## FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ATLANTIC WEST ELEMENTARY SCHOOL

District Name: Broward

Principal: Janette Hameister

SAC Chair: Renee Westergren

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 10/23/2012

## PART I: CURRENT SCHOOL STATUS

#### STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

#### **ADMINISTRATORS**

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Janette Hameister	Master of Education K-12 Educational Leadership	2	7	Principal -Janette Hamelster Experience includes thirty one years as a Broward County Educator; six years in administration, four years - Area Center for Educational Enhancement@FAU- state grant four years as Curriculum Coordinator and 17 years as a classroom teacher 09-10 – Liberty El Grade A-AYP 85%(67% learning gains in reading,65% in math, 91%proficiency in writing, 47% in Science 10-11 – Margate El Grade B - AYP 82% (68% learning gains in reading, 59% in math, 86% high standards in writing,42% in science) 11-12 - Atlantic West El. Grade B 48% level 3 and above in reading,52% level 3 and above in math, 83% level 3 and above sinece
Assis Principal	Jounice Lewis	Master of Science in Educational Leadership	4	8	Assistant Principal – Jounice Lewis Experience includes seventeen years as Broward Educator; seven years in administration, five years as a Curriculum Coach in both elementary and middle schools and five years as a classroom teacher. Prior School Performance school Grade in 2006-07- was an A. 2007-08 C grade at another school. All subgroups made AYP in 2007-08 except in Reading; 2008-2009: Grade A - AYP in all subgroups swith the exception of black and SWD subgroups in math. In 2009-2010 the School earned a grade of A. Met AYP in reading for Blacks and SWD - in math all subgroups met AVP, except SWD Percent of Criteria Met: 87%; Science proficiency increased 7 percentage points to 50% and 97% of students met proficiency in writing. 2010-2011 - Atlantic West Elem - Grade A - AYP 74% 11-12 - Atlantic West El. Grade B 48% level 3 and above in reading,52%, level 3 and above in math, 83% level 3 and above in Writling, 35% level 3 and above science



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

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399 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 I nstructional 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	Maria Lowenstein	B.A. in Elementary Ed., Masters in Educational Leadership, Reading and ESOL endorsed, National Board Certification	10	5	2008-2009: Grade A - AYP in all subgroups with the exception of black and SWD subgroups in math. 2009-2010 -Grade of A (AYP 83%); 2010-2011 Grade of A (AYP 74%) 11-12 - Atlantic West El. Grade B 48% level 3 and above in reading,52% level 3 and above in math, 83% level 3 and above in Writing, 35% level 3 and above science

#### 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	New Educator Support System (NESS)	Rosemary Puia	06/13	
2	New teachers in K, 1/2, 3, and ASD will get a NESS coach to provide daily, weekly support	Team Leaders	06/13	
3	Professional Learning Communities	Jan Hameister, Jounice Lewis, Maria Lowenstein, K- 5 Team Leaders	06/13	
4	Weekly grade level meetings, for planning instruction	Team Leaders	06/13	

### 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
N/A	N/A

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees		% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	2.1%(1)	6.4%(3)	55.3%(26)	36.2%(17)	21.3%(10)	100.0%(47)	6.4%(3)	29.8%(14)	97.9%(46)

#### 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
Shannon Todd	Annette Dittmeier	New to school	Weekly planning meeting, Support as needed, monthly Ness support
Kristen Rich	Susann Reeves	New to school	Weekly planning, support daily as needed, Monthly NESS support
Ann Holz	Carolyn O'Malley	New to school	Weekly planning, support daily as needed, Monthly NESS support
Kelly Waldorf			Weekly planning, support as needed, NESS support
Danielle Spasiano	Annette Dittmeier		Weekly planning, support as needed, NESS support

## ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title 1 funds are used for teacher salaries

Funds are also used for parent involvement, tutoring, extended learning opportunities for students and Staff development.

Our tutoring and mentoring programs are aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of BAT 2 and his/her mini assessments and with appropriate programs.

A variety of extended learning opportunities are conducted during the year. Students who attend the after school program or Saturday camps (4 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. The students are also invited if they are not predicted to pass the FCAT for the current year based on the Benchmark Assessment Test, (BAT). Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above in during the day activities/camps.

Opportunities for Instructional Professional Development are: Technology, Math, Reading, Science & Writing; ELL English Language Learners Reading and Math; Understanding AYP; Florida Continuous Improvement Model (FCIM) Disaggregate Assess Re-teach Test, Training; Reading – Comprehension and Vocabulary,FAIR analysis , Common Core Standards; Marzano Domain 1,2,3,4

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

#### Title III

ELL students receive reading and developmental language arts instruction in the classroom with ESOL endorsed teachers. The Multicultural department provides ESOL instructional materials to be used with ELL students.

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction will be offered through after school tutoring sessions and Saturday Camps. The Focus groups (based on subgroups in need of improvement) are identified and encouraged to attend beyond the classroom, to ensure academic success. A variety of extended learning opportunities are conducted during the year. Students who attend the after school program or Saturday camps (4 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above in during the day activities/camps. Tutoring and mentoring programs are also aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs.

#### Violence Prevention Programs

The School Board of Broward County approved an Anti-Bullying Policy. The District's Office of Prevention Programs and Student Support Services designed this policy, under the Safe Schools Healthy Students Grant initiative. This policy sets forth guidelines for the identification and reporting of bullying – as the overall goal of the initiative is the protection of students and their increased feelings of safety and belonging. Atlantic West's teachers and staff utilize a variety of prevention and intervention activities and include tools and resources that create an environment of safety and respect, such as CHAMPS (School and Classroom Management Strategies) and Proactive Discipline. The school participates in Anti-Bullying activities that consists of Announcements, Wall of Peace, and designating one day of week as PEACE Day. The school has selected a Prevention Liaison. This person represents the school at District Trainings will share prevention issues throughout the year, with anti-bullying being one subject.

#### Nutrition Programs

Commit 2 B Fit TM program is a children's wellness initiative designed to encourage better nutrition and increased physical activity. This initiative is coordinated by the District's Physical Education Department

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A	
lob Training	
N/A	
)ther	
N/A	
	d System of Supports (MTSS)/Response to Instruction/Intervention (RtI)
dentify the s	chool-based MTSS leadership team.
Principal, Ja Psychologis	school-based RtI Leadership Team. inette Hameister, Assistant Principal,Jounice Lewis, Guidance Counselor,Charlotte Jaleiba, School t,Susan J Schwartz, School Social Worker, Fay Zacca, Speech Pathologist, Carrie Karasik, ESE Specialist, Kathleen I Instructional Coach Maria Lowenstein,
	r the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it wo hool teams to organize/coordinate MTSS efforts?
assistant pr	m is facilitated by the Guidance Counselor. Meetings are held every Wednesday. Case managers include: incipal, reading coach, speech teacher, and guidance counselor. orded and tracked in the school filemaker database. Excel graphs are created to note data trends in tier 2 and 3
Teachers in CHAMPS II,	is for progress monitoring. Iplement strategies and resources from the struggling reading and math charts, appropriate text book resources, Individual behavior plan, research based suggestions from the case manager.
•Step 1: As	West RtI Leadership Team will include the following processes in weekly meetings: sess Teacher Concerns and Assign a Case Manager to assist the teacher with the RtI Process ventory Student Strengths and Talents
•Step 3: Re •Step 4: Se	view Background/Baseline Data Iect Target Teacher Concerns
•Step 6: De	t Academic or Behavioral Goals sign an Intervention Plan
•Step 8: Pla •Step 9: Re	lect Method for Progress Monitoring an How to Share Information with the Student, Parent(s), and Teacher view the Intervention and Monitoring Plans
<ul> <li>Develop a</li> <li>Assign and</li> </ul>	es/functions may include, but not limited to the following: nnual RtI objectives d monitor work being done by core team members, assuring all time frames are met arents with notice of referral and request for a comprehensive evaluation if a disability is suspected
Determine     Review st	e the intensity of the support that a student needs in order to be successful udent results and make decisions about which individual students or classes might need further assistance to ow to improve student performance
<ul><li>Collect an</li><li>Monitor st</li></ul>	d analyze academic, social, behavioral or attitudinal outcomes (Include Data Comparisons) udent outcomes in the intervention to examine trends for the evaluation of interventions, general education onitoring, and AYP accountability
• Develop q	Is and monitor more frequently for those who need intensive instructional services uick process for reporting outcomes to determine response to intervention
	I students who have not reached benchmark and evaluate the effectiveness of instructional changes hers in administering assessments and provide refreshers on scoring procedures
	te data and quickly provide reports for evaluation and determine tier placement entify and intervene in the education of struggling learners
	role of the school-based MTSS Leadership Team in the development and implementation of the school improvemer e how the RtI Problem-solving process is used in developing and implementing the SIP?
discussed h educating cl Tier 1 data decisions at same data a referred to	RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP and ow they would assist the school staff with implementing the plan and integrating RTI as part of their vision for hildren. are routinely inspected in the ares of reading, math, writing, science and behavior. Data are used to make sout modifications needed to the core curriculum and behavior management strategies for all students. These are also used to screen for at-risk student who may be in need of Tier 2 or 3 interventions; all such students are the CPS team for consideration of how best to proceed. For Tiers 2 and 3, the data sources are the Intervention d progress monitoring graphs generated for individual students.
<ul><li>Involve al</li><li>Motivate t</li></ul>	oping and implementing the school improvement plan the AWRtI Team must: I staff in the process he staff by demonstrating how this initiative will help students te with staff to enhance RtI implementation
<ul> <li>Establish</li> <li>Plan and a</li> <li>Participate</li> </ul>	a set of processes and procedures to make decisions about students based on the data attend professional development activities e actively in data analysis meetings
Evaluate t	he effectiveness of the tiers instruction
MTSS I mpl	lementation
	data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics ng, and behavior.

Data is recorded in the school based FM data base. Academic data comes from a variety of sources: Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT), FAIR data, Running Records Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation, Running Records, FAIR, LLI RR Midyear: Florida Assessments for Instruction in Reading (FAIR), , LLI, Running Records, BAT 2 End of year: FAIR, FCAT Frequency of Data Days: quarterly by individual, 3x per year by team Atlantic West will use the FDOE and Broward School District Data Warehouse Internet Site to assist with summarizing tiered data:

Virtual Counselor Reports; BAT Reports (Graphed and Charted - Benchmark Assessment Test for Reading and Math; School and Teacher Reports by Strand/Cluster Level Summary; Benchmark Level Summary); Two year teacher reports ; Student Information – Assessment, Attendance ; B. Data Warehouse Reports; ; 4 year Strand Report (student by student) ; FCAT Demographics ; School Accountability ; FCAT 1 Reading Level 1; 21 Membership ; AYP Report/Roster; AYP BAT FCAT Math and Reading ; BAT School and Teacher Summary for Reading and Math (Tests 1 and 2) ; Student Progress Monitoring Plan Letters (for parents)

Data from behavior interventions is collected on tally charts, scatterplots, and additional resources from CHAMPS.

