to improve student learning.	ESOL Matrix, Graphic Organizers	Accountability	\$100.00
Mathematics	Provide training to increase effective Math strategies through PLC's to integrating Common Core .	District trainings, to include Common Core integration and differentiated instructional strategies.	Title 1 Professional Development	\$1,000.00
Mathematics	Data analysis, student conferences, and curriculum development in Mathematics.	Substitutes	Title 1 Professional Development	\$1,600.00
Science	Develop lessons to increase teacher knowledge of Science materials.	Provide opportunities for staff to attend District facilitated workshops to implement Science strategies.	Title 1 Professional Development	\$1,500.00
Writing	Teachers will utilize K-5 Broward County Writing Plan Lessons	District training of the K-5 Broward County Writing Plan materials and FCAT 2.0 Writing strategies	Accountability	\$850.00
Attendance	In-service on BTIP attendance procedures and social worker referrals.	In-house training on procedures to include supplies and refreshments	PTO	\$150.00
Suspension	Implementing an individualized behavior management plan to accommodate student needs.	In-House Training Materials and Supplies	Accountability	\$150.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$9,025.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Motivational activities will be planned and implemented to increase students' involvement in Math, such as a school-wide poster contest and Family Math Night.	Student incentives and materials for the poster contest and Family Math Night	PTO	\$300.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
	N/A	Periodicals for		

Parent Involvement	student/parent resource center to include strategies for parent's to use when having meetings.	Resource Books-Parent Institute-Helping Students Learn	Title 1-Parent Funds	\$209.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$509.00
				Grand Total: \$15,691.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 9/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Chair Supplement	\$600.00
Technology	\$900.00

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

The School Advisory Council will facilitate the development of the School Improvement Plan through faculty sub-committees for each academic area as well as other areas as needed. The council will monitor the implementation SIP through faculty sub-committees which oversee the execution of the SIP strategies and action steps to monitor data throughout the year. The SAC will support academic focus of the school, evaluate the effectiveness of the SIP and make recommendations as to the alignment of instructional staffing materials to support the SIP.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District STEPHEN FOSTER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	87%	55%	301	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	55%			120	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?	55% (YES)	54% (YES)			109	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					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District STEPHEN FOSTER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	81%	94%	36%	287	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	67%			132	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?	61% (YES)	60% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested