FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAUDERDALE MANORS ELEMENTARY

District Name: Broward

Principal: Mrs. Donna McCann

SAC Chair: Constance Campbell

Superintendent: Robert Runcie

Date of School Board Approval: January 18, 2013

Last Modified on: 1/7/2013

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal, Lauderdale Manors Elementary 2011-2012 Grade: D Reading Mastery: 31% Math Mastery: 32% Writing Mastery: 77% Science Mastery: 20% Learning Gains Reading: 69% Learning Gains Math: 58% Lowest 25% Reading: 70% Lowest 25% Math: 67% AYP: NO Principal, Lauderdale Manors Elementary 2010-2011 Grade: D Reading Mastery: 44% Math Mastery: 54% Writing Mastery: 100% Science Mastery: 21% Learning Gains Reading: 53% Learning Gains Math: 48% Lowest 25% Reading: 49% Lowest 25% Math: 56%

	Principal	Donna McCann	B.S. Special Education; M.S. Educational Leadership; ESOL Endorsed	3	17	AYP: NO Principal, Manatee Bay Elementary 2009-2010 Grade: A Reading Mastery: 93% Math Mastery: 96% Writing Mastery: 97% Science Mastery: 71% Learning Gains Reading: 75% Learning Gains Math: 71% Lowest 25% Reading: 73% Lowest 25% Math: 67% AYP: YES Principal, Manatee Bay Elementary 2008-2009 Grade: A Reading Mastery: 94% Math Mastery: 96% Writing Mastery: 98% Science Mastery: 71% Learning Gains Reading: 81% Learning Gains Math: 71% Lowest 25% Reading: 78% Lowest 25% Math: 81% AYP: YES Principal, Manatee Bay Elementary 2007-2008 Grade: A Reading Mastery: 91% Math Mastery: 96% Writing Mastery: 98% Science Mastery: 70% Learning Gains Reading: 68% Learning Gains Math: 70% Lowest 25% Reading: 64% Lowest 25% Math: 80% AYP: YES Principal, Manatee Bay Elementary 2006-2007 Grade: A Reading Mastery: 89% Math Mastery: 94% Writing Mastery: 94% Science Mastery: 57% Learning Gains Reading: 73% Learning Gains Math: 72% Lowest 25% Reading: 74% Lowest 25% Math: 65% AYP: YES
						Assistant Principal, Lauderdale Manors Elementary 2011-2012 Grade: D Reading Mastery: 31% Math Mastery: 32% Writing Mastery: 77% Science Mastery: 20% Learning Gains Reading: 69% Learning Gains Math: 58% Lowest 25% Reading: 70% Lowest 25% Math: 67% AYP: NO Reading Coach, Plantation Elementary January - June 2011 Grade: D Reading Mastery: 51% Math Mastery: 56% Writing Mastery: 88% Science Mastery: 25% Learning Gains Reading: 43% Learning Gains Math: 41 % Lowest 25% Reading: 49% Lowest 25% Math: 44% AYP: NO Math Coach, Liberty City Elementary August 2010-January 2011 Grade: C Reading Mastery: 60% Math Mastery: 73% Writing Mastery: 91 % Science Mastery: 16% Learning Gains Reading: 51 % Learning Gains Math: 61% Lowest 25% Reading: 60% Lowest 25% Math: 73% AYP: NO Math Coach, Liberty City Elementary 2009-

Assis Principal	Dr. Tangela L. Williams-Daniel	-Ed.D. in Organizational Leadership and Specialization in Human Resource Development/Training and Development, M.S. in Educational Leadership, and B.S. in Elementary Education w/minor in Special Education -Educational Leadership, Elementary Education, Reading, and ESOL	2	2	2010 Grade: C Reading Mastery: 57% Math Mastery: 69% Writing Mastery: 76% Science Mastery: 28 % Learning Gains Reading: 55% Learning Gains Math: 52% Lowest 25% Reading: 57% Lowest 25% Math: 55% AYP: NO Math and Science Coach, Liberty City Elementary 2008-2009 Grade: A Reading Mastery: 50% Math Mastery: 50% Writing Mastery: 100% Science Mastery: 48% Learning Gains Reading: 66% Learning Gains Math: 81% Lowest 25% Reading: 57% Lowest 25% Math: 83% AYP: YES Lead Teacher of Magnet Programs, Martin Luther King Elementary 2007-2008 Grade: N/A Reading Mastery: NA Math Mastery: NA Writing Mastery: NA Science Mastery: NA Learning Gains Reading: NA Learning Gains Math: NA Lowest 25% Reading: NA Lowest 25% Math: NA AYP: N/A Literacy Coach, Roberta T. Smith Elementary 2006-2007 Grade: N/A Reading Mastery: 80.2% Math Mastery: 77.3% Writing Mastery: 75.4% Science Mastery: 42.6 % Learning Gains Reading: NA Learning Gains Math: NA Lowest 25% Reading: NA Lowest 25% Math: NA AYP: YES Reading First Coach, School Board of Broward County 2006-2003 Grade: N/A Reading Mastery: NA Math Mastery: NA Writing Mastery: NA Science Mastery: NA Learning Gains Reading: NA Learning Gains Math: NA Lowest 25% Reading: NA Lowest 25% Math: NA AYP: N/A

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					Reading Coach, Lauderdale Manors Elementary 2011-2012 Grade: D Reading Mastery: 31% Math Mastery: 32% Writing Mastery: 77% Science Mastery: 20% Learning Gains Reading: 69% Learning Gains Math: 58% Lowest 25% Reading: 70%

	Reading	Latonya Cooper	BA: Elementary Education; MA – Mathematics; Ed. Specialist; Educational Leadership and Curriculum and Teaching ESOL Endorsed; Reading Endorsed	7	7	Lowest 25% Math: 67% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2010-2011 Grade: D Reading Mastery: 44% Math Mastery: 54% Writing Mastery: 100% Science Mastery: 21% Learning Gains Reading: 53% Learning Gains Math: 48% Lowest 25% Reading: 49% Lowest 25% Math: 56% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2009-2010 Grade: C Reading Mastery: 41% Math Mastery: 60% Writing Mastery: 96% Science Mastery: 35% Learning Gains Reading: 45% Learning Gains Math: 58% Lowest 25% Reading: 39% Lowest 25% Math: 64% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2008-2009 Grade: C Reading Mastery: 60% Math Mastery: 62% Writing Mastery: 100% Science Mastery: 33% Learning Gains Reading: 62% Learning Gains Math: 58% Lowest 25% Reading: 44% Lowest 25% Math: 54% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2007-2008 Grade: C Reading Mastery: 48% Math Mastery: 59% Writing Mastery: 94% Science Mastery: 5% Learning Gains Reading: 53% Learning Gains Math: 67% Lowest 25% Reading: 56% Lowest 25% Math: 67% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2006-2007 Grade: D Reading Mastery: 41% Math Mastery: 52% Writing Mastery: 78% Science Mastery: 11% Learning Gains Reading: 48% Learning Gains Math: 50% Lowest 25% Reading: 71% Lowest 25% Math: 65% AYP: NO
	Mathematics	Pierre Christian	BS: Industrial Engineering MS: Criminal Justice Ph.D: Educational Leadership (Expected date of Graduation March 2013) Math 5-9 Middle Integrated 5-9 ESOL Endorsed	1	2.5	Math Coach, Sunrise Middle School 2011-2012 Grade: A Reading Mastery: % Math Mastery: % Writing Mastery: % Science Mastery: % Learning Gains Reading: % Learning Gains Math: % Lowest 25% Reading: % Lowest 25% Math: % AYP: Math Coach, Sunrise Middle School 2010-2011 Grade: A Reading Mastery: 67% Math Mastery: 68% Writing Mastery: 93% Science Mastery: 42% Learning Gains Reading: 65% Learning Gains Math: 73% Lowest 25% Reading: 58% Lowest 25% Math: 67% AYP: NO
						Science Teacher, 7th Grade New

Science	Audrey McFadden-Kineard	B.S. Psychology M.S. Educational Leadership Ed.D Educational Leadership (Expected date of Graduation April 2013) ESOL Endorsed Gifted Endorsed Middle Grades Science	1	1	Renaissance Middle School 2011-2012 Grade: A Reading Mastery: % Math Mastery: % Writing Mastery: % Science Mastery: % Learning Gains Reading: % Learning Gains Math: % Lowest 25% Reading: % Lowest 25% Math: % AYP: Science Teacher, 8th Grade New Renaissance Middle School 2010-2011 Grade: A Reading Mastery: 63% Math Mastery: 66% Writing Mastery: 93% Science Mastery: 39% Learning Gains Reading: 63% Learning Gains Math: 73% Lowest 25% Reading: 66% Lowest 25% Math: 74% AYP: Science Teacher, 8th Grade New Renaissance Middle School 2009-2010 Grade: A Reading Mastery: 69% Math Mastery: 63% Writing Mastery: 97% Science Mastery: 34% Learning Gains Reading: 69% Learning Gains Math: 67% Lowest 25% Reading: 68% Lowest 25% Math: 61% AYP: Science Teacher, 8th Grade New Renaissance Middle School 2008-2009 Grade: A Reading Mastery: 67% Math Mastery: 63% Writing Mastery: 98% Science Mastery: 36% Learning Gains Reading: 69% Learning Gains Math: 71% Lowest 25% Reading: 78% Lowest 25% Math: 69% AYP: Science Teacher, 8th Grade New Renaissance Middle School 2007-2008 Grade: A Reading Mastery: 62% Math Mastery: 61% Writing Mastery: 99% Science Mastery: 31% Learning Gains Reading: 69% Learning Gains Math: 72% Lowest 25% Reading: 72% Lowest 25% Math: 67% AYP: Science Department Chair and Science Teacher, 8th Grade New Renaissance Middle School 2006-2008 Grade: A Reading Mastery: % Math Mastery: % Writing Mastery: % Science Mastery: % Learning Gains Reading: % Learning Gains Math: % Lowest 25% Reading: % Lowest 25% Math: % AYP:

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. Partnering new teachers and teachers new to the school with experienced teachers	NESS Coordinator	Ongoing	

2	2. Partnering teachers who need additional support with experienced teachers	NESS Coordinator	Ongoing	
3	3. Regular meetings of new teachers with Principal and/or Assistant Principal	Principal	Ongoing	
4	4. NESS Induction and Orientation	NESS Coordinator	Ongoing	
5				

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	10.3%(4)	17.9%(7)	59.0%(23)	12.8%(5)	15.4%(6)	256.4%(100)	5.1%(2)	0.0%(0)	164.1%(64)

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
Latonya Cooper – Reading Coach	Demetra Smith	New to school and first year teacher	Daily to weekly assistance and support with daily school routines and procedures, best practices, lesson planning, classroom management, parent teacher conferences, Pinnacle, student report cards/progress reports, modeling, observations, feedback, school-wide expectations, etc.
Constance Campbell – 3rd Grade Teacher	Shaneka Walstine	New to school and first year teacher	Daily to weekly assistance and support with daily school routines and procedures, best practices, lesson planning, classroom management, parent teacher conferences, Pinnacle, student report cards/progress reports, modeling,

			observations, feedback, school-wide expectations, etc.
Marie Rho – 3rd Grade Team Leader	Helen Kassim	New to school and first year teacher	Daily to weekly assistance and support with daily school routines and procedures, best practices, lesson planning, classroom management, parent teacher conferences, Pinnacle, student report cards/progress reports, modeling, observations, feedback, school-wide expectations, etc.
Natalie Armbrister – 2nd Grade Teacher	Kaisha Knight	New to school	Daily to weekly assistance and support with daily school routines and procedures, best practices, lesson planning, classroom management, parent teacher conferences, Pinnacle, student report cards/progress reports, modeling, observations, feedback, school-wide expectations, etc.
Latosha West-Graves – 5th Grade Teacher	Rebecca Demas	New to school	Daily to weekly assistance and support with daily school routines and procedures, best practices, lesson planning, classroom management, parent teacher conferences,Pinnacle, student report cards/progress reports, modeling, observations, feedback, school-wide expectations, etc.
Tikilah Shropshire – 3rd Grade Teacher Christi Grant – 3rd Grade Teacher Vicki Eck	Schqueena Similien Jahneka Cole TBD	New to school New to school and first year teacher TBD	Daily to weekly assistance and support with daily school routines and procedures, best practices, lesson planning, classroom management, parent teacher conferences, Pinnacle, student report cards/progress reports, modeling, observations, feedback, school-wide expectations, etc. TBD

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

These additional funds provide salaries for teachers to work with low performing students. Parental activities such as reading/writing and math/science night are scheduled to provide parents with strategies to improve their child's academic

performance. Staff development funds are also provided.

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Not applicable

Title III

Not applicable

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The total allotment is approximately $10,000. This will be used to provide after-school tutorials for at risk students, and to purchase additional instructional materials.

Violence Prevention Programs

Not applicable

Nutrition Programs

Not applicable

Housing Programs

Not applicable

Head Start

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the 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 Lauderdale Manors Elementary School, we will be providing our parents with the following Parent Activity Workshops: How to Help Your Child do well in School (Fall 2012); Effective Parenting Techniques (Winter 2012); CPR (Spring 2013); and Transition from Head Start to Kindergarten (May 2013).

Adult Education

Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

Other

Not applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
Coordinator/Guidance Counselor: Myralynn Tutwiler
Administrator: Donna McCann (Principal) or Tangela L. Williams-Daniel (Assistant Principal)
Exceptional Student Education (ESE) Specialist: Nancy Hogen
Reading Coach: Latonya Cooper
Math Coach: Pierre Christian
Science Coach: Audrey McFadden-Kineard
School Psychologist: Susan Flax
School-Based Mental Health (SBMH) Team Case Manager: Jillian Batson
Social Worker: Jerome Corley
Community Liaison: Dawn Yates
ESE Teacher: Gisele Granger
General Education Teachers: various primary and intermediate teachers per individual student input requirements

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

The MTSS Leadership Team will focus on providing strategies to deliver high quality instruction and interventions based on students' needs in order to increase student achievement
and reduce behavior problems. The roles and responsibilities of the MTSS Leadership Team are as follows:
Coordinator of the School Based MTSS Leadership Team (Guidance Counselor: Myralynn Tutwiler). The coordinator schedules the MTSS meetings, facilitates the meetings, monitors
interventions and strategies to be implemented, as well as maintains accurate and complete records for each meeting.
Principal and/or Assistant Principal (Donna McCann and Tangela L. Williams-Daniel): Provides a common vision for the use of data-based decision making, ensures that the schoolbased
team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate
professional development to support MTSS implementation.
Exceptional Special Education (ESE) Specialist (Nancy Hogen): Participates in student data collection, ensures the integration of core instructional activities/materials into Tier 3
instruction, and supports the ESE and general education teachers.
Curriculum Coaches (Latonya Cooper-Reading Coach, Pierre Christian-Math Coach, and Science Coach-Audrey McFadden-Kineard): Provides guidance on K-12 reading,
mathematics, and science plans, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers
regarding data based instructional planning, supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist (Susan Flax): Participates in the collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention
fidelity and documentation, provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and
program evaluation, facilitates data-based decision making activities.
Social Worker (Jerome Corley): Provides interventions, links child-serving and community agencies to the schools and families, and visits homes to support the child's academic,
emotional, behavioral, and social success.
General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention,
collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instructions with Tier 2/3 activities.
Community Liaison (Dawn Yates): Consults and cooperates with the MTSS team in providing support services to parents, visits students' home to explain concerns to parents, learns of any home problems that may have a bearing on student accomplishments in school, provides data, and discourages absenteeism.
The team meets twice a month to engage in the following activities:
1. Make decisions about the effectiveness of general, remedial, and special education instruction/interventions as it pertains specifically to the student being discussed. Interventions and
instruction at all tier levels are discussed.

2. Providing evidence-based interventions (Tier 1, 2, and 3) and adjusting the intensity and nature of those interventions depending on a student's responsiveness
3. Monitoring student achievement progress at the Tier 1 level using a GoogleDocs database maintained by the assistant principal. This data is routinely inspected in the areas of
reading, math, writing, science, and behavior as evidenced by the academic data chats between administration and teachers.
4. Data presented at MTSS are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students.
5. The available data is also used to screen for at-risk students who may be in need of Tier 2 and 3 interventions. The team makes recommendations on how to best proceed with
interventions at these tiers. The source of data for interventions at this level will include the Intervention Records, as well as progress monitoring graphs that are generated for each
individual student.
6. Members of the MTSS Team will also serve as case managers for specific teachers to guide and support them through the process to ascertain that the teacher is implementing the
recommended strategies and interventions with fidelity.

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

The MTSS Leadership Team collaborated with teachers twice a month and the School Advisory Council (SAC) monthly to develop the SIP goals, objectives, and MTSS components.
The school-based MTSS Leadership Team will assist in monitoring the SIP throughout the school year and provide ongoing feedback on the effectiveness of the plan.

MTSS Implementation

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

Baseline data: Diagnostic Reading Assessment (DRA) managed on in-house database; Florida Assessments for Instruction in Reading (FAIR) for all grade levels K-5; standard kindergarten assessments managed on in-house database; baseline writing assessments managed on in-house database; GO MATH! Prerequisite and Beginning of Year Tests managed on in-house database; Broward Assessment Test (BAT) 1 for reading, math, and science; Florida Comprehensive Assessment Test (FCAT); Data Warehouse reports on previous school year data relevant to behavior Progress Monitoring: PMRN; Mini-BAT Assessments for reading and science; GO MATH Mini Assessments; FCAT Simulation; GO MATH Big Ideas Assessments managed on Virtual Counselor; Discipline Management System Midyear: Diagnostic Reading Assessment (DRA) managed on in-house database; Broward Assessment Test (BAT) 2 for reading, math, and science; Florida Assessments for Instruction in Reading (FAIR) for all grade levels K-5; kindergarten assessments managed on in-house database;
mid-year writing assessment managed on in-house database; Diagnostic Assessment for Reading (DAR); Data Warehouse reports on behavior
End of year: Diagnostic Reading Assessment (DRA) managed on in-house database; kindergarten assessments managed on in-house database;
end of year writing assessment managed on in-house database; Florida Assessments for Instruction in Reading (FAIR) for all grade levels K-5,
FCAT
Frequency of Data Days: once a month for data analysis; weekly with team members

Describe the plan to train staff on MTSS.