Describe the plan to train staff on MTSS.

IN October 2012 the staff will participate in an MTSS/RTI review training to review the process, procedures, paperwork needed and teacher responsibilites. Additionally, throughout the year RTI review/updates will be done at monthly faculty meetings.

The RtI team will also evaluate additional staff PD needs during the bi-monthlty RtI Leadership Team meetings.

Describe the plan to support MTSS.

RTI/MTSS is supported through all operations of the school. THe RTI/CPST team meets bi-weekly to discuss individual cases. Case managers are available for classroom support as well. Regular grade level data chats and quarterly individual data conversations include discussions on the needs of entire classrooms, grade levels, small groups and individual student. At each meeting a multi-tiered approach is used to ensure effective interventions are applied.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team-

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

Principal: Jan Hameister, Assistant Principal: Jounice Lewis, Guidance Counselor: Charlotte Jalaiba, ESE Specialist: Kathy Kirouac, Autistic Coach: Lynn Salgado, Reading Coach: Maria Lowenstein, Media Specialist: Bonnie Goldstein, ESOL Representative: Maria Lowenstein and K – 5 Team Leaders: Melissa Sheran, Carolyn O'Malley, Jeanne Menke, Annette Dittmeier, Mailodie Ferland, Caryn Linden, Mindy Agress, Stacy Havran

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

The agenda consists of monthly meetings that focus on grade level student performance in reading, math, science and writing; professional development trainings for teachers that align with the IF calendar, district reading plan, and the AWE reading plan.

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

The team will closely follow the PLC plan that was developed by the Summer Leadership Team during the post planning days; use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs; monitor and support the implementation of the CCSS and to use the diagnostic assessments available to teachers to drive instruction. The focus on teacher learning will be understanding text complexity and close reading and rereading of texts. The team will understand scientifically based reading instruction and strategies will be used with fidelity; lead and support PLCs and Study Groups focused on FAIR, Running Record, DAR, and cool tools data; Marzanon DQ 1,2,3,4 connections, and create and share school-wide initiatives and activities that promote literacy

Public School Choice

Supplemental Educational Services (SES) Notification View uploaded file (Uploaded on 10/16/2012)

\*Elementary Title I Schools Only: Pre-School Transition

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

A Kindergarten Round-Up is held in February and May of each year to assist parents and their children in the transition to Atlantic West Elementary.

The community is notified via the school newsletter and our website. Flyers are also placed in the local area day care centers. Additionally, the school's marquee provides a vehicle to inform the community of the date and time of the Kindergarten Round-Up.

Parents and their future Kindergarten students receive a brief orientation of what children experience during a typical Kindergarten day. The Pre-Kindergarten students are also involved in a breakfast simulation with foods donated by the PTA. Students receive a special pencil to welcome them to our school. Parents and their children receive a tour of the school that includes observing Kindergarten classes in progress.

Kindergarten teachers also offer a "Meet and Greet" for kindergarten students and their parents. Students meet their teachers and visit their new classroom the Friday prior to the beginning of the school year.

\*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

\*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

# PART II: EXPECTED IMPROVEMENTS

## Reading Goals

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

group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.	
Ta. FCAT2.0: Students scoring at Achievement Level 3 in reading.	The trend data indicates a decrease in the percent of students scorin
Reading Goal #1a:	3 on the FCAT 2012 reading assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (74) of students in grades 3-5 achieved proficiency (level 3) on the	It is expected that 39% (128) of students in grades 3-5 will achieve I
2012 administration of the FCAT Reading Test	proficiency on the 2013 administration of the FCAT Reading Test

		Problem-Solving Process	no morease student At	aneventent	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation T
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected fro FCAT 2013 scores students attendin FCAT camp
2	Insufficient implementation of differentiated teaching strategies during instruction and assessments.	Teachers will be trained on research-based strategies to differentiate instruction to include setting up learning centers, classroom libraries, cooperative groups, literature circles, oral and silent reading drills strategies.	Principal Assistant Principal Reading Coach Team leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4,	Review of lesson classroom observations/visit chats IObservation feed DQ1,2,3,4
3	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive small group reading instruction.	Teachers will be trained through a year long PLC on how to analyze diagnostic assessments to determine the areas of weakness and drive classroom instruction.	Assistant Principal	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test,running reco BAT 2, FCAT 2013 IObservation DQ1
4	Student's insufficient independent reading at school and at home.	Teachers will be trained on programs such as the Daily Five so that students learn how to pick the right books to independently read and there will be additional time on task reading for each child.	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test,running reco BAT 2, FCAT 2013 IObservation DQ1
5	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	lessons/literacy center activities		Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tes running records, E FCAT 2013

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

	47% (5) of students will score at levels 4,5, and 6 on the Florida Alterr Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4) of students scored at levels 4,5, and 6 in reading on the Florida Alternate Assessment test.	47% (5) of students will score at levels 4,5, and 6 on the Florida Alterr Assessment test.

		Problem-Solving Process	s to Increase Student Ac	chievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation T
1	manifestation in each child as it applies to learning reading may	Staff will use PLC time to investigate research based strategies and programs (such as Fundations and Wilson Fundations) to address students' individual needs.	ASD Coach, Principal, Assistant Principal	books with IEP and assessment data collected throughout the year.	Data chats quart€ analyze data and discuss instruction strategies Prograr assessments FAA.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

The trend data indicates a drop in level 4 and 5 students on the 2012 I

Reading Goal #2a:	Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	26% (78) of students will achieve above proficiency (FCAT Levels 4 and reading on the 2013 FCAT

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation 7
1	Consistent development and monitoring of student's independent reading.	Create a school-wide plan to provide opportunities for students to read for enjoyment and information using: Accelerated Reader (AR), Sunshine State Readers Groups and conference with students on results. Included in the plan is regular use of the school reading resource room.	Principal Assistant Principal Reading Coach Team Leader	Data chats that include a discussion with each teacher on implementing and monitoring independent reading (inc. AR) Mentors (3-5) meet and discuss AR progress each month	AR reports, Suns State Reader log students' person reading logs
2	Planning for enrichment activities to stretch our strongest reading students.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks and focused on addressing the enrichment needs of students.		Review of grade level reading plans, classroom observations, quarterly data chats	IObservation Review of journal Review of perforr tasks and rubrics 2, Marzano DQ3,4
3	Using more complex texts with students using a close reading lesson plan including various genres, text structures and extensive tier 2 and tier 3 vocabulary.		Principal Assistant Principal Reading Coach Team Leader	Review of grade level reading plans, classroom observations, quarterly data chats	IObservation Review of lesson BAT 2, Marzano [
4	Student's insufficient independent reading at school and at home.	Through our year long Reading PLC, teachers will be trained on programs such as the Daily Five so that students learn how to pick the right books to independently read and there will be additional time on task reading for each child.		Review of lesson plans, classroom observations/visits, data chats	IObservation feet DQ1,2,3,4, and ru record. Lesson pl skills test,running records, BAT 2, F 2013 IObservation DQ1

Based group:	on the analysis of student achieve	ment data, and reference to "Gui	iding Questions", identify	and define areas in need of impro	ovement for the fo
Stude	orida Alternate Assessment: nts scoring at or above Achieve ng Goal #2b:	ment Level 7 in reading.	1 out of 9 students Assessment	scored a 7 on the 2012 Florida A	Iternate Reading
2012	Current Level of Performance:		2013 Expected Le	vel of Performance:	
11% (	1) student scored level 7 on the 20	012 Florida Alternate Assessment	20% (2) students v Assessment	/ill score a 7 on the 2013 Florida /	Alternate Reading
		Problem-Solving Process	to Increase Student A	chievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation 1
1	manifestation in each child as it	as SMILE, REading Milestones,	ASD Coach, Principal, Assistant Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year.	Data chats quart analyze data and discuss instructio strategies Progra assessments FAA.

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

 3a. FCAT 2.0: Percentage of students making learning gains in reading.

 Reading Goal #3a:

 2012 Current Level of Performance:

 25% (115) of students made learning gains in FCAT 2012 reading

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation T
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach classroom teachers,	Observation during camps , Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected fro FCAT 2013 score students attendir FCAT camp
2	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.	Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Ouick Reads and Fubdations)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.	Feedback on observation data provided to grad teams and Team Leaders. Reading Chapter tests, minibenchmark assessments, BAT 2, FCAT
3	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive their small group reading instruction.	analyze diagnostic assessments	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4, and running record.	Lesson plans, ski test,running reco BAT 2, FCAT 201 IObservation DQ
4	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	lessons/literacy center activities	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy te: running records, FCAT 2013
5	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	to incorporate Leveled Literacy Intervention in their small group	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tes running records, FCAT 2013
Based	on the analysis of student achieve	ment data, and reference to "Gui	ding Questions", identify	and define areas in need of impro	ovement for the f
group:					
Perce	orida Alternate Assessment: ntage of students making Learn ng Goal #3b:	ing Gains in reading.	3 out of 5 students Assessment	showed learning gains on the 20	12 Florida Alterna
2012	Current Level of Performance:		2013 Expected Le	evel of Performance:	
	(3) of students made learning gains sment in reading	on the 2012 Florida Alternate	80% (4) students v Assessment	vill show learning gains on the 20°	13 Florida Alternat
		Problem-Solving Process	to Increase Student A	chievement	
	Anticipated Barrier	Problem-Solving Process Strategy	to I ncrease Student A Person or Position Responsible for Monitoring	Achievement Process Used to Determine Effectiveness of Strategy	Evaluation 1
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may	Strategy Staff will use PLC time to investigate research based	Person or Position Responsible for	Process Used to Determine	Data chats quart analyze data and discuss instructio strategies Progra assessments
	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA.	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quart analyze data and discuss instructic strategies Progra assessments FAA.
Based group: 4. FCA	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA.	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quar analyze data am discuss instructio strategies Progra assessments FAA.
Based group: 4. FCA gains	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA.	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quar analyze data am discuss instructi strategies Progra assessments FAA.
Based group: 4. FCA gains Readil	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA.	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal ding Questions", identify 56%(35) of studen	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quart analyze data and discuss instructio strategies Progra assessments FAA.
Based group: 4. FCA gains Readin 2012	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA. on the analysis of student achieve AT 2.0: Percentage of students in in reading. ng Goal #4: Current Level of Performance: (29) of students in Lowest 25% ma	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal ding Questions", identify 56%(35) of studen 2013 Expected Le	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quart analyze data and discuss instructi strategies Progra assessments FAA.
Based group: 4. FCA gains Readin 2012	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA. on the analysis of student achieve AT 2.0: Percentage of students in in reading. ng Goal #4: Current Level of Performance: (29) of students in Lowest 25% ma	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal ding Questions", identify 56%(35) of studen 2013 Expected Le CAT 65% (34)% of stuc FCAT Reading.	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	Data chats quart analyze data and discuss instructi strategies Progra assessments FAA.
Based group: 4. FCA gains Readin 2012	Students' specific learning disability and the unique manifestation in each child as it applies to learning reading may be a barrier for achieving gains on the FAA. on the analysis of student achieve AT 2.0: Percentage of students in in reading. ng Goal #4: Current Level of Performance: (29) of students in Lowest 25% ma	Strategy Staff will use PLC time to investigate research based strategies and programs (such as SMILE, REading Milestones, Edmark, Triumphs, Treasures and STAR Fundations or Wilson Fundations) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth. ment data, and reference to "Gui n Lowest 25% making learning ade learning gains on the 2012 Fe	Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal ding Questions", identify 56%(35) of studen 2013 Expected Le CAT 65% (34)% of stuc FCAT Reading.	Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth and the need to adjust IEP and programs.	FAA.

2	Incomplete lesson pla specifically address the students in small grou- instruction and in liter centers.	plans in si lessons/li together a planning s instruction focused o of the low		Team leaders	ch	data chats	rvations/visits,	running FCAT 20	ategy te records, )1	
3	Lack of understanding results of the FAIR as and other diagnostic assessments to drive group reading instruct	sessments their small	a year lor analyze d to determ	will be trained through g PLC on how to lagnostic assessments ine the areas of and drive classroom n.	Assistant Pri	ch	data chats IObservation fe	ervations/visits,	test,run BAT 2, I	olans, sk ning rec FCAT 20 ation DC
4	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.		along with ESE teach interventi in addition how to us reading, E Vocabular Rewards,	will work together in reading coach and ler to implement on resources available n to being trained on se them. (Phonics for Elements of y, Intermediate Great Leaps, Quick d Fundations)	Principal, As: Principal, Tea		Classroom obse on observing th intervention str materials in a s setting.	ategies and	provideo teams a Leaders minibeno assessm	tion data d to grac nd Team . Readin chmark
5	Lack of incorporation Literacy Intervention every Kindergarten, 1 and 3rd grade as an i for struggling readers	Kit in st, 2nd nterventior	to incorpo Interventi	will be trained on how prate Leveled Literacy on in their small group n for struggling	Assistant prir	ch .	Review of lesso classroom obse data chats	n plans, rvations/visits,		ategy te records,
6	Need for extended lea opportunities for stud predicted proficient of	lents not	FCAT cam Identify n	atation of Saturday p , haterials esources for assessed skills	Assistant Principal,Rea classroom te		Observation du Focus of observ instruction of sl BAT 2 as weak		instructe collected FCAT 20	013 scor s attend
	mbitious but Achievable ar school will reduce the			bjectives (AMOs). In by 50%.	Gap (leve or above	2017 Atlan el 3 or ab		ill reduce the of students wil proficient)		
										001/ 0
Bas	eline data 2010-2011	2011-	2012	2012-2013	2013-201	4	2014-2015	2015-2016		2016-2
Based	I on the analysis of stude	48% ent achieve	ement data	63%	67%	7	1%	75%	) [ pvement	2016-2
Based subgro 5B. S Amer Readi 2012 On the Black	I on the analysis of stud oup: tudent subgroups by e ican I ndian) not maki ing Goal #5B: Current Level of Perfo e 2012 FCAT Reading as students,48%(33) Hisp	48% ent achieve athnicity () ng satisfac prmance: ssessment 4 anic studen	ement data White, Bla ctory prog 42% (19) \ ts, 44% (1	63% a, and reference to "Guack, Hispanic, Asian, press in reading. White students, 58% ( 10) Asian students, an	67% iding Question On the 2 students 2013 Ex 89) By June d proficier	2011 FCAT F s,23% Hispa xpected Lev 2013 there ccy on FCAT	and define areasessmenic students dic vel of Performative vel of P	75% s in need of impro- tent 26% White s i not achieve pro- tence: se in the number 14) white studen	of stude	for the f 36% Bla nts not t 67) blac
Based subgro 5B. S Amer Readi 2012 On the Black	I on the analysis of stud- oup: tudent subgroups by e rican I ndian) not maki ing Goal #5B: Current Level of Perfor	48% ent achieve athnicity () ng satisfac prmance: ssessment 4 anic studen	White, Bla White, Bla Story prog 42% (19) \ ts, 44% (7 e proficience	63% a, and reference to "Guack, Hispanic, Asian, press in reading. White students, 58% ( 10) Asian students, an	67% iding Question On the 2 students 2013 Ex 2013 Ex 39) By June proficient students	2011 FCAT F s,23% Hispa xpected Lev 2013 there acy on FCAT s, 33% (23)	and define areas Reading assessm nic students dic vel of Performa will be a decrea reading: 32% ( Hispanic, 12% (3	75% s in need of impro- lent 26% White s I not achieve pro- lance: se in the number	of stude	for the f 36% Bla nts not t 67) blac
Based subgro 5B. S Amer Readi 2012 On the Black	I on the analysis of stud oup: tudent subgroups by e ican I ndian) not maki ing Goal #5B: Current Level of Perfo e 2012 FCAT Reading as students,48%(33) Hisp	48% ent achieve athnicity ( ng satisfac prmance: ssessment 4 anic studen not achieve	White, Bla White, Bla Story prog 42% (19) \ ts, 44% (7 e proficience	63% a, and reference to "Gu ack, Hispanic, Asian, press in reading. White students, 58% ( 10) Asian students, an :y.	67% iding Question On the 2 students 2013 Ex 2013 Ex 39) By June proficient students	2011 FCAT F s,23% Hispa xpected Lev 2013 there acy on FCAT s, 33% (23) s Student Ad	1% and define area: Reading assessm nic students did vel of Performa will be a decrea reading: 32% ( Hispanic, 12%(3) chievement Process Used	75% s in need of impro- tent 26% White s i not achieve pro- tence: se in the number 14) white studen	udents, iciency. of stude ts, 44%( and 0 In	for the f 36% Bla ats not ( 67) blac dian stud
Based subgro 5B. S Amer Readi 2012 On the Black	I on the analysis of stud oup: tudent subgroups by e rican I ndian) not maki ing Goal #5B: Current Level of Perfo e 2012 FCAT Reading as students,48%(33) Hispi (1) Indian student did	48% ent achieve athnicity ( ng satisfactor prmance: ssessment 4 anic studen not achieve arrier arring lents not	white, Bla White, Bla Story proc 42% (19) \ 1ts, 44% (1 e proficience Prof Prof Implement FCAT cam Identify n	63% a, and reference to "Gu ack, Hispanic, Asian, press in reading. White students, 58% ( 10) Asian students, an cy. blem-Solving Proces Strategy strategy	67% iding Question On the 2 students 2013 Ex 39) By June proficier students s to I ncrease Person or Respons	2011 FCAT F s, 23% Hispa xpected Lev 2013 there ccy on FCAT s, 33% (23) s Student Ac Position sible for oring uding coach,	1% and define areas Reading assessm anic students dic vel of Performa will be a decrea reading: 32% ( Hispanic, 12%(3 chievement Process Usea Effectivene Observation du Focus of observ	75% s in need of impro- ent 26% White s i not achieve prof ance: se in the number 14) white studen ) Asian students d to Determine ss of Strategy ring camps vation is kills identified in	udents, iciency. of stude ts, 44%( and 0 In	for the f 36% Bla nts not r 67) blac dian stud luation llected fr J13 scor s attend
Based subgro 5B. S Amer Readi 2012 On the Black	I on the analysis of stud oup: tudent subgroups by e ican I ndian) not maki ing Goal #5B: Current Level of Perfo e 2012 FCAT Reading as students,48%(33) Hispi o (1) Indian student did Anticipated Ba Need for extended lea opportunities for stud	48% ent achieve athnicity () ng satisfac prmance: ssessment 4 anic studen not achieve arrier arning lents not n BAT 2	ment data White, Bla tory proc tory proc ts, 44% (1 proficience Prof Prof Content Year Long interventi struggling	63% a, and reference to "Gu ack, Hispanic, Asian, press in reading. White students, 58% ( 10) Asian students, an cy. Delem-Solving Process Strategy station of Saturday p, aterials esources for	67% iding Question On the 2 students 2013 Example 2013 Example 2013 Example 2013 Example 2013 Example Proficient Students Stu	2011 FCAT F s, 23% Hispa xpected Lev 2013 there acy on FCAT s, 33% (23) s Student Act position sible for oring ding coach, eachers,	1%         and define area:         Reading assessminic students did         vel of Performation         will be a decreation         reading: 32% (         Hispanic, 12% (3)         chievement         Process User         Effectivene         Observation du         Focus of observing truction of sil         BAT 2 as weak         Feedback proviinstructors         Classroom Observing tructors         Classroom Observing truction mater	75%         s in need of improvement 26% White s         ance:         se in the number         14) white studen         choice:         se in the number         taking camps         vation is         kills identified in         ded to         ervations focused         ervations focused for         sues of         aterials from the         er chart.         chats discussing for	of stude ts, 44%() and 0 In Eva Data co FCAT 20 FCAT 20 FCAT ca	for the f 36% Bla a36% Bla a36% Bla a36% Bla backet backet a36% Bla backet bach
Based subgro 5B. S: Amer 2012 00 the 100%	I on the analysis of stud oup: tudent subgroups by e ican I ndian) not maki ing Goal #5B: Current Level of Perfo e 2012 FCAT Reading as students,48%(33) Hispi o (1) Indian student did Anticipated Ba Need for extended lea opportunities for stud predicted proficient of Teacher limited use o intervention programs	48% ent achieve ethnicity ( ng satisfac ormance: ssessment 4 anic studen not achieve arrier arring lents not n BAT 2 of s on the art exts with e reading various es and ier 3	Implement FCAT carr Identify never Vear Long interventi struggling available Teachers training ti bringing in the class learn how read temp these plan	63% a, and reference to "Gu ack, Hispanic, Asian, press in reading. White students, 58% ( 10) Asian students, and 20) Asian students, and 2	67%         iding Question         iding Question         students         2013 Es         2013 Es         89)         By June proficier students         s to Increase         Person or Respons Monit         Assistant Principal Assistant Prin Reading Coar Team Leader         Principal Assistant Prin Reading Coar Team Leader	2011 FCAT F s, 23% Hispa 2013 there acy on FCAT s, 33% (23) c Student Act position sible for oring ading coach, eachers, mcipal ch: rs	1% and define area: Reading assessm unic students dic vel of Performa will be a decrea reading: 32% ( Hispanic, 12%(3 chievement Process User Effectivene Observation du Focus of observ instruction of sl BAT 2 as weak Feedback provi instructors Classroom Obs on observing th intervention ma struggling read Quarterly data the intervention subgroup stude Review of grad	75%         s in need of improvement 26% White sides and the second sec	of stude ts, 44%( and 0 Ind Data co FCAT 20 students FCAT ca lesson p	for the f