The MTSS Leadership Team will provide staff development during the August 2012 pre-planning meeting with all staff to cover the MTSS process, as well as the forms and data sources teachers are to use for the MTSS process. Professional development will be provided during teachers' common planning time (as well as weekly team meetings) and differentiated small group sessions will occur throughout the year based on needs.
The MTSS Leadership Team will provide ongoing support for struggling teachers; facilitated by the guidance counselor.

Describe the plan to support MTSS.

The MTSS will be supported by administration ensuring that researched-based intervention programs are implemented with rigor and fidelity to the program on a consistent basis. MTSS meeting will be scheduled twice a month to follow up with teachers in regards to the progress of the student's intervention, the student's parent will be made aware of their child's academic performance and data will be review, disaggregated, analyzed and recorded by all stakeholders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrator: Donna McCann (Principal) or Tangela L. Williams-Daniel (Assistant Principal)
Exceptional Student Education (ESE) Specialist: Nancy Hogen
Reading Coach: Latonya Cooper
Math Coach: Pierre Christian
Science Coach: Audrey McFadden-Kineard
General Education Teachers: Beverly Wimberly (1st); Audrey Smith (2nd); Krishna Boodhoo (4th); Angela Landers/Francis Cubero
(Kindergarten); Johnnye Bell (PK); Paula Fijalkowski (5th); and Marie Rho (3rd)
ELL Representative: Latonya Cooper
Speech and Language Pathologist: Caroline Nguyen

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

The school-based Literacy Leadership Team (LLT) functions as a vehicle to focus on the literacy goals and initiatives of Lauderdale Manors Elementary. The Literacy Leadership Team meets monthly to address literacy needs based on specific agenda items.
The reading coach (Latonya Cooper), math coach (Pierre Christian) and science coach (Audrey McFadden-Kineard) will provide guidance and direction to the team based upon their curriculum knowledge and proven research practices. Grade level representatives will provide the same to their respective teams. The LLT will discuss and develop specific staff development to help teachers meet our literacy goals for the year.
The mission/goals of the LLT for the next year are as follows: developing model/demonstration classrooms; disaggregating data to analyze the effectiveness of instruction and the resources available to meet student learning, intervention, and enrichment needs; monitoring and supporting the implementation of the Comprehensive Core Reading Program; and to provide supplemental and intervention programs.

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

The major initiative of the LLT this school year will be to differentiate instruction based on the needs of our students. To accomplish this, we will first pull all student data and disaggregate it with fidelity. After taking a close look at the data, we will place it in order from each student's weakness to strength. The team will then create an additional, school specific Instructional Focus Calendar relating to the Next Generation Sunshine State Standards.
The Literacy Leadership Team will identify and develop model/demonstration classrooms and provide learning opportunities for staff to observe those classrooms. This will allow for the exchange of best practices within and across grade levels. Further, the LLT will use data to analyze the effectiveness of instruction and redesign, as well as differentiate curriculum to meet the needs of students at various levels (intervention, on grade level, and enrichment). By implementing these things with fidelity, student achievement and accountability will increase as there will be earlier identification of students in need of services, as well as teachers in need of assistance.
The LLT will also take on the role of monitoring and supporting the implementation of the Comprehensive Core Reading Program, as well as supplemental and intervention programs. They will ensure that grade level teams are implementing scientifically based reading instructional programs and strategies with fidelity, as well as redesigning lessons to meet student learning needs and providing intervention as needed. Finally, the LLT will lead Professional Learning Communities focused on researched based literacy initiatives.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The Head Start Parent Educator will facilitate a Kindergarten Orientation in May 2013 to help Head Start parents transition their children from preschool to kindergarten. Parents of other preschool students will be invited to attend the Kindergarten Orientation as well.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not applicable

*High Schools Only

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

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

Not applicable

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

Not applicable

Postsecondary Transition

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

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

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT Reading Assessment data 19% of 223 (43) students scored at a level 3 on the 2012 Reading FCAT 2012.	Given instruction based on the Next Generation Sunshine State Standards 36% of 283 (102) students will score a level 3 on the 2013 Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accessibility to technology is limited	Developing a technology monitoring plan to ensure the overall management of computer usage and technology programs	Reading Coach and Administration	Review student performance data on effective technology programs to ensure students are achieving and completing the assigned tasks and following their proposed learning paths	Weekly data reports from the researched-based technology programs will be downloaded by the classroom teacher for review and student conferencing, as well as submitted to administration on a biweekly basis. Data Chats Improvement on BAT assessments, Treasure's assessments, Checkpoint assessments and Reading mini- BAT assessments.
2	Limited funding and resources for technology	Locate and apply for grants to increase the number of student computers and technology resources on hand	Reading Coach and Administration	Review of the available grants compared to the actual grants applied for	Number of grants awarded
	Limited academic vocabulary	Implementation with fidelity: • Teachers will utilize the Frayer model during whole group and small group instruction, as well as in centers. • Teachers will provide additional practice outside of the core reading program (ex. tally vocabulary words as used throughout the day)	Reading Coach and Administration	• Utilize tally marks to indicate appropriate usage of vocabulary words daily • Grade level team meetings weekly. • Reading teachers will participate in data chat meetings bi-weekly with administration and support staff. • Generate and evaluate FCAT Explorer and Destination Reading/Riverdeep	• Mini Benchmark Assessments • Benchmark Assessment Tests/BAT • Instructional software reports • FAIR Testing • Checkpoint Assessments/FCAT Test Maker

3		• Teachers will provide daily modeling and guided practice of targeted vocabulary strategies from the core reading program. • Interactive Word/Vocabulary walls will be used with graphic organizers such as four square and webs to reinforce vocabulary skills • Teachers will provide vocabulary centers in, which students will work with flashcards to create stories or review Words. • Teachers will provide engaging activities in a game format such as flipcharts, crossword puzzles, and concentration cards to reinforce vocabulary • Teachers will work to develop students' capacity for critical thinking and problem solving skills, as well as cognitive complexity challenges through higher order questioning.		Reports bi-weekly • Classroom Walkthroughs daily/weekly • Teacher/ student lead Data chats	

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) need to be provided with opportunities for enrichment to further solidify their skill sets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011-2012 FCAT Reading Assessment data 15% of 251 (37) students scored at a level 4 or 5 on the 2012 Reading FCAT 2.0.	Given instruction based on the Next Generation Sunshine State Standards 18% of 283 (51) students will score at a level 4 or 5 on the 2013 Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of critical thinking and problem solving skills	Continuation of Principal's Book Club for grades 4 and 5 and implementation in grade 3 Book Buddies will provide students with opportunities to engage in rich peer discussion, logical reasoning and problem solving situations with administration as the facilitator. Conduct a Lesson Study	Principal Reading Coach, Administration, and Grade Level Reading Teachers	Project Based Learning will allow students the opportunity to demonstrate and present authentic student projects that exhibit and showcase understanding of problem solving, logical reasoning and critical thinking skills. Increased student achievement on reading assessments	DRA BAT Assessments, Checkpoint Assessments, and End of Unit Assessments
2	Accessibility to technology is limited	Developing a technology monitoring plan to ensure the overall management of computer usage and technology	Reading Coach and Administration	Review student performance data on effective technology programs to ensure students are achieving and completing the assigned tasks and following their proposed learning paths.	Weekly data reports from the researched-based technology programs will be downloaded by the classroom teacher for review and student conferencing, as well as submitted to administration on a biweekly basis. Data Chats Improvement on BAT assessments, Treasure's assessments, Checkpoint assessments and Reading mini- BAT assessments.
3	Limited funding and resources for technology	Locate and apply for grants to increase the number of student computers and technology resources on hand	Reading Coach and Administration	Review of the available grants compared to the actual grants applied for resources for	Number of grants awarded