		instructional frameworks.				
Based c	on the analysis of student achieve	ment data, and reference to "Gui	iding	Questions", identify	and define areas in need of impro	ovement for the fo
subgrou	ip:		0			
in read	glish Language Learners (ELL) ing. g Goal #5C:	not making satisfactory progre		18%(6) students de Reading assessment	monstrated satisfactory progress	on the 2012 FCA
2012 0	urrent Level of Performance:			2013 Expected Lev	vel of Performance:	
2012 0						
	<ol> <li>of English Language Learners of on the 2012 FCAT reading assess</li> </ol>				ease in the number of English Lar progress by June 2013.	iguage Learners N
		Problem-Solving Process	to I	ncrease Student Ad	chievement	
	Anticipated Barrier	Strategy		erson or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation T
1		Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Princ	stant cipal,Reading coach, sroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected fro FCAT 2013 scores students attendin FCAT camp
2	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	to incorporate Leveled Literacy Intervention in their small group	Assi: Read	stant principal	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tes running records, E FCAT 2013
3		Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Quick Reads and Fundations)		cipal, Assistant cipal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Feedback on observation data will be provided to grade level teams and Team Leaders.	Reading tests, minibenchmark assessments, BAT 2, FCAT 2013
4	assessments to drive their small group reading instruction.	analyze diagnostic assessments	Assi: Read	cipal stant Principal ding Coach n Leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test,running reco BAT 2, FCAT 2013 IObservation DQ1
Pasod	on the analysis of student achieve	mont data, and reference to "Cui	idina	Questions" identify	and define areas in need of impre	womant for the fe
subgrou	ib:					
in read	idents with Disabilities (SWD) i ing. g Goal #5D:	not making satisfactory progre		21% (13) made sati	isfactory progress on the 2012 FC	AT Reading Assess
	urrent Level of Performance:			2013 Expected Lev	vel of Performance:	
	1) of Students with Disabilities (S s in reading 2012	WD) did not make satisfactory			ease in the percent of SWD stude s on the 2013 FCAT reading asse	
		Problem-Solving Process	to I	ncrease Student Ad	chievement	
	Anticipated Barrier	Strategy		erson or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation T
1		Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Princ	stant cipal,Reading coach, sroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected fro FCAT 2013 scores students attendin FCAT camp
2	Insufficient implementation of differentiated teaching strategies during instruction and assessments	Teachers will be trained on research based strategies to differentiate instruction and resources from the struggling readers chart. Modeling, co-planning and teaching will be part of the training process for teachers learning differentiation	Read ESE Tear	cipal; Ast. Principal; Jing Coach, Specialist n Leaders teachers	Classroom Observations focused on implementation of strategies that differentiate instruction Review of lesson plans	Feedback from classroom observ lesson plans
3	improve ESE student performance.	Ongoing systematic communication and collaboration between ESE Providers, General Education teachers and Coaches. Utilize programs that are research based, taught with fidelity and age appropriate	Read ESE Tear ESE		Classroom Observations focused on implementation of strategies that differentiate instruction Review of lesson plans. ESE teacher is included in data chats	Feedback from classroom observ lesson plans

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

subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	45% (109)of Economically Disadvantaged Student subgroup made satis progress on the 2012 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (134)of Economically Disadvantaged Student did not make satisfactory progress on the 2012 FCAT Reading Assessment.	There will be a decrease in the number of Economically Disadvantaged Students NOT making Satisfactory Progress on the 2012 FCAT Reading Assessment: 43% (104).

		Problem-Solving Process	to Increase Student Ad	chievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Te
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected fro FCAT 2013 scores students attendin FCAT camp
2	Lack of incorporation of Leveled Literacy Intervention Kit in every Kindergarten, 1st, 2nd and 3rd grade as an intervention for struggling readers.	Teachers will be trained on how to incorporate Leveled Literacy Intervention in their small group instruction for struggling readers.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tes running records, E FCAT 2013
3	Insufficient use of Reading intervention programs and individualized strategies and skills in small group instruction.	Teachers will work together along with reading coach and ESE teacher to implement intervention resources available in addition to being trained on how to use them. (Phonics for reading, Elements of Vocabulary, Intermediate Rewards, Great Leaps, Quick Reads and Fundations)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Feedback on observation data will be provided to grade level teams and Team Leaders.	Reading tests, minibenchmark assessments, BAT 2, FCAT 201:
4	Lack of understanding of the results of the FAIR assessments and other diagnostic assessments to drive their small group reading instruction.	analyze diagnostic assessments	Principal Assistant Principal Reading Coach Team Leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4, and running record.	Lesson plans, skill test,running recor BAT 2, FCAT 2013 IObservation DQ1
5	Incomplete lesson plans that specifically address the needs of students in small group instruction and in literacy centers.	Teachers will design reading plans in small group lessons/literacy center activities together at monthly and weekly planning sessions using the instructional frameworks.	Principal Assistant principal Reading coach Team leaders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans, Skill/Strategy tes running records, E FCAT 2013

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	Pers Pos Respo for Mo
Common Core State STandards	K-5	Maria Lowenstein, Melissa Sherman, Rosemary Puia		Aug 8, 2012 Monthly reading planning meetings for CCSS	Lesson Plans, Classroom Observations, Running Record and FAIR data scores	Readin Coach,F Assista Principa
Leveled Literacy Interventions	K-3	Maria Lowensteinc	K-3 teachers	9/14/2012 and individually modeled in classroom by reading coach		LLI assessi Running Record:
Various topics phonics, Daily 5, small group reading, centers, close reads, word work	K-5	Maria Lowenstein, J. Hameister	K-5 not mandatory	Monday afternoons beginning 9/10	observation, lesson plans,	Readin Principa Assista Principa
PLC using FAIR and other assessment data to drive instructon	K-5	Maria Lowenstein, Melissa Sherman, Rosemary Puia, Annette Dittmeier, Carolyn O'Malley, Renee Westergren		8/30, 9/6, 9/10, 9/13,9/27,10/11,10/18,10/26,11/1,12/6,1/10,1/24,2/7,2/21,3/7,4/4,4/25,5/9,	meetings, observation of	Reading Principa Assista Principa

Including
research
based
strategies in
weekly
lessons/planning

K-5

Reading Budget:

Strategy	Description of Resources	Funding Source	Avai An
Using question stems	Common Core STandards Stem questions	Title I	\$31
			Subtotal: \$3
Fechnology			
Strategy	Description of Resources	Funding Source	Avai Am
Use of Accelerated Reader, I Station, Destination	Reading programs available on the computer	N/a	\$
			Subtotal: Subtot
Professional Development			
Strategy	Description of Resources	Funding Source	Avai Am
Common Core Standards training to continue implementation	CCSS training by staff already trained - stipends	Title I	\$1,80
PD/professional development on data and standards	substitutes	Title I	\$2,89
Developing student vocabulary (ELL)	Elements of Vocabulary materials and subs for training	Title I	\$2,88
			Subtotal: \$7,58
Other			
Strategy	Description of Resources	Funding Source	Avai Am
ELO before school and Saturday FCAT Camps	\$ for teacher salaries and materials	Title I not yet funded	g 3
			Subtotal: Subtot
			Grand Total: \$7,89

* Whe	en using percentages, inclue	de the number of students t	he percentage repre	sents next to the percentag	ge (e.g., 70% (35))
Stud	ents speak in English and	understand spoken Englis	sh at grade level ir	a manner similar to non	-ELL students.
	udents scoring proficie _A Goal #1:	ent in listening/speaking	25% of studen	ts will(11) score proficien ing 2013 CELLA	nt on the
2012	2 Current Percent of Stu	udents Proficient in liste	ening/speaking:		
20%	(9/44) of students score	d proficient on the listeni	ng/speaking 2012	CELLA	
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation To
1	Limited student vocabulary	Teachers in grades 3-5 will implement Elements of Vocabulary in small group and build content area vocabulary (Tier3) through word walls, journals, and word work	Team leaders, Literacy Leadership Team,	Monitor student growth through Running Records and data chats	BAT 1 and 2
Stud	ents read in English at gr	ade level text in a manne	r similar to non-EL	L students.	
2. St	udents scoring proficie	ent in reading.			
CELL	_A Goal #2:				
2012	2 Current Percent of Stu	udents Proficient in read	ding:		
			a Lacasa Chuda	unt Achiovomont	
	Pro	blem-Solving Process t	o increase stude	ant Achievement	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency in sight word vocabulary	Teachers will utilized research based 500 Fry words and the Fry phrases created from the Fry words in small groups, literacy centers, and partner activities	Principal, reading coach, team leaders, teachers	conduct quarterly sight word assessments and analyze data in data chats, team meetings.	Sight word assessment
Stude	ents write in English at gr	ade level in a manner sin	nilar to non-ELL stu	udents.	
3. St	udents scoring proficie	nt in writing.			
CELL	A Goal #3:				
2012	2 Current Percent of Stu	dents Proficient in writ	ing:		
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student knowledge of the basic conventions and structure of written English language.	Teachers will differentiate instruction through planned oral language experiences, shared writing, and peer collaboration.	Principal, Reading coach, Literacy Leadership team	Review/analyze writing samples monthly to determine progress and discuss at data chats.	Writing samples

## CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Fechnology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	ent		
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

# Elementary School Mathematics Goals

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

<ol> <li>FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</li> </ol>	The trend data indicates a 6% drop in the percent of students achieving proficiency on the FCAT Math
Mathematics Goal #1a:	Assessment in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	By June 2013 at least 43% (130) of students will achieve proficiency (level 3)on the FCAT Mathematics Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assistant Principal,Reading coach, classroom teachers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 scores for students attending FCAT camp
2	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats IObservation feedback DQ1,2,3,4,	Lesson plans, Chapter test (scores and timing), BAT 2, FCAT 2013 IObservation DQ1,2,3,4,
3	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Team leaders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use if intervention Math programs and strategies and small group instruction	Teachers will work together teacher to implement, in small groups, remediation resources available. (Go Math Intervention Strategies, BEEP lessons, Destination Math)	Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.Feedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT
5	Lack of fluency in number facts - addition, subtraction, multiplication, and division	Teachers will use the CCSS fluency chart to develop quarterly objectives and assessments for students K-5. Additionally, teachers will implement fact fluency activities and centers in planning	Principal, Assistant Principal, Team Leaders		fluency quizes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments

1b. I	Florida Alternate Assessm	nent:			
Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:			4 001 01 7 51000	ents scored level 4,5,and 6 sment in Mathematics 201	
201	2 Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
	(4) of students scored leve da Alternate Assessment in			nts will score levels 4,5,and sment in Mathematics 201	
	Pr	oblem-Solving Process 1	o Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
	Students' specific learning disability and the unique manifestation in	Staff will use PLC time to investigate research based strategies and		Teachers will maintain data books with IEP and assessment data	Program assessments FAA

				instructional strategies	
	d on the analysis of studen provement for the following		eference to "Guiding	g Questions", identify and c	define areas in need
2a. F Leve	CAT 2.0: Students scorir I 4 in mathematics.		There was a 22	percent decrease in the p and 5 on 2012 FCAT math	
2012	2 Current Level of Perforr	nance:	2013 Expected	d Level of Performance:	
	(71) of students achieved s 4 and 5) on the 2012 FC.			udents will achieve above on the 2013 FCAT Mather	
	Pr	oblem-Solving Process 1	to Increase Studer	nt Achievement	1
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with identifying and using problem solving strategies	Implement Singapore Math problem solving strategies learned in 2012 to use with students to enhance the basal math program	Principal, Assistant principal, Curriculum coach	Weekly observation focused on observing the implementation and use of Singapore math problem solving strategies. Data chats quarterly to review enrichment strategies	observation, BAT 2, Chapter tests, FCAT 2013
2	Planning for enrichment activities to stretch our strongest math students	Teachers will meet monthly to plan math lessons. Included in this will be time to plan for enrichment activities to include extentions on Destination Math, and enrichment activities in Go Math	Team Leaders, Principal, Assistant Principal	Review of grade level math plans, classroom observations, quarterly data chats IObservation	Chapter tests, BAT 2, Marzano DQ3,4
2012	2 Current Level of Perforr	nance:	2013 Expected	d Level of Performance:	
	(1) of students scored at a nate Assessment in math.	or above level 7 on the Flo		dents will score at or above e Assessment in Math.	e level 7 on the
	Pr	oblem-Solving Process 1	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving level 7 on FAA	based strategies and programs (such as Moving with Math and	Principal	Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies	Program assessments FAA
	d on the analysis of studen provement for the following		eference to "Guiding	g Questions", identify and c	define areas in need
gain	CAT 2.0: Percentage of s s in mathematics. nematics Goal #3a:	tudents making learning	Trend data indi	cates a decrease of 12% ir g learning gains in math.	n the number of
2012	2 Current Level of Perforr	nance:	2013 Expected	d Level of Performance:	
	(116) of students made lea le 2012 FCAT Assessment	arning gains in mathematic	s 69% (142) will assessment	achieve learning gains on t	he 2013 FCAT math
	Pr	oblem-Solving Process 1	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	learning opportunities for students not predicted proficient on BAT 2	Saturday FCAT camp , Identify materials esources for review of assessed skills content	Principal,Reading coach, classroom teachers,	Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	from FCAT 2013 scores for students attending FCAT camp
2	Teachers not keeping pace with the curriculum prior to FCAT Assessment.	Teachers will plan math lessons/activities together at monthly and weekly planning sessions using the instructional frameworks	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, data chats Observation of DQ 1,2,3,4 and feedback	Lesson plans,Chapter tes (scores and timing), BAT 2, FCAT 2013 IObservation DQ1,2,3,4,
3	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Principal, Assistant Principal, Team leaders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BA 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use if intervention Math programs and strategies and small group instruction	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies and small group math instruction)	Principal, Assistant Principal, Team Leaders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. eedback on observation data will be provided to grade level teams and Team Leaders.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT
5	Lack of fluency in number facts - addition, subtraction, multiplication, and division	Teachers will use the CCSS fluency chart to develop quarterly objectives and assessments for students K-5. Additionally, teachers will implement fact fluency activities and centers in planning	Principal, Assistant Principal, Team Leaders	Review quarterly assessment scores, Data chats, Classroom observation	fluency quizes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments
3b. F Perc matl Math	Florida Alternate Assessn entage of students makir hematics. nematics Goal #3b: 2 Current Level of Perform	ng Learning Gains in	Florida Alternat	ents made learning gains ir e Assessment d Level of Performance:	n math on the
3b. F Perc matl Math 2012	entage of students makir hematics. nematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment	ng Learning Gains in nance:	Florida Alternat 2013 Expected ate 80% (4) studen Alternate Asses	e Assessment d Level of Performance: ts will achieve learning gai sment	
Perc matl Math 2012	entage of students makir hematics. nematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment	ng Learning Gains in nance: math on the Florida Altern	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Encrease Studen Person or Position Responsible for	e Assessment d Level of Performance: ts will achieve learning gai sment nt Achievement Process Used to Determine Effectiveness of	
3b. F Perc matl Math 2012	entage of students makir hematics. 2 Current Level of Perform (3) made learning gains in ssment Pr	ng Learning Gains in nance: math on the Florida Altern oblem-Solving Process i Strategy Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math) to	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Encrease Studer Person or Position Responsible for Monitoring ASD Coach,	e Assessment d Level of Performance: ts will achieve learning gai sment nt Achievement Process Used to Determine	ins on the Florida Evaluation Tool Program assessments,FAA
3b. FPerc mattl Mattr 2012 64% Asse 1	entage of students makir hematics. nematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment (3) made learning gains in ssment Pr Anticipated Barrier Students' specific learning disability and the unique maifestation in each child as it applies to learning math may be a barrier for achieving gains	ng Learning Gains in nance: math on the Florida Altern oblem-Solving Process i Strategy Staff will use PLC time to investigate research based strategies and based strategies and brograms (such as Moving with Math) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth.	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Increase Studer Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal	e Assessment d Level of Performance: ts will achieve learning gai sment th Achievement Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth, the need to adjust IEP and programs.	Evaluation Too Program assessments,FAA
3b. F Perc math Math 2012 64% Asse 1 1 8ase of im 4. FC mak	entage of students makin hematics. nematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment Pr Anticipated Barrier Students' specific learning disability and the unique chalf as it applies to learning math may be a barrier for achieving gains on the FAA d on the analysis of studen	ng Learning Gains in nance: math on the Florida Altern oblem-Solving Process to Strategy Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth. t achievement data, and re group: udents in Lowest 25%	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Increase Studer Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal eference to "Guiding Trend data indi	e Assessment d Level of Performance: ts will achieve learning gai sment th Achievement Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth, the need to adjust IEP and programs.	ins on the Florida Evaluation Too Program assessments,FAA
3b. F Perc Math 2012 64% Asse 1 1 Base of im 4. FC mak Math	entage of students makin hematics. hematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment Pr Anticipated Barrier Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving gains on the FAA d on the analysis of studen provement for the following CAT 2.0: Percentage of stu- ing learning gains in mat	nance: math on the Florida Altern oblem-Solving Process i Strategy Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth. t achievement data, and re group: udents in Lowest 25% hematics.	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Encrease Studer Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal eference to "Guiding Trend data indi- students in the	e Assessment d Level of Performance: ts will achieve learning gai sment nt Achievement Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth, the need to adjust IEP and programs. Questions", identify and con- cates a significant drop in	ins on the Florida Evaluation Too Program assessments,FAA
3b. F Perc matl Math 2012 64% Asse 1 1 Base of im 4. FC mak Math 2012	entage of students makin hematics. nematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment Pr Anticipated Barrier Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving gains on the FAA d on the analysis of studen provement for the following CAT 2.0: Percentage of stu- ing learning gains in mat hematics Goal #4:	nance: math on the Florida Altern oblem-Solving Process i Strategy Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth. t achievement data, and re group: udents in Lowest 25% hematics.	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Encrease Studer Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal, Assistant Principal eference to "Guiding Trend data indi- students in the 2013 Expected as 58% (31) of stu	e Assessment d Level of Performance: ts will achieve learning gai sment nt Achievement Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth, the need to adjust IEP and programs. 1 Questions", identify and co cates a significant drop in lowest 25 percent making	Evaluation Too Program assessments,FAA define areas in nee the percent of learning gains (45 //ill make learning
3b. F Perc matl Math 2012 64% Asse 1 1 Base of im 4. FC mak Math 2012	entage of students makin hematics. nematics Goal #3b: 2 Current Level of Perform (3) made learning gains in ssment Pr Anticipated Barrier Students' specific learning disability and the unique manifestation in each child as it applies to learning math may be a barrier for achieving gains on the FAA d on the analysis of studen provement for the following CAT 2.0: Percentage of stu- ing learning gains in mathematics Goal #4: 2 Current Level of Perform (25) of students in the lower the 2012 FCAT Mathematics	nance: math on the Florida Altern oblem-Solving Process i Strategy Staff will use PLC time to investigate research based strategies and programs (such as Moving with Math) to address students' individual needs and will adjust instruction/programs when there appears to be no impact on student learning and growth. t achievement data, and re group: udents in Lowest 25% hematics.	Florida Alternation 2013 Expected ate 80% (4) studen Alternate Asses to Encrease Studer Person or Position Responsible for Monitoring ASD Coach, Principal, Assistant Principal eference to "Guiding Trend data indi- students in the 2013 Expected s 58% (31) of stu- gains on the 20	e Assessment d Level of Performance: ts will achieve learning gai sment nt Achievement Process Used to Determine Effectiveness of Strategy Teachers will maintain data books with IEP and assessment data collected throughout the year. Data chats quarterly to analyze data and discuss instructional strategies, student growth, the need to adjust IEP and programs. g Questions", identify and of cates a significant drop in lowest 25 percent making d Level of Performance: idents in the lowest 25% w 12 FCAT Mathematics asso	Evaluation Too Program assessments,FAA define areas in nee the percent of learning gains (45 //ill make learning

1	mathem and con	comprehension natics vocabular neepts as they o specific grade	y levels t math v everyda and sys maintai critical	rs plan with gr. o explicitly tea ocabulary throu ay experiences stematically n a record/log vocabulary. ht journals/mat alls)	ch p igh le of	rinci	ipal,Team		vocab classro studer Feedb	oom observa ulary in use oom (word w nt journals) ack to team 's monthly.	in the all,	Observation data lesson plans, Chapter tests,BA 2 FCAT 2013
2			m lessons togethe weekly	rs will plan mat /activities er at monthly a planning sessione instructional orks	nd le ons		ipal, assista ipal, team ers		classro observ chats	vations/visits	s, data	Lesson plans, Chapter te: (scores and timing), BAT 2, FCAT 2013 IObservaton DQ 1,2,3,4
3	indicate weaknes grades 3	v of Data d significant ss in fractions i 3 & 5 and y & measureme 4	those b identify assesse areas. ( activitie those s the yea strateg	rs will examine enchmarks, prerequisite a d skills in thes Calendar math as will focus or kills in through r. (Planning y above will als s this barrier)	e P e pout		ipal, Assista ipal, Team ers		plans Classr	Calendar ma & lessons, oom vations/visits		BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	interver program	ent use if ntion Math ns and strategie all group ion	togethe s teacher remedia availab Interve	rs will work er and with ESE to implement ation resources le. (Go Math ntion Strategie all group math tion)	E P		ipal, Team		focuse use of strate in a si Feedb data v grade	oom observa ed on observ finterventior gies and mat mall group se ack on obser vill be provid level teams Leaders.	ing the terials etting. rvation ed to	minibenchmark assessments, BAT 2, FCAT
5	facts - subtract	fluency in num addition, tion, cation, and	CCSS f develop objectiv assessr K-5. Ac teacher fact flu	rs will use the luency chart to o quarterly ves and ments for stude (ditionally, s will implement ency activities nters in plannin	ents		ipal, Assista ipal, Team ers		assess	Classroom	s, Data	fluency quizes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments
5A. A Meas	Ambitious surable Ob ol will red	but Achievable but Achievable ojectives (AMOs uce their achie	Annual ). In six ye	ear p Elementary By stude (base	Scho June	ool N e th not	Mathematics mere will proficien	GC be ti	oal# a dec .n mat	rease of 50	)% to :	20% of
5A. A Meas schoo by 50 Base	Ambitious surable Ob ol will red	but Achievable ojectives (AMOs uce their achie	Annual ). In six ye	Elementary By stude (base 5A :	Scho June nts r line	ool N e th not	Mathematics mere will proficien	s Go be t i 1 i	a dec n mat s 60%	rease of 50 h.	)% to :	20% of
5A. A Meas schoo by 50 Base	Ambitious surable Ob ol will red 0%. eline data	but Achievable bjectives (AMOs luce their achie	Annual ). In six ye vement ga	Elementary By stude (base 5A :	Scho June nts r line	ool N e th not	Mathematics mere will proficien a for 201	s Go be t i 1 i	a dec n mat s 60%	rease of 50 h. proficient	)% to :	20% of
5A. A Meas schoo by 50 Base 201 Base of im	Ambitious surable Ot ol will red 0%. eline data 10-2011	but Achievable bjectives (AMOs uce their achie 2011-2012 52 analysis of stuc t for the follow	Annual ). In six ya vement ga 2012-207 63 ent achiev ing subgro	Elementary By stude (base 5A : 66 66	Scho June nts r line 2014	ool N e th dat	Mathematics here will proficien a for 201 2014-2	5 Gc be t i 1 i	oal # a dec n mat s 60%	rease of 50 h. proficient 2015-20 72	16	
5A. A Meas schoo by 50 Base 201 Base of im 5B. S Hisp satis	Ambitious surable Ob ol will red 0%. eline data 10-2011 ed on the a pprovement Student s student s stanic, Asia	but Achievable ojectives (AMOs uce their achie 2011-2012 52 analysis of stuc	Annual ). In six yr rement ga 2012-20 63 ent achiev ing subgro ethnicity ( ndian) nc	Elementary stude p 5A : 3 2013 66 ement data, ar up: White, Black, ot making	Scho June nts r line 2014	eren	Mathematics here will proficien a for 201 2014-2 69 here to "Guid rend data in roficiency o	S Go be t i 1 i 201! ling	a dec a dec n mat s 60%	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 201'	0% to 1 16	20% of
5A. A Meas schood by 50 Base 201 Base of im 5B. S Hisp satis Math	Ambitious surable Ob ol will red 0%. eline data 10-2011 d on the a provemer Student s stanic, Asia sfactory p nematics	but Achievable bjectives (AMOs uce their achie 2011-2012 52 analysis of stuc the for the follow subgroups by an, American progress in mo	Annual ). In six yu vement ga 2012-207 63 ent achiev ing subgro ethnicity ( ndian) no thematic	Elementary stude p 5A : 3 2013 66 ement data, ar up: White, Black, ot making	Scho June nts r line 2014	eren	Mathematics here will proficien a for 201 2014-: 69 fee fee rend data in roficiency of 3% Black S roficiency of	s Gc be t i 1 i 201! ling	2021 # 2021 A dec 2022 A dec 2023	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 201'	D% to 1 16 Ty and c studen 1 16%W : studen	20% of 2016-2017 define areas in ne its NOT meeting Whites students,
5A. A Meas schoo by 50 Base 201 Base of im 5B. S Hisp satis Math 2012 34% (23)	Ambitious surable Ob ol will red 2%. eline data 10-2011 do n the a provemer Student s sanic, Asia sfactory p nematics 2 Current (15) Whi Hispanic	but Achievable bjectives (AMOs uce their achie 2011-2012 52 analysis of stuc an for the follow subgroups by an, American progress in m. Goal #5B:	Annual ). In six yr rement ga 2012-207 63 ent achiev ing subgro ethnicity ( ndian) no athematic prmance: 9% (91) Bi (7) Asian B	ear p Elementary stude (base 5A : 3 2013 66 ement data, ar up: White, Black, ot making s.	<pre>/ Sche June 2014 dd refe 333% (1)</pre>	eren TI pj 22 B; W 22 S	Mathematics here will proficien a for 201 2014-: 69 nee to "Guid rend data in roficiency of 3% Black S roficiency of 013 Expect 013 Expect 013 Expect	s Gcobe t i i 1 i 201! ling hdic n Fi tude ted 3 th ments,	201 # a deci n mat a deci 5 5 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 201' 20% Hispanic ath I of Perform II be a decrea proficiency o	16 16 17 16 17 17 17 17 17 17 17 17 17 17 17 17 17	20% of 2016-2017 2016-2017 define areas in ne ts NOT meeting Whites students, nts did NOT meet the number of math: 22% (10) .23% (16) Hispani
5A. A Meas schoo by 50 Base 201 Base of im 5B. S Hisp satis Math 2012 34% (23)	Ambitious surable Ob ol will red 2%. eline data 10-2011 do n the a provemer Student s sanic, Asia sfactory p nematics 2 Current (15) Whi Hispanic	but Achievable ojectives (AMO: uce their achie 2011-2012 52 analysis of stuc to the follow subgroups by an, American orogress in ma Goal #5B: : Level of Perfect tes students, 5 students, 30%	Annual ). In six yy rement ga 2012-207 63 ent achiev ing subgro ethnicity ( ndian) nc athematic prmance: 9% (91) Bl (7) Asian s proficiency	ear p Elementary stude (base 5A : 3 2013 66 ement data, ar up: White, Black, ot making s.	<pre>Schcc June nuts r 2014 2014 333% (1) 1 201:</pre>	eren Ti g 2 2 2 2 2 3 3 3 1 1 1 1 1 1 1 1 1 1 1 1	Mathematics Mathematics Mathematics proficient 2014-: 2014-: 69 feg feg feg feg feg feg feg feg	s Gcobe t i 1 i 201! undicc n Fe ttude m Fe ttude 3 th me nts, % (	Dal # a decc n mat a decc n mat a decc n mat a dec n a dec n a dec n mat a dec n dec n mat a dec n dec dec dec n dec dec dec n dec dec dec dec dec dec dec dec dec dec	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 201' 20% Hispanic hath I of Perform II be a decrea proficiency o roficiency o (72) Black st an Students	16 16 17 16 17 17 17 17 17 17 17 17 17 17 17 17 17	20% of 2016-2017 2016-2017 define areas in ne ts NOT meeting Whites students, nts did NOT meet the number of math: 22% (10) .23% (16) Hispani
5A. A Meas schoo by 50 Base 201 Base of im 5B. S Hisp satis Math 2012 34% (23)	Ambitious surable Ob ol will red 0%. eline data 10-2011 d on the a provemer Student s stanic, Asia sfactory p nematics 2 Current (15) Whi Hispanic an student	but Achievable ojectives (AMO: uce their achie 2011-2012 52 analysis of stuc to the follow subgroups by an, American orogress in ma Goal #5B: : Level of Perfect tes students, 5 students, 30%	Annual ). In six yo vement ga 2012-207 63 ent achiev ing subgro ethnicity ( ndian) nc athematic prmance: 9% (91) Bl (7) Asian s proficiency Problem-	ear p Elementary stude (base 5A : 13 2013- 66 ement data, ar up: White, Black, ot making s. ack Students, 100% y on FCAT math Solving Proces	School June June June 2014 2014 333% (1) 2012 333%	eren Ti g z z s t s t z z s t r n c z z s t r r c z z s t r r z z s t r r r r r r r r r r r r r r r r r r	Mathematics here will proficien a for 201 2014-: 69 for 201 for 201 for 201 ceto "Guid rend data in roficiency of 3% Black S roficiency of 3% Black S roficiency of 013 Expect y June 201 tudents not tudents, 18 tudents crease Stud Person or Position possible for Aonitoring	s Go be t i 1 i 2015 2015 2015 2015 2015 2015 2015 2015	a dec a dec a mat s 60% 5 5 0uest cates t CAT M ents, 2 CAT m I Leve where wi eeting 47% (4) Asi t Achi Ef	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 2011 20% Hispanic hath I of Perform II be a decre- proficiency of (72) Black st an Students levement roccess Used Determine ffectiveness Strategy	16 y and c studen 1 16%V studer ance: ase in t n FCAT udents, and 09 1 to s of	20% of 20% of 2016-2017 2016-2017 define areas in nee ats NOT meeting Whites students, its did NOT meet when umber of math: 22% (10) 1, 23% (16) Hispani 6 (0) Indian Evaluation Toc
5A. A Meas schoo by 50 Base 201 Base of im 5B. S Hisp satis Math 2012 34% (23)	Ambitious surable Ob ol will red 2%. line data 10-2011 d on the a provemer Student s panic, Asia sfactory p nematics 2 Current (15) Whi Hispanic an student	but Achievable ojectives (AMO: uce their achie 2011-2012 52 analysis of stuc t for the follow subgroups by o an, American orogress in m. Goal #5B: t Level of Perfet tes students, 55 students, 30% t did NOT meet cipated Barrien s not keeping th the curriculu FCAT	Annual ). In six yr rement gal 2012-207 63 ent achiev ing subgro ethnicity ( ndian) no athematic prmance: Problem- Problem- Icacher I	Elementary stude (base 5A : 2013 66 ement data, ar up: White, Black, ot making s. ack Students, 100% y on FCAT math Solving Proce Strategy rs will plan mat /activities r at monthly a planning session e instructional	Schot Junee      Schot Junee      Strong      Str	2 S St Princl	Mathematics Mathematics Mathematics proficient a for 201 2014-: [69 [69 [69 [69 [69 [69 [69 [69	s Go be t i 1 i 2015 ing ndicon Fé tude n Fé tude n Fé tude n Fé tude n Fé tude n Fé tude n S 6 ()	al # a decc n mat a decc n mat a decc n mat a dec a de	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 2017 20% Hispanic nath I of Perform II be a decre- proficiency of (72) Black st an Students ievement roccess Used Determine fectiveness Strategy w of lesson p oom vations/visits	16 ivy and of student ance: ance: arcent ivy and of ance: ivy and of ance: ivy and of ance: ivy and of arcent ivy arcent ivy ar	20% of 2016-2017 2016-2017 define areas in ne ats NOT meeting Whites students, its did NOT meet whe number of math: 22% (10) , 23% (16) Hispani 6 (0) Indian
5A. A Meass schoo by 50 Base 2011 Base of im 5B. S Hisp satis Math 2012 34% (23) India	Ambitious surable Ob ol will red 0%. eline data 10-2011 d on the a approvemer Student s stanic, Asia sfactory p nematics 2 Current (15) Whi Hispanic n student (15) Whi Hispanic Antic Pace wil prior to Assessn A review indicate weakne: grades 3	but Achievable ojectives (AMO: uce their achie 2011-2012 52 52 analysis of stuc at for the follow subgroups by an, American orogress in m. Goal #5B: t Level of Perfet tes students, 5 students, 30% t did NOT meet cipated Barrier s not keeping th the curriculu FCAT nent. v of Data d significant ss in fractions i 3 & 5 and y & measurem	Annual ). In six yr rement ga 2012-20' 63 ent achiev ing subgro thnicity ( ndian) no athematic prmance: 2% (91) Bi (7) Asian s proficiency Problem- 1% (91) Bi (7) Asian s togethe weekly the those s those s thos	ear p Elementary stude base 5A : 13 2013- 66 ement data, ar up: White, Black, ot making s. ack Students, 100% y on FCAT math Solving Proces Strategy rs will plan mai y activities rr at monthly a planning sessis ne instructional orks rs will examine enchmarks, prerequisite a d skills in thes	A School June A School June A School June A School June 2014 A Control June 333% (1) 2014 A Control June 333% (1) A Control June 333% (1) A Control June A Con	2 S St Principande Principande Principande	Mathematics mere will proficien a for 201 2014-2 2014-2 [69 mered data in roficiency of rend data in roficiency of 3% Black S roficiency of 013 Expect 013 Expect 013 Expect 013 Expect 013 Expect 013 Expect 013 Expect 013 Expect 013 Expect proficiency of 013 Expect proficiency of 013 Expect 104 - 2 014 - 2 015 - 2 017 - 2 018 - 2 019 - 2 0 0 0 0 0 0 0 0 0 0 0 0 0	s Go be t i i 2011 2011 iing ndic n Fi ted 3 the mee or ant ant	al # a decin mat a decin mat s 60% 55 Quest Quest CAT M CAT	rease of 50 h. proficient 2015-20 72 ions", identif here is an in ath . In 2017 20% Hispanic ath I of Perform II be a decre- proficiency o (72) Black st an Students revement roccess Used Determine ffectiveness Strategy w of lesson p com vations/visits	16 iy and d student 1 16%V is student iance: ianc: ianco: iance: iance: iance: iance: iance: iance: iance: iance:	20% of 20% of 2016-2017 define areas in ne ts NOT meeting Whites students, nts did NOT meet ts NOT meeting Whites students, nts did NOT meet (source students, plans,Chapter te (scores and timing), BAT 2,