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

Problem-Solving Process to Increase Student Achievement

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

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:	Reading proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT Reading Assessment data 70% (107) of 151 students in grades 4 and 5 made learning gains in reading on the 2012 FCAT Reading 2.0.	Given instruction based on the Next Generation Sunshine State Standards73% (141) of the 193 students in grades 4 and 5 will show learning gains in reading on the 2013 FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a daily double dose of reading/intervention instruction to supplement their core-reading program, while reading coach can only support intervention students approximately twice a week due to the amount of intervention students.	Provide additional intensive reading instruction in small groups for the lowest 30th percentile students on a daily basis using a scientific researched-based supplemental reading program. Book Buddies Differentiation of classroom instruction via MTSS/Rti to meet student needs	Reading Coach and Administration	Review student performance data on an Informal Reading Inventory on a monthly basis and classroom walkthroughs	Student growth on informal Reading Inventory on a monthly basis Data Chats
2	Students need exposure to a variety of methods to grasp reading skills	Utilize FCAT Explorer, FCAT Camp (Destination Reading), and Compass Learning Odyssey 2-3 times per week to reinforce reading skills	Reading Coach and Grade Level Reading Teachers	Review student performance data on FCAT Explorer and Compass Odyssey reports to ensure students are completing assigned tasks and following learning paths	Improvement on the bi-weekly reading mini-BAT and end of unit assessments
3	Students need exposure to a variety of methods to actively engage in reading.	Utilization of technology programs will provide a direct path that is specific to the student's current level of achievement, and tutorials/camps will provide students with effective reading strategies for comprehension of literary selections, via graphic organizers and visual aids to reinforce reading comprehension skills.	Reading Coach and Administration	Review student performance data weekly on technology program reports, tutorial/camp assessment data, biweekly checkpoint assessment data and classroom walkthroughs	Student growth on technology program reports, end of unit assessments and biweekly checkpoint assessment data Data Chats
	Accessibility to technology is limited	Developing a technology monitoring plan to ensure the overall management	Reading Coach and Administration	Review student performance data on effective technology	Weekly data reports from the researched-based

4		of computer usage and technology		programs to make sound instructional decisions, drive instruction, and ensure that students are achieving and completing the assigned tasks and following their proposed learning paths to maximize instruction and increase student achievement.	technology programs will be downloaded by the classroom teacher for review and student conferencing, as well as submitted to administration on a biweekly basis. Data Chats Improvement on BAT assessments, Treasure's assessments, Checkpoint assessments and Reading mini-BAT 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:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

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

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:	Reading proficiency is fundamental to student academic achievement. By showing learning gains, students will demonstrate increased improvement in reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT Reading data 73% (30) of the students in the lowest 25 percentile in grades 4 and 5 made learning gains in reading.	Given instruction based on the NGSSS, it is expected that 76% (31) of the students in lowest 25 percentile in grades 4 and 5 will show learning gains on the 2013 FCAT 2.0 reading assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited access to	Reading "Make and Take"	Reading Coach and	Classroom walkthroughs	Pre and Post

1	independent reading reinforcement for practice.	Night where parents will be given suggestions to work collaboratively with their children while completing their homework assignments.	Literacy Leadership Team	to monitor independent reading	Survey among teachers on student participation in homework Pre and Post Parent Survey Review of the parents survey
2	Teachers require a variety of methods to deliver instruction in a non-traditional manner	Utilize high interest, realistic examples and scenarios during reading, as well as FCAT Explorer and Compass Learning Odyssey 2 to 3 times per week to reinforce reading academic skills	Reading Coach and Administration	Classroom Walkthroughs, data chats with students and teachers, technology reports from computer programs	Improvement on the bi-weekly reading assessments, mini-BAT reading assessments and end of unit assessments
3	Students need a daily double dose of reading/interve ntion instruction to supplement their core- reading program.	Provide daily push-in services in small groups for the lowest quartile students using resources from Triumphs and additional scientific researched based reading programs.	Administration and Reading Coach	Classroom Walkthroughs, data chats and student performance data from Triumphs and researched based reading programs.	Improvement on the bi-weekly reading assessments, mini-BAT reading assessments and end of unit assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Based on the 2011-2012 AMO reading targets, Lauderdale Manors Elementary met and achieved its Target AMO Reading goal of 31% reading proficiency by 6 percentage points from the previous school year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31%	38%	44%	50%	56%	

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:	Reading proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 201-2012 FCAT Reading data 31% of Black Students did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment Black: 31% (67) of 217 students and 75% of Hispanic Students did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment. Hispanic: 75% (3) of 4 students	Given instruction on the Next Generation Sunshine State Standards, 26% (56) Black students will make satisfactory progress on the 2012-2013 FCAT reading assessment as compared to 31% (67) Black students that did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment. Black: 26% (56) of 217 students and 50% (2) Hispanic students will make satisfactory progress on the 2012-2013 FCAT reading assessment as compared to 75% (3) Hispanic students that did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment. Hispanic: 50% (2) of 4 students

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	White: N/A Black: 31% Hispanic: 75% Asian: N/A American Indian: N/A Students need ongoing reinforcement and strategies to aid in reading comprehension	Provide researched based strategies via the supplemental reading program Super QAR to assist Black students with reading concepts and provide Hispanic students with researched based strategies (Newcomer Kit)to assist ELL students with reading concepts	Reading Coach, Administration and ELL Contact	Review student performance data on mini-BAT assessments and end of unit assessments.	Improvement on the bi-weekly reading mini-BAT and end of unit 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:	Reading proficiency is fundamental to student academic achievement. By showing learning gains, students will demonstrate increased proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT Reading data 39% (9) of 23 ELL students in grades 3-5 did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment	Given instruction based on the Next Generation Sunshine State Standards, 64% (15) of 23 ELL students in grades 3-5 will make satisfactory progress in reading on the 2012-2013 FCAT reading assessment as compared to 39% (9) of ELL students that did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need strategies to assist in reading comprehension.	Provide research based strategies (Newcomer Kit) to assist ELL students with reading concepts.	Reading Coach, ELL contact and Administration	Review student performance data on mini-BAT assessments and end of unit assessments	Improvement on the bi-weekly reading mini-BAT and end of unit assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reading proficiency is fundamental to student achievement. By showing learning gains, students will demonstrate increased proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT reading data, 15% (4) of 27 students with disabilities (SWD) in grades 3-5 did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment.	Given instruction based on the Next Generation Sunshine State Standards, 88% (24) of 27 students with disabilities (SWD) in grades 3-5 will make satisfactory progress in reading on the 2012-2013 FCAT reading assessment as compared to 15% (4) students with disabilities (SWD) that did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional reinforcement in reading comprehension	Utilization of researched based reading programs (i.e. Wilson Reading, Fundations, and Phonics for Reading) to provide strategies to assist SWD with reading concepts.	Reading Coach, Administration and ESE Specialist	Review student performance data on mini-BAT assessments and end of unit assessments.	Improvement on the bi-weekly reading mini-BAT and end of unit assessments.
2	Students may be provided with a one size fits all approach to reading	Teacher will differentiate instruction based on classroom data from diagnostic assessments using the specific information to drive instruction	Reading Coach, ESE Specialist and Administration	Increased student performance on assessments and classroom observations	Improvement on the bi-weekly reading mini-BAT, end of unit assessments and classroom walkthrough data
3	Students with disabilities may have difficulty with grade level assignments	Teachers will provide accommodations and modifications for students with disabilities according to the student's Individualized Educational Plan (IEP)	ESE Specialist and Administration	Increased student performance on core program assessments	Improvements on the bi-weekly reading mini-BAT, end of unit assessments and classroom walkthrough data.

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:	Reading proficiency is fundamental to student academic achievement. By showing learning gains, students will demonstrate increased improvement in reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT Reading data, 32% (70) of 222 of our Economically Disadvantaged students in grades 3-5 did not make satisfactory reading progress on the 2011-2012 FCAT reading assessment.	Given instruction based on the Next Generation Sunshine State Standards, 27% (59) of 222 of our Economically Disadvantaged students in grades 3-5 will make satisfactory progress in reading on the 2012-2013 FCAT reading assessment in comparison to 32% (70) of Economically Disadvantage students that did not make satisfactory progress in reading on the 2011-2012 FCAT reading assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional reinforcement in reading comprehension	Provide strategies to assist our Economically Disadvantaged students with reading concepts	Reading Coach and Administration	Review student performance data on mini-BAT assessments and end of unit assessments	Improvement on the bi-weekly reading mini-BAT and end of unit assessment
2					

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
DRA Primary	K-2	Instructional Coaches	Classroom Teachers	August 14, 2012	Ongoing Student Assessment Samples	Reading Coach
DRA Intermediate	3-5	Instructional Coaches	Classroom Teachers	August 14, 2012	Classroom Walkthroughs and Student Work Samples	Reading Coach
Informational Text	K-5	Instructional Coaches	Classroom Teachers	December 17, 2012	Classroom Walkthroughs, DRA and Student Work Samples	Reading Coach
Literary Analysis	K-5	Instructional Coaches	Classroom Teachers	September 24, 2012	Classroom Walkthroughs, BAT 2 and Student Work Samples	Reading Coach
Reading Application and Critical Thinking	K-5	Instructional Coaches	Classroom Teachers	October 26, 2012	Classroom Wakthroughs, DRA and Student Work Samples	Reading Coach
Vocabulary	K-5	Instructional Coaches	Classroom Teachers	March 11, 2013	Classroom Walkthroughs, DRA, Student Work Samples, Mock FCAT Assessment	Reading Coach
Project Based Learning & Text Complexity	K-5	Instructional Coaches	Classroom Teachers	September 27, 2012	Classroom Walkthroughs and student work samples	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Diagnostic Testing Materials for the MTSS process	DRA/DAR Kits	General Budget	$2,100.00
Accelerated Reader Program	Accelerated Reader Renewal	General Budget	$3,000.00
			Subtotal: $5,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing literacy development through collaboration of ideas, strategies, and lessons learned	Professional Learning Communities	Title I	$2,000.00
Preparing students for FCAT through practice and preparation	Stipends for after school camp teachers	Supplemental Academic Instruction Funds	$3,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,100.00

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:	Given instruction based on the Comprehensive English Learning Assessment (CELLA) 20% of 45 (9) students will achieve a level of proficiency in listening and speaking on the 2013 Comprehensive English Learning Assessment (CELLA).
2012 Current Percent of Students Proficient in listening/speaking:	
Based on the 2011-2012 Comprehensive English Language Learning (CELLA) 13% of 45 (6) students scored a level of proficiency on the listening and speaking Comprehensive English Language Learning Assessment 2012..	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Creole speaking non-instructional and instructional staff members on each grade level	Provide students with varied opportunities to communicate with Creole/English speaking peers/instructional and non-instructional staff members.	Reading Coach/ESOL Contact, Administration, and Classroom Teacher	Teacher observation, self-assessment, peer assessment and portfolios.	Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in Spring 2013

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:	Given instruction based on the Comprehensive English Learning Assessment (CELLA) 5% of 45 (2) students will achieve a level of proficiency in reading on the 2013 Comprehensive English Learning Assessment (CELLA).
2012 Current Percent of Students Proficient in reading:	
Based on the 2011- 2012 Comprehensive English Language Learning (CELLA) 0.1% of 45 (4) students scored a level of proficiency on the reading Comprehensive English Language Learning Assessment 2012.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of pull-outs/push-ins time with the reading coach	Provide students with varied opportunities to participate with the pull-outs/push-ins program with the reading coach	Reading Coach/ESOL Contact	Teacher observation, intervention assessment, and classroom portfolios.	Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Given instruction based on the Comprehensive English Learning Assessment (CELLA) 5% of 45 (2) students will achieve a level of proficiency in writing on the 2013 Comprehensive English Learning Assessment (CELLA).
2012 Current Percent of Students Proficient in writing:	
Based on the 2011- 2012 Comprehensive English Language Learning (CELLA) 0.1% of 45 (4) students scored a level of proficiency on the writing Comprehensive English Language Learning Assessment 2012.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of written work and visual aids displayed across the classroom.	Labeling items and showing students visual aids related to words in the classroom will assist the ELL students in the identification of items and in relating them to written words.	Reading Coach/ESOL Contact Administration Classroom Teacher	Classroom walkthrough performed by administration	Idea Proficiency Test (IPT) Ballard & Tighe - Language Assessment & Comprehensive English Language Learning (CELLA) administered by the ESOL contact in the Spring of 2013

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 Math FCAT Assessment data, 21% (48) of 224 students in grades 3-5 scored a level 3 on the 2012 Math FCAT 2.0.	Given instruction based on the Next Generation Sunshine State Standards, 38% (108) of 283 students in grades 3-5 will score a level 3 on the 2013 Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty comprehending and utilizing math vocabulary.	Utilization of an interactive math word bank (including visual representations, graphic organizers) within the classroom to refer to vocabulary in the lesson,as well as word problems. Implementation of daily oral discussion to allow students the opportunity to use the math vocabulary to explain their problem and thought processes. Teachers will work to develop students' capacity for critical thinking and problem solving skills, as well as cognitive complexity challenges through higher order questioning.	Math Coach and Administration	Classroom Walkthroughs Math Journals Review of Math Journals	Big Idea Assessments Chapter Tests Checkpoint Assessments Beep math mini assessments Data Chats
2	Students struggle with vocabulary and reading comprehension skills	Implementation of daily oral discussion to allow students the opportunity to use the math vocabulary to explain their problem and thought processes.	Math Coach	Weekly Classroom walkthroughs will be conducted to monitor whole group, differentiated instruction, and classroom environment. Students will bring their math journals to small group for teacher feedback and discussion. Feedback forms will be completed and provided to teachers for review. Additional assistance will be provided in any areas of concern.	* Math Journals
	Students have difficulty learning and	Utilization of manipulatives Weekly math	Administration and Math Coach	Classroom Walkthroughs Teacher Observations Teacher made	Chapter Tests Big Idea Assessments

3	maintaining their basic math skills.	competitions (individuals classes and grade level challenges) Weekly Arithmetic drills and math games		assessments Math Centers Student conferences	Checkpoint Assessments Beep math mini-assessments Data Chats

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

Problem-Solving Process to Increase Student Achievement

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

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:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 Math FCAT Assessment data, 11% (24) of 224 students in grades 3-5 scored a level 4 or 5 on the 2012 Math FCAT 2.0.	Given instruction based on the Next Generation Sunshine State Standards 14% (40) of 283 students in grades 3-5 will score a level 4 or 5 on the 2013 Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for math enrichment	Implementation of math games and school wide math competitions. Utilization of math centers that are data driven and specific to student needs	Administration and Math Coach	Teacher Observations Classroom Walkthroughs Math Centers Teacher Made Assessments Student Conferences	Chapter Tests Big Idea Assessments Checkpoint Assessments Beep math mini-assessments Data chats
2	Level of moderate and high complexity of math problems pose a challenge	Implementation of Project Based Learning Math Games Math Competitions Provide multiple opportunities during the math block for ample and ongoing practice of moderate and high	Administration and Math Coach	Teacher Observations Classroom Walkthroughs Math Centers Teacher Made Assessments Student Conferences	Student Projects Rubrics Chapter Tests Big Idea Assessments Checkpoint Assessments Beep math mini assessments

		complexity word problems, as well as student responses to higher order thinking questions.			Data Chats
3					

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

Problem-Solving Process to Increase Student Achievement

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

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:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 Math FCAT Assessment data, 59% (89) of 151 students in grades 4 and 5 earned learning gains in math on the 2012 Math FCAT 2.0	Given instruction based on the Next Generation Sunshine State Standards 62% (123) of the 198 students in grades 4 and 5 will show learning gains in math on the 2013 FCAT Math 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of math comprehension and math vocabulary skills	Utilization of an interactive math word bank (including visual representations, graphic organizers) within the classroom to refer to vocabulary in the lesson, as well as word problems. Implementation of daily oral discussion to allow students the opportunity to use the math	Administration, Math Coach and Grade Level Math Teachers	Classroom Walkthroughs Math Journals Increased student achievement on math assessments	Review of Math Journals Big Idea Assessments Chapter Tests Checkpoint Assessments Beep math mini assessments Data Chats

		vocabulary to explain their problem and thought processes. Conduct a Lesson Study			
2	Lack of math computation fluency skills and use of manipulatives when introducing math concepts	Weekly math competitions (individuals classes and grade level challenges) Weekly Arithmetic drills and math games	Administration and Math Coach	Classroom Walkthroughs Teacher Observations Teacher made assessments Math Centers Student conferences Math Journals	Chapter Tests Big Idea Assessments Checkpoint Assessments Beep math mini assessments Math Journals Data Chats
3	Students need to be given opportunities to utilize computer-based independent learning systems (ILS) to reinforce their math knowledge.	Developing a technology usage and monitoring plan to ensure the overall management of computer usage and technology	Math Coach and Administration	Review student performance data on effective technology programs to ensure students are achieving and completing the assigned tasks and following their proposed learning paths. Weekly data reports from the researched-based technology programs will be downloaded by the classroom teacher for review and student conferencing, as well as submitted to administration on a biweekly basis. Data Chats	Independent Learning Systems (ILS) Report
4	Students need a daily double dose of math/intervention instruction to supplement their core-math program	Provide additional intensive math instruction in small groups for the lowest 30th percentile students on a daily basis using a scientific researched-based supplemental math program.	Math Coach and Administration	Review student performance data on math technology programs on a monthly basis, math-mini assessments, Big Idea Assessments, monthly data chats and classroom walkthroughs	Student growth/improvement on the math technology programs/independent learning systems (ILS), Big Idea Assessments, Chapter Assessments, math-mini assessments, and data chats on a monthly basis
5					

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

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

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:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT data, 69% of students in the lowest 25 percentile in grades 4 and 5 made learning gains in math on the 2012 FCAT 2.0 math assessment	Given instruction in the NGSSS, it is expected that 72% of the students in the lowest 25 percentile in grades 4 and 5 will make learning gains in math on the 2013 FCAT 2.0 math assessment in comparison to the 31% of students in the lowest 25 percentile in grades 4 and 5 that did not make learning gains in math on the 2011-2012 math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with vocabulary and reading comprehension skills	Teachers will post an interactive math word band (including visuals) in their classrooms and refer to vocabulary in their lessons. Additionally, they will provide daily practice	Math Coach and Administration	Classroom Walkthroughs will be conducted weekly with a focus on student generated word banks and whole group instruction. Feedback forms will be conducted and given to teachers	BEEP math mini assessments, Big Idea assessments, Chapter Test and math journals
2	Teacher utilization of manipulatives to introduce math concepts and requiring students to maintain math journals, which include a table of contents and a rubric.	Students will experience the learning process initially with concrete strategies, then Move into pictorial, and finally into the abstract concepts to reinforce math skills and deepen content knowledge and understanding.	Math Coach and Administration	Weekly classroom walkthroughs will be conducted to monitor instructional methods. Feedback will be provided to teachers for implementation. Additional assistance will be provided for areas of concern.	BEEP math mini assessments, Big Idea assessments, Chapter Test and math journals
3	Students need a double dose of math instruction to supplement their core math instruction	Identify and provide students that did not make learning gains with pull out tutorials (on a daily basis) utilizing math technology programs (i.e. Soar to Success) and math resource materials provided through GO Math (i.e. Reteach Book, Strategic Intervention and	Math Coach and Administration	Review student achievement data on Go Math mini assessments, Big Idea assessments and unit assessments. Monthly data chats with administration will be conducted to discuss intervention groups including remediation and learning gains.	BEEP math mini assessments, Big Idea assessments and Chapter Tests