3	students not predicted proficient on BAT 2	Saturday FCAT camp , Identify materials esources for review of assessed skills content	coach, classroom teachers,		Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	from FCAT 2013 scores for students attending FCAT camp
4	Insufficient use if intervention Math programs and strategies and small group instruction	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies		ncipal, Assistant ncipal, Team aders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT
		and small group math instruction)			Feedback on observation data will be provided to grade level teams and Team Leaders.	
Deee	d on the oneliusic of student	t askisusment data and a		anas ta "Cuidina	Questions" identify and a	
	d on the analysis of student provement for the following		erer	ence to Guiding	Questions, identify and c	ienne areas in nee
satis	inglish Language Learner factory progress in math nematics Goal #5C:	-			cates an increase in the pe ers who did NOT make sat	
2012	2 Current Level of Perforn	nance:		2013 Expected	Level of Performance:	
76%	(26) of students who are E make satisfactory progress	nglish Language Learners	did	There will be a	decrease in the % of stude je Learners not making sat	
	Pr	oblem-Solving Process 1	to I	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Monitoring Assistant Principal, Reading coach, classroom teachers,		Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 score for students attending FCAT camp
2	Insufficient use if intervention Math programs and strategies and small group instruction.	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies and small group math instruction)	Pri	ncipal, Assistant ncipal, Team aders	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting. Observation of DQ 1,2,3,4 and feedback Feedback.	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT Observation of D 1,2,3,4
3	Teachers not keeping pace with the curriculum prior to FCAT Assessment.		prii	ncipal, assistant ncipal, team ders	Review of lesson plans, classroom observations/visits, data chats	Lesson plans,Chapter te: (scores and timing), BAT 2, FCAT 2013
4	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier)	Pri	ncipal, Assistant ncipal, Team ders	Team Calendar math plans, Classroom observations/visits, data chats	Calendar Math lesson observations, BA 2, Chapter tests, Lesson plans, FCAT 2013
5	Student mastery of math vocabulary	Teachers will use math vocabulary cards with pictures. Student centers will be developed to review vocabulary. CAVs math kits for vocabulary will be used	Principal,		Classroom observations, data, data chats,	Bat 2, Chapter tests scores, FC/ 2013
	d on the analysis of student		efer	ence to "Guiding	Questions", identify and c	lefine areas in nee
5D. S	Students with Disabilities factory progress in math	(SWD) not making			ncrease in students NOT m 2012 FCAT math assessm	
	ematics Goal #5D:					
2012	2 Current Level of Perform	nance:			Level of Performance:	
	(47) of students with disab factory progress on the FCA			disabilities NOT	ecrease in the percent of s making satisfactory progre essment: 60% (38)	
				Charles Charles	nt Achievement	

Person or Process Used to

	Anticipated Barrier	Strategy		Position esponsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Too
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Prino coac	istant cipal,Reading ch, classroom chers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 score for students attending FCAT camp
2	Limited collaboration between the ESE and general education teachers.	Plan regular/monthly meetings with ESE teacher and Gen ed teacher to build collaboration.	prino Curr ESE	cipal, assistant cipal, riculum coach, teacher, ESE cialist	Classroom observations Data Chats quarterly including ESE teacher	Chapter Tests, BAT 2,FCAT 2013
3	Insufficient use of intervention Math programs and strategies and small group instruction.	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies, Moving with Math, and small group math instruction)	Princ	cipal, Assistant cipal, ESE cher	Classroom observations focused on observing the use of intervention strategies and materials in a small group setting IObservation DQ 1,2,3 with feedback	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT IObservation DQ1,2,3
4	A review of Data indicated significant weakness in fractions in grades 3 & 5 and geometry & measurement in grade 4	ALL Teachers will examine those benchmarks, identify prerequisite and assessed skills in these areas. Calendar math activities will focus on those skills in throughout the year. (Planning strategy above will also address this barrier) ESE teacher to place particular emphasis in planning on developing prerequisite skills for the Fraction, measurement,	Princ	cipal, Assistant cipal,	Calendar math plans, ESE teacher lesson plans/schedule, Classroom observations/visits, data chats	observations, BA 2, Chapter tests Lesson plans, FCAT 2013
5	lack of student prerequisite skills in math	and geometry benchmarks ESE teacher will use moving with math in conjunction with information from prerequisite tests to work with students on foundational and prerequisite skills	PRin	cipal, Assistant ncipal	ESE teacher plans, data chats, classroom observations	BAT 2, Chapter tests, FCAT 2013
6	Lack of fluency in number facts - addition, subtraction, multiplication, and division		Prino Leac	cipal, Assistant cipal, Team ders	Review quarterly assessment scores, Data chats, Classroom observation	fluency quizes, chapter test scores, BAT 2, FCAT Next year's 1st quarter fluency assessments
	d on the analysis of studen		efere	ence to "Guiding	Questions", identify and o	define areas in ne
E. Ec satis	provement for the following conomically Disadvantage sfactory progress in math nematics Goal E:	ed students not making	e		cates a decrease of 21% ir sadvantaged students NOT gress in math	
2012	2 Current Level of Perforn	nance:	-	2013 Expected	d Level of Performance:	
did N	(126) of students who are IOT make satisfactory progr ssment		ith E	Economically dis	decrease in the number of sadvantaged NOT making 2013 FCAT math assessm	satisfactory
	Pr	oblem-Solving Process 1	to I n	icrease Studer	nt Achievement	
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	Need for extended learning opportunities for students not predicted proficient on BAT 2	Implementation of Saturday FCAT camp , Identify materials esources for review of assessed skills content	Assi Princ coac	istant cipal,Reading ch, classroom chers,	Observation during camps Focus of observation is instruction of skills identified in BAT 2 as weak Feedback provided to instructors	Data collected from FCAT 2013 score for students attending FCAT camp
					Review of lesson plans,	

		frameworks			feedback DQ1,2,3,4	IObservation DQ1,2,3,4
		benchmarks, identify prerequisite and assessed	Principal, leaders	Team	Calendar math plans, Classroom observations/visits, data chats	Team Calendar Math lesson observations, BAT 2, Chapter tests, Lesson plans, FCAT 2013
4	Insufficient use of intervention Math programs and strategies and small group instruction.	Teachers will work together and with ESE teacher to implement remediation resources available. (Go Math Intervention Strategies, Moving with Math, and small group math instruction)	Principal, Principal, Leaders		focused on observing the use of intervention	Math Chapter tests, minibenchmark assessments, BAT 2, FCAT

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
Common Core State Standards	K-5	Maria Lowenstein, Renee Westergren, Annette Dittmeier, Rosemary Puia, Melissa Sherman, Carolyn O'Malley	K-5 teachers	August 8, 2012	Monthly lesson planning by grade level for implementation of CCSS	Principal, Assistant Principal, Reading Coach
Calendar Math implementation and focus on weak math skills	K-5	Renee Westergren	K-5 teachers	August 14, 2012	Grade level Calendar math lesson plans, observation	Assistant Principal
Grade level montly planning (1/2 day per month)	K-5	Melissa Sherman, Carolyn O'Malley, Maria Lowenstein, Annette Dittmeier, Mailodie Ferland, Stacy Havaran	K-5 teachers	First week of the month 1/2 day planning for team	Lesson plans, classroom observation, I Observation DQ 1,2,3,4	Principal, Assistant Principal
Singapore Math problem solving strategies	K-5	Maria Lowenstein, Renee Westergren, Elise Gottlieb,Rosemary Puia,Kristy Schradel, Kristy Good,	K-5 teachers	Montly faculty meetings -2nd Tuesday One strategy presented per meeting, grade level reps share at weekly grade level meetings	Classroom Observations	Principal, Assistant Principal

#### Mathematics Budget:

Strategy	Description of Resources	Funding Source	Available Amoun
Train staff on Singapore Math Problem solving strategies	handbook of problem solving strategies	Title I	\$250.00
· ·			Subtotal: \$250.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amoun
1/2 day monthly training/planning includes CCSS and training on benchmarks to be taught	CCSS, Math Benchmarks, Go Math lesson materials for on level, remediation, enrichment, Destination Math	Title I	\$2,899.50
CCSS training in Math all teachers K-5	Stipend	Title I	\$1,800.00
			Subtotal: \$4,699.5
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
DAta Chats/training	Sub \$ to cover classes during data chats	Title I	\$634.00
ELO before school and Saturday FCAT camps	\$ for teacher salaries and materials	Title I not yet funded	\$0.00
			Subtotal: \$634.0