		Intensive Instervevention)			
4					

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # 5A : Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32%	40%	46%	52%	58%	

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:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT math data 32% (69) of 218 Black students in grades 3-5 did not make satisfactory progress in mathematics and 75% (3) of 4 Hispanic students in grades 3-5 did not make satisfactory progress in mathematics on the 2011-2012 FCAT math assessment.	Given instruction based on the New Generation Sunshine State Standards, 29% (63) of 218 Black students in grades 3-5 will make satisfactory progress in mathematics on the 2012-2013 math FCAT assessment in comparison to 32% (69) Black students who did not make satisfactory progress on the 2011-2012 math assessment and 50% (2) of 4 Hispanic students in grades 3-5 will make satisfactory progress in mathematics on the 2012-2013 FCAT math assessment in comparison to 25% (1) Hispanic student that did not make satisfactory progress on the 2011-2012 math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: 32% Hispanic: 75% Asian: N/A American Indian: N/A Students struggle with vocabulary, computation and comprehension skills	Teachers will post an interactive math word bank (including visuals) in their classrooms and refer to vocabulary during lesson. Additionally, teachers will provide daily practice with word problems and graphic organizers for vocabulary development.	Math Coach and Administration	Weekly classroom walkthroughs will be conducted to monitor the instructional math block. Feedback will be provided to teachers for implementation and additional assistance will be provided in areas of concern.	BEEP math mini assessments, Big Idea assessments, chapter tests and math journals.
2	The Next Generation Sunshine State Standards incorporate an increased level of rigor and higher expectations for	Teachers will incorporate targeted small group instruction for reteach of daily lessons and will provide enrichment/rigor center activities when	Math Coach and Administration	Weekly classroom walkthroughs will be conducted to monitor rigor in centers and small group	BEEP math mini assessments, Big Idea assessments, Chapter tests and checkpoint

	student achievement.	appropriate.		instruction. Students will utilize journals in small group instruction to obtain feedback.	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:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT math data 32% (69) of 218 Black students in grades 3-5 did not make satisfactory progress in mathematics and 75% (3) of 4 Hispanic students in grades 3-5 did not make satisfactory progress in mathematics on the 2011-2012 FCAT math assessment.	Given instruction based on the New Generation Sunshine State Standards, 29% (63) of 218 Black students in grades 3-5 will make satisfactory progress in mathematics on the 2012-2013 math FCAT assessment in comparison to 32% (69) Black students who did not make satisfactory progress on the 2011-2012 math assessment and 50% (2) of 4 Hispanic students in grades 3-5 will make satisfactory progress in mathematics on the 2012-2013 FCAT math assessment in comparison to 25% (1) Hispanic student that did not make satisfactory progress on the 2011-2012 math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need strategies to assist in math vocabulary, math problem solving skills and math word problems.	Provide additional practice via Go Math Intervention resources, technology resources and Reteach materials to assist ELL students with math concepts	Math Coach and Administration	Improvement on the BEEP math mini assessments, Big Idea assessments, Chapter tests, and checkpoint assessments Classroom Walkthroughs, Review student performance data on mini-BAT assessments, chapter test, Big Idea assessments and checkpoint assessments	Go Math Chapter Test, Benchmark Assessments, Big Ideas Assessments, BAT Assessments and Checkpoint Assessments
2					
3					
4					

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:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011-2012 FCAT Math data, 11% (3) of 27 students with disabilities (SWD) in grades 3-5 did not make satisfactory progress in mathematics on the 2011-2012 FCAT math assessment.	Given instruction on the Next Generation Sunshine State Standards, 8% (2) of 27 students with disabilities (SWD) in grades 3-5 will make satisfactory progress in mathematics on the 2012-2013 FCAT math assessment in comparison to 11% (3) students with disabilities (SWD) in grades 3-5 that did not make satisfactory progress in mathematics on the 2011-2012 FCAT math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with math vocabulary, math word problems and math problem solving skills.	Teachers will post an interactive math word bank (including visuals) in their classrooms and refer to vocabulary in their lessons. Additionally, teachers will provide daily practice Differentiation of classroom instruction via MTSS/Rti to meet student needs	Math Coach and Administration	Improvement on the math mini-assessments and Big Ideas assessments in the Go Math series. Classroom Walkthroughs	Go Math Chapter Test, Benchmark Assessments, Big Ideas Assessments, BAT Assessments and Checkpoint Assessments
2	Lack of access to technology to provide additional reinforcement of math concepts	Teachers will utilize FCAT Explorer, Compass Learning Odyssey, Soar to Success and Destination Math two or three times a week to reinforce math concepts and skills as a means of providing differentiated instruction to students.	Math Coach and Administration	Improvements on the math technology program reports, GO Math mini assessments, Big Idea assessments, chapter tests and checkpoint assessments. Review student performance data on FCAT Explorer, Compass Odyssey and Destination Math reports to ensure students are completing assigned tasks and adhering to learning paths.	Go Math Chapter Test, Benchmark Assessments, Big Ideas Assessments, BAT Assessments and Checkpoint 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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Math proficiency is fundamental to student academic achievement. The expected level of performance is based on increasing student proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT Math data, 32% (71) of 223 Economically Disadvantaged students in grades 3-5 did not make satisfactory progress in mathematics on the 2011-2012 FCAT math assessment.	Given instruction based on the New Generation Sunshine State Standards, 29% (65) of 223 Economically Disadvantaged students in grades 3-5 will make satisfactory progress in mathematics on the 2012-2013 FCAT math assessment in comparison to 32% (71) Economically Disadvantaged students in grades 3-5 that did not make satisfactory progress in mathematics on the 2011-2012 math FCAT assessment.

Problem-Solving Process to Increase Student Achievement

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

1	Students need additional strategies to gain proficiency in mathematics	Utilization of the Struggling Math Chart -Teachers will provide small group instruction and interventions to assist their Economically Disadvantaged students that are struggling with math concepts and math problem solving skills. -Teachers will reference the MTSS process to monitor their Tier 2 and Tier 3 students.	Math Coach and Administration	-Review student achievement data on Checkpoint assessments, Big Ideas assessments and chapter Assessments. -Student data chats will be conducted monthly to review data and set goals for upcoming assessments. -Monthly MTSS will take place to monitor the progress of these students. -Monthly data chats will be conducted with administration to monitor progress.	BEEP math mini assessments -Big Ideas assessments -Chapter Tests -MTSS -Checkpoint assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Number Operations	K-5	Instructional Coaches	Classroom Teachers	October 8, 2012	Lesson Plans, classroom walkthroughs and progress monitoring data	Math Coach
Geometry and Measurement	K-5	Instructional Coaches	Clasrooms Teachers	November 5, 2012	Lesson Plans, classroom walkthroughs and progress monitoring data	Math Coach
Higher Order Thinking Questions / Item Specs	K-5	Instructional Coaches	Classroom Teachers	October 26,2012	Lesson Plans, classroom walkthroughs and progress monitoring data	Math Coach
Fractions	K-5	Instructional Coaches	Classroom Teachers	January 28, 2013	Lesson Plans, classroom walkthroughs and progress monitoring data	Math Coach
Common Core Mathematics	K-5	Instructional Coaches	Classroom Teachers	March 18, 2013	Lesson Plans, classroom walkthroughs and progress monitoring data	Math Coach

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing literacy development through collaboration of ideas, strategies, and lessons learned	Professional Learning Communities	Title 1	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Preparing students for FCAT through practice and preparation	Stipends for after school camps for teachers	Supplemental Academic Instruction Funds	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Science proficiency provides students with a well rounded academic background.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT 2.0 Science Assessment data, 18%(11) of 60 students in grade 5 achieved proficiency of a level 3 on the 2011-2012 FCAT 2.0 Science Assessment.	Given instruction based on the Next Generation Sunshine State Standards 35% (36) of the (103) students in grade 5 will achieve a level 3 or above on the 2013 FCAT 2.0 Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher utilization of data drive classroom instruction appropriately.	Teacher will analyze and disaggregated mini-BAT assessment results. Teachers will use data to differentiate instruction (centers, hands on activities, integration of technology) Teachers will develop students' capacity for critical thinking,	Science Coach and Administration	Improvement on science end of unit assessments, checkpoint assessments and review of teacher's data during monthly data meeting by teacher, science coach and administration.	Science Fusion Assessments, Checkpoint Assessments, Science Mini-BAT and BAT Assessment as dictated by the Instructional Focus Calendar.

		problem solving, as well as cognitive complexity challenges through higher order questioning.			
2	Students need opportunities to utilize technology for additional practice.	Teacher will collaborate to schedule the utilization of technology effectively to differentiate instruction.	Science Teachers and Administration	Improvement on science end of unit assessments, checkpoint assessments and review of student data reports from technology, and weekly classroom walkthrough.	Science Fusion Assessments, Checkpoint Assessments, Science Mini-BAT and BAT Assessment as dictated by the Instructional Focus Calendar.
3	Students need additional opportunities to participate in science activities.	Utilization of Co-teaching via science coach and science teacher to conduct Hands-on science lab experiment and exploration. Implementation of an afterschool STEM Club for students in grades 4 and 5 for reinforcement of science skills.	Science Coach and Administration	Improvement on science end of unit assessments, checkpoint assessments and review of student data reports from technology, and weekly classroom walkthrough.	Science Fusion Assessments, Checkpoint Assessments, Science Mini-BAT and BAT Assessment as dictated by the Instructional Focus Calendar

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

Problem-Solving Process to Increase Student Achievement

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

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:	Science proficiency provides students with a well rounded academic background.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2011-2012 FCAT 2.0 Science Assessment data, 2% (1) of 60 students in grade 5 achieved above proficiency level at a level 4 or 5 on the 2011-2012 FCAT 2.0 Science Assessment.	Given instructional based on the Next Generation Sunshine State State Standards 5% (5) of the (103) students in grade 5 will achieve above proficiency level at a level 4 or 5 on the 2013 FCAT 2.0 Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accessibility of engaging enrichment activities that allow students to read, inquire, and respond.	Teachers will engage students by using the Broward Hands on science kits, Florida Science Fusion, and Beep lessons following the Instructional Focus calendar. *Utilization of the 5E Model of Instruction. *Use of science notebooks for reflection and assessment (eg. graphic organizers, note taking, reinforcement of science skills.	Administration	Review of student notebooks/ journals during weekly classroom walkthroughs, as well as student made projects.	Science notebook/journal rubic Science notebook *Journals and improvement on the Science Mini-BAT and BAT Assessments as dictated by the Instructional Focus calendar.
2	Student accessibility of technology for enrichment activities beyond the Science Fusion Curriculum.	Teacher will collaborate to schedule the utilization of technology effectively to differentiate instruction.	Science Coach and Administration	Improvement on science end of unit assessment checkpoint assessable and review of student data reports from technology, and weekly classroom walkthough.	Science Fusion Assessment, checkpoint Assessment, Science Mini-BAT and BAT Assessment as dictated by the Instructional Focus Calender
3	Consistent monitoring to determine the effectiveness and fidelity of instruction.	Monthly data chats with science teachers	Science Coach and Administration	Improvement on science end of unit assessment, checkpoint assessment,and review of student data reports from technology and weekly classroom walkthough.	Science Fusion Assessment, checkpoint Assessment, Science Mini-BAT and BAT Assessment as dictated by the Instructional Focus Calender

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Inquiry	K-5	Science Coach	Grade K-5 Science Teachers	Ongoing September 2012- June 2013	Weekly Classroom Walkthroughs	Science Coach and Administration
Science Item Specification	K-5	Science Coach	Grade K-5 Science Teachers	Ongoing September 2012- June 2013	Weekly Classroom Walkthroughs	Science Coach and Administration
Grade level Delta hands-On Kit Training	K-5	Science Coach	Grade K-5 Science Teachers	September 2012	Weekly Classroom Walkthroughs	Science Coach and Administration
Implementation of Florida Next Generation Sunshine State Standards	K-5	Science Coach and Grade Level Representative	Grade K-5 Science Teachers	August 2012	Weekly Classroom Walkthroughs	Science Coach and Administration
Effective use of the Science Instructional Focus Calender	K-5	Science Coach	Grade K-5 Science Teachers	Ongoing September 2012- June 2013	Weekly Classroom Walkthroughs	Science Coach and Administration
Content Specific Learning Centers	K-5	Science Coach	Grade K-5 Science Teachers	Ongoing September 2012- June 2013	Weekly Classroom Walkthroughs	Science Coach and Administration
Data Disaggregation	K-5	Science Coach	Grade K-5 Science Teachers	October 2012	Weekly Classroom Walkthroughs	Science Coach and Administration

Science Budget:

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

Increasing literacy development through collaboration of ideas, strategies, and lessons learned.	Professional Learning Communities	Title I	$200.00
			Subtotal: $200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Preparing students for FCAT through practice and preparations	Stipends for after school camp for teachers	Title I: Supplemental Academic Instructional Funds	$200.00
			Subtotal: $200.00
			Grand Total: $400.00

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:	Writing proficiency provides students with a well rounded academic background.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 FCAT 2.0 Writing Assessment data, 77% (72) of 94 students in grade 4 scored a level 3 or above on the 2011- 2012 FCAT 2.0 Writing Assessment.	Given instruction based on the Next Generation Sunshine State Standards 87% (57) of the 66 students in grade 4 will achieve a level 3.5 or above on the 2013 FCAT 2.0 Writing Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	K-5 teachers need professional development in the writing process and effective writing demonstrations.	Provide K-5 teachers with intensive and thorough training across the content areas in the writing process and effective writing demonstrations.	K-5 Grade Level Representatives, School/District Writing Support, and Administration	Continuous monitoring of student writing through daily written responses to literary selections, monthly school-wide writing prompts and weekly/monthly writing prompt assessments, data chats and student-teacher writing conferences regarding student's weekly/monthly writing prompt assessments.	Data analysis (Google Docs) of progress on weekly writing journals and monthly writing prompt assessments and student work folders
	Students need to be given ample opportunities for daily practice with writing	Implementation of writing as a weekly special area class, students will use the writing process daily within their writing block (all writing samples will be dated to monitor student growth, and recorded in a journal, notebook, or work	K-5 teachers, School/District Writing Support	Teachers will provide students with a writing checklist and have a visible writing checklist posted in the classroom for student use, daily modeled writing across the content areas using writing goals (i.e. 6-Traits, 6 voices,	Data analysis (Google Docs) of progress on weekly writing prompts, journals, student work folders and monthly writing assessments.

2		folder to monitor growth) and student progress data will be scored using grade level appropriate rubrics and documented in Google Docs weekly to progressively measure the writing goal (i.e. 6-Traits, tense strong words, triads, etc.).		conventions, etc.) and conduct student-teacher writing conferences to discuss and provide feedback on student's daily written responses to literary selections, as well as student writing performance on weekly writing prompts, and monthly writing assessments.	
3	Lack of grammar and convention skills (i.e., subject/verb agreement, punctuation, capitalization, spelling, etc.) when writing/speaking the English language in the appropriate context.	Implementation of grammar and conventions skills across the content areas in daily student responses to literary selections, daily morning openers, literacy center activities, discussion and feedback during student-teacher writing conferences and peer-to-peer editing/revision of weekly writing prompts.	K-5 teachers	Observations Discussions/Oral Feedback Student Journals Weekly Writing Prompts Monthly Writing Assessments School Newsletter	Data Analysis Weekly Writing Prompts and Monthly Writing Assessments Student Journals Rubrics Observation Discussion/Oral Feedback School Newsletter
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

				Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Modeling The Writing Process (Organization and Format) -Teachers will visualize and actively participate in a modeled lesson that will demonstrate effective writing strategies to utilize with students for ongoing writing practice and opportunities in an effort to increase student writing performance.	K-5	School Level Writing Support	K-5 Teachers	September 2012	Classroom Walkthroughs, review of Google Docs Writing Data (weekly/monthly) to determine writing intervention/smallgroup instruction, submission of monthly writing assessment to administration, data chats and student-teacher writing conferences	School Level Writing Support and Administration
Incorporating Grammar and Conventions in Writing Across the Content Area (All Subjects)	K-5	School Level Writing Support	K-5 Teachers	October 2012	Classroom Walkthroughs, review of Google Docs Writing Data (weekly/monthly) to determine writing intervention/smallgroup instruction, submission of monthly writing assessment to administration, data chats and student-teacher writing conferences	School Level Writing Support and Administration
Sentence Fluency, Word Choice and Voice in Writing	K-5	School Level Writing Support	K-5 Teachers	December 2012	Classroom Walkthroughs, review of Google Docs Writing Data (weekly/monthly), submission of monthly writing assessment to administration, data chats and student-teacher writing conferences	School Level Writing Support and Administration
Elaboration, Editing and Revision	K-5	School Level Writing Support	K-5 Teachers	November 2012	Classroom Walkthroughs, review of Google Docs Writing Data (weekly/monthly), submission of monthly writing assessment to administration, data chats and student-teacher writing conferences	School Level Writing Support and Administration
Utilization of Rubrics and Checklist	K-5	School Level Writing Support	K-5 Teachers	January 2013	C lassroom Walkthroughs, review of Google Docs Writing Data (weekly/monthly), submission of monthly writing assessment to administration, data chats and student-teacher writing conferences	School Level Writing Support and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing literacy development through collaboration of ideas, strategies and lessons learned	Professional Learning Communities	Title I	$360.00
			Subtotal: $360.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Preparing students for FCAT through practice and preparation	Stipends for after school camp for teachers	Title I: Supplemental Academic Instructional Funds	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $2,360.00