# 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:	There was a 9 percentage point decrease in students achieving proficiency (level 3)on 2012 FCAT science assessment			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In June 2012, 25% (28)of students scored level 3 on the 2012 FCAT Science assessment	40% (44) of students will achieve proficiency (FCAT Level 3) on the 2013 FCAT science assessment			

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of journal writing in science	Teacher training in the use of journals in science.	Principal, Assistant principal,	Weekly CWT's that focus on the use of science journals. Feedback provided to individual teams and Team Leaders	CWT data student science journals
2	Teacher lack of complete detailed lesson plans (including hands-on activities, journal writing, technology)for teaching science at all grade levels	together at weekly planning sessions using the instructional	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, Journals, data chats	Lesson plans, Chapter test (scores and timing), Journals, BAT 2, FCAT 2013
3	Review of previous year's science content required for FCAT	Teachers will use Sciencesaurus centers (teacher developed) to review topics from previous years. They will also utilize United streaming videos in a center format		Review of lesson plans and center plans, Science assessments and benchmark review	BAT2 Science and FCAT 2012, Journal

Based on the analysis of stude areas in need of improvement			Guiding Questions", ider	ntify and define	
1b. Florida Alternate Assess Students scoring at Levels 4 Science Goal #1b:	2 out of 4 students scored level 4,5, or 6 on the 2012 Florida Alternate Assessment in Science				
2012 Current Level of Perfo	rmance:	2013 Expecte	2013 Expected Level of Performance:		
50% (2) students scored at le Florida Alternate Assessment			nts will score a level 4, Iternate Assessment in		
Proble	em-Solving Process t	o I ncrease Stude	ent Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1				mornioning	onarogy	1
		Students' specific	Staff will use PLC time	ASD Coach,	Review of lesson plans	Program
		learning disability and	to investigate research	Principal,	and	assessments
		the unique	based strategies and	Assistant	Data chats quarterly	FAA
	1	manifestation in each	programs to address	Principal	to analyze data and	
		child as it applies to	students' individual		discuss instructional	
		learning math may be a	needs		strategies	
		barrier for achieving				
		level 3.5 or 6 on FAA				Í.

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:	There was a 13 percentage point decrease in the number of students scoring level 4 or above on the 2012 FCAT science assessment.		
2012 Current Level of Performance:	2013 Expected Level of Performance:		

In June 2012, 8% (9)of students scored at or above 25% (28)of students will score at or above level 4 on

### Achievement level 4 on the 2012 Science FCAT

the 2013 FCAT science assessment

	Prob	lem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	lack of student participation in hands- on science activities	Science activities	Team Leader Principal, Assistant Principal	Observations focused on hands-on science activities. Feedback on Observation data will be provided to grade level teams and Team Leaders. IObservation DQ3,4	Observation dat focused on hands-on activities, lesson plans, student science journals I Observation DQ3,4
2	Teacher lack of complete detailed lesson plans (including hands-on activities, journal writing, technology)for teaching science at all grade levels	together at weekly planning sessions using the instructional	Principal, assistant principal, team leaders	Review of lesson plans, classroom observations/visits, Journals, data chats	Lesson plans, Chapter test (scores and timing), Journals, BAT 2, FCAT 2013
3	Lack of use of content area text related to all science concepts	Teacher use of leveled science readers to include in literacy centers, and student research on science topics as center activity	Principal, assistant principal,	Review of lesson plans, student work, observations	student work, BAT 2, FCAT 2012

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas 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 Exp	pected Level of Perform	mance:
	Problem-Solving Proces	s to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	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		PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Science pd/planning	K-5		K-5 teachers and	Weekly Team	Classroom	Principal, Assistant Principal, Team Leaders

Science Budget:

Evidence-based Program(s)/Material(s)					
Strategy Description of Resources Funding Source Availat					
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: \$0.0
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0
			End of Science G
iting Goals			
hen using percentages,	include the number of students the percentage	e represents (e.g., 70% (35)	).
sed on the analysis of need of improvement f	student achievement data, and reference	to "Guiding Questions", id	lentify and define area

Ĩ

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Trend data indicates a decrease in the percent of students scoring proficient in writing Writing Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 85% (103) of students will achieve a level 4 or above in 85% (68) of students achieved 3.0 or higher in writing writing on the 2013 FCAT writing Assessment Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Evaluation Tool Responsible for Effectiveness of Monitoring Strategy Teacher knowledge of Professional Principal, Improved scores on FCAT Writing the new emphasis on development for all assistant egular writing ubric, baseline assessments, teacher observation, writing conventions and grade levels on principal, reading and mid-year conventions in writing. specific elaboration of specialist, team reporting as well details. FLDOE anchor papers eader samples at data as regular writing and student work samples will be used as conferences samples teaching tools to promote understanding of the writing components review of student Monthly writing writing, writing samples, prompts, Midyear Students with limited Daily 3 min grammar Principal, review of student vocabulary and grammar skills lessons in class and assistant daily editing activities in principal, media data conferences 2 assesement, the hallway as students specialist and FCAT Writing wait in the morning speech teacher need for additional In school camps and Review of student Principal Monthly prompts, support for students scoring 1,2,3 in writing before school camps. Assistant writing samples and midyear assessment. In school camps bimonthly prompts. Data Principal, Team FCAT WRiting monthly in the . leader conferences cafeteria, and beginning in Nov. on Thursdays. 3 (students broken down by level and move to different teachers for writing) ELO writing camp in January

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. 0 out of 2 students scored 4 or higher on the 2012 Florida Alternate Assessment in Writing Writing Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (2) of students scored level 4 or higher on the 2012 50% (1) of the students will score a level 4 or higher on Florida Alternate Assessment in Writing the 2013 Florida Alternate Assessment in Writing Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Evaluation Tool Responsible for Effectiveness of Monitoring Strategy

	Students' specific	Staff will use PLC time	ASD Coach,	Teachers will maintain	Program
	learning disability and	to investigate research	Principal,	data books with IEP	assessments
	the unique	based strategies and	Assistant Principal	and assessment data	FAA
	manifestation in each	programs in writing to		collected throughout	
1	child as it applies to	address students'		the year.	
	learning reading may be	individual needs		Data chats quarterly to	
	a barrier for achieving			analyze data and	
	level 3,5, or 6 on FAA			discuss instructional	
				strategies	

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
Retrain teachers in changes on the writing assessment rubric	Gr 3 and 4	Naria	gr 3 and 4 teachers and ESE teacher	9/26/2012	Adm team to grade monthly prompts (random selection)	Reading coach

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in ne of improvement:				
1. Attendance Attendance Goal #1:	Trend data indicates the attendance rate increased by .4% in 2012			
2012 Current Attendance Rate:	2013 Expected Attendance Rate:			
The 2012 Attendance Rate, was 95.8% (605)	By June 2013, the Expected Attendance Rate will be 98% (607)			
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
The 2012, the number of students with excessive absences was .52% (32).	By June 2013 the Expected numbr of Students with Excessive Absences (10 or more) will drop to .40%(25).			
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
The 2012, the number of students with excessive tardies was 22% (142)	By June 2013, the expected number of students with excessive tardies will drop to 19% (117).			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents awareness of the opportunities awarded to students that attend school regularly	Recognizing students that have perfect attendance at quarterly awards assemblies; Create a symbolic representation of daily attendance	Guidance Counselor, Assistant Principal, Teachers, Data Processor	Monitor Attendance report in Pinnacle	Attendance report
2	Parents know the correlation between regular school attendance and student achievement	Information on the benefits of regular attendance in newsletter, website.	Assistant Principal, Guidance Counselors	Review of Attendance reports/B-Tip numbers	Attendance report/ B-tip meeting decreased
3	Shortage of mentors	Match students with high absentees and tardies with mentors	Guidance Counselor, Assistant Principal, Teacher	High absentees and tardies decrease	Attendance report
4	Parents aware that school/ instruction starts at 8:00 AM.	Large (2 sided) Sign in front of the office door with 2 messages: 1. You are on time for school. 2. You are late. Instruction starts at 8:00 AM.	Assistant Principal	Daily tardy slips	Attendance/tardy report
5		Institute an incentive program for students who are on time every day in the quarter. (Free skating passes from our partner)	Assistant principal, classroom teacher	Monthly Attendance/tardy reports	Quarterly report of tardy students - comparison

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
		Ν	lo Data Submitte	d		

Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0

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:

Susp	pension Goal #1:			students	per of suspensions were l	533 that 170 UI
2012	2 Total Number of In–So	chool Suspensions		2013 Expecte	d Number of In-School	Suspensions
	une 2012, the total numb .02% (10) of the student		ns	In June 2013 ti will remain less	he total number of in-sch than 1%.	ool suspensions
2012	2 Total Number of Stude	ents Suspended In-Sch	ool	2013 Expecte School	d Number of Students S	Suspended In-
	une 2012, the total numb ol was .001% (6)	er of students suspended	l in		he total number of stude crease to >.001% (5).	nts suspended in
2012	2 Number of Out-of-Sch	ool Suspensions		2013 Expecte Suspensions	d Number of Out-of-Sc	hool
By Ju	une 2012, there was one	external suspensions		By June 2013, School suspens	the expected total Numb ions will be 0	er of Out-of-
2012 Scho	2 Total Number of Stud ool	ents Suspended Out-of	-	2013 Expecte of-School	d Number of Students	Suspended Out-
	une 2012, the total Numb of-School was >%.01 (1)		b		the Expected Number of -of-School will be >%.01	
	Pro	blem-Solving Process t	o I	ncrease Stude	nt Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
1	Students with challenging behaviors need a stronger connection to school	Reduce the number of in-school and out of school suspensions.Mentors for students; Students involved in small counseling groups for specific concerns; Student recognition activities;	Principal Assistant Principal, Guidance		monitor referrals and individual student behavior Plans Monitor the implementation of mentors and small group counseling	DMS Reports
2	Teachers using research based strategies for dealing with challenging behaviors in the classroom.	Provide training in A Framework to Understanding Poverty and CHAMPS review			CWT's focused on classroom management and use of CHAMPS and strategies from A Framework to Understanding Poverty	Data on teacher referrals
	Teachers use incentive strategies to promote the usage of the procedures, rules and character traits.	Program for Primary Level and Intermediate Level to identify behavior that allows students to go beyond the "normal" acceptable behavior section. Discipline team created school wide rules as a guide for classroom rules. Weekly, Teachers identify students that exhibit monthly	Counselor, Members of the Positive Behavior/Discipline Plan.		Monitor Referrals for infractions of the school and classroom rules and procedures.	DMS Reports
3		character trait and be awarded with a named feather to complete the school Eagle mascot. These students will be recognized during the Awards Assembly. Bi-weekly, Cafeteria Incentive Program that promotes CHAMPS Procedures awarded to successful classes. These classes will be recognized during the Awards Assembly.				
		School Pledge