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:	Daily attendance in school is vital for students to increase their academic performance. Students with regular attendance perform better academically.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-2012 school year was 94.5%.	For the 2012-2013 school year, the expected attendance rate is 95.0%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
According to the data, 216 students had excessive absences (10 or more) during the 2011-2012 school year.	For the 2012-2013 school year, the expected number of absent students (10 or more days) will be 190.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
According to the data, 139 students had excessive tardies (10 or more) during the 2011-2012 school year.	For the 2012-2013 school year, the expected number of students with tardies (10 or more) will be 115.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have a high	Provide incentives for	Information	Regular reports of	Decrease in the

1	rate of absences on half days (early release) and days before holidays.	students to attend school through participation incentive awards, rewarding schools with various dress out days (favorite team jersey, crazy hat day, etc.) for high student attendance.	Management Technician, Community Liaison and Administration	student tardies and absences will be printed and analyzed	number of student tardies and absences
2	Circumstances at home may contribute to student tardies and absences	Incorporate a Resource Fair as a part of academic nights sponsored by the school that showcase vendors that provide needed services to parents (Legal Aid, Food Stamps, Homeless, Health Department, etc.)	Guidance Counselor and MTSS Team	Guidance Counselor will make contact with families of identified students to determine needed services	Decrease in the number of student tardies and absences
3	Students may have a pattern of tardies and absences	Implement phone calls and home visits to students; provide incentives to classes with lowest tardy rate (Eagle Ticket, announced on morning or afternoon announcements, etc.)	Information Management Technician, Community Liaison and Administration	Regular reports of student tardies and absences will be printed and analyzed	Decrease in the number of student tardies and absences

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
Attendance Symposium	PK-5	Laurel Thompson	Information Management Technician	Fall 2012	Printed reports on student absences and tardies	Information Management Technician
TERMS Symposium	PK-5	Harriet Walters	Information Management Technician	Fall 2012	Printed reports on student absences and tardies	Information Management Technician

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Daily attendance in school is vital for students to increase their academic performance. Students with regular attendance perform better academically.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Based on the data, there were a total of 19 in school suspensions for the 2011-2012 school year.	For the 2012-2013 school year, time missed from class as a result of inschool suspensions will decrease by 10% (17).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Based on the data, there were a total of 17 students who received inschool suspensions for the 2011-2012 school year.	For the 2012-2013 school year, it is expected that the number of students receiving inschool suspensions will decrease 10% (15).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Based on the data, there were a total of 19 out of school suspensions for the 2011-2012 school year.	For the 2012-2013 school year, time missed from class as a result of out of school suspension will decrease by 10% (17).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Based on the data, there were a total of 16 students who received out of school suspensions for the 2011-2012 school year.	For the 2012-2013 school year, it is expected that the number of students receiving out of school suspensions will decrease by 10% (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	Students lack positive reinforcement for their behavior.	Faculty, staff and administration will implement a "Positive Behavior Referral" system to emphasis and reinforce positive behaviors.	Administration	Students with positive behavior referrals will be called to administration and a selected reward will be given. In addition, pictures will be posted on the "Positive Behavior" board.	Positive Behavior Referral data will be collected and analyzed.
	Champs/PAX may not	Re-institute the	Administration	Classroom Walkthroughs	A decrease in the

2	be embedded with fidelity in the classroom and/or school-wide structure	Champs/PAX philosophy in all areas of the school with fidelity through training on the School-Wide Behavior Plan and "Tough Kids Toolbox", as well as the school-wide implementation of the Eagle Ticket awards for students in regards to reinforcing positive academic and behavior choices.			number of referrals leading to inschool and out of school suspensions. PAX data as well as, Champs Rubric and Basic 5 seen in Classroom Walkthroughs
3	Repeat offenders may not be adequately identified for needed services.	Utilize the MTSS Team to identify and implement behavioral interventions to reduce the repeat offender rate.	Administration and MTSS Team	Behavior Intervention Record maintained by general education teacher and student brought to MTSS to monitor progress	A decrease in the number of repeat offenders for referral leading to inschool and out of school suspensions.

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
Champs	3-5	Office of Prevention Programs	Behavior Support Team	Fall 2012	Classroom Walkthroughs will show Champs being implemented with fidelity in grades 3-5.	Administration
PAX	K-2	Office of Prevention Programs	Behavior Support Team	Fall 2012	Classroom Walkthroughs will show PAX being implemented with fidelity in grades K-2.	Administration
Tough Kids Toolbox	PreK-5	Administration and Behavior Support Team	All Grade Level Teachers	August 2012	Classroom Walkthroughs will show Champs and PAX being implemented with fidelity throughout the school.	Administration

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives to students to exhibit positive behaviors as identified by classroom teachers, administration, or staff	Monthly pizza parties and ice pop rewards	General budget	$270.00
			Subtotal: $270.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $270.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parental involvement is a key factor in contributing to a student's academic success. The expected level of parental involvement will help to increase student proficiency in all academic areas.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on the parent surveys, parent trainings, meetings and/or conferences, 70% (221) of the parents participated during the 2011-2012 school year in decisions regarding their child's educational program.	Based on the parent surveys, parent trainings, meetings and/or conferences, it is expected that 73% (230) of the parents will participate during the 2012-2013 school year in decisions regarding their child's educational program Based on the parent surveys, parent trainings, meetings and/or conferences, 70% (221) of the parents will participate during the 2011-2012 school year in decisions regarding their child's educational program.

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	NA	NA	NA	NA	NA

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

Agenda Books	K-5	Grade Level Teachers	Parents of students in grades K-5	September 2012	Parent signatures in agenda book	Grade level teachers
Family Academic Nights	All grade levels: Reading, Math, Writing, Science and Technology	Grade Level Teachers	Parents of students in grades K-5	October 2012; January 2013	Parent sign in sheets	Community Liaison

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teaching parents how agenda books can be used as a home-school connection tool	Parent Agenda Book Training	Title I	$4,470.00
			Subtotal: $4,470.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increasing parent involvement in student academic success	Reading, Math, Science, Writing, and Technology Family Nights	Title I	$660.05
			Subtotal: $660.05
			Grand Total: $5,130.05

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Diagnostic Testing Materials for the MTSS process	DRA/DAR Kits	General Budget	$2,100.00
Reading	Accelerated Reader Program	Accelerated Reader Renewal	General Budget	$3,000.00
Suspension	Provide incentives to students to exhibit positive behaviors as identified by classroom teachers, administration, or staff	Monthly pizza parties and ice pop rewards	General budget	$270.00
Parent Involvement	Teaching parents how agenda books can be used as a home-school connection tool	Parent Agenda Book Training	Title I	$4,470.00
				Subtotal: $9,840.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increasing literacy development through collaboration of ideas, strategies, and lessons learned	Professional Learning Communities	Title I	$2,000.00
Reading	Preparing students for FCAT through practice and preparation	Stipends for after school camp teachers	Supplemental Academic Instruction Funds	$3,000.00
Mathematics	Increasing literacy development through collaboration of ideas, strategies, and lessons learned	Professional Learning Communities	Title 1	$2,000.00
Science	Increasing literacy development through collaboration of ideas, strategies, and lessons learned.	Professional Learning Communities	Title I	$200.00
Writing	Increasing literacy development through collaboration of ideas, strategies and lessons learned	Professional Learning Communities	Title I	$360.00
				Subtotal: $7,560.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Preparing students for FCAT through practice and preparation	Stipends for after school camps for teachers	Supplemental Academic Instruction Funds	$3,000.00
Science	Preparing students for FCAT through practice and preparations	Stipends for after school camp for teachers	Title I: Supplemental Academic Instructional Funds	$200.00
Writing	Preparing students for FCAT through practice and preparation	Stipends for after school camp for teachers	Title I: Supplemental Academic Instructional Funds	$2,000.00
Parent Involvement	Increasing parent involvement in student academic success	Reading, Math, Science, Writing, and Technology Family Nights	Title I	$660.05
				Subtotal: $5,860.05
				Grand Total: $23,260.05

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	●	○	○

Are you a reward school: ○ Yes ● No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The activities of the SAC for the upcoming school year is supporting the students, faculty and staff to achieving a school letter grade of "C" or better.

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 LAUDERDALE MANORS ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	54%	100%	21%	219	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	53%	48%			101	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?	49% (NO)	56% (YES)			105	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					425	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERDALE MANORS ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	60%	96%	35%	232	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	45%	58%			103	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?	39% (NO)	64% (YES)			103	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					438	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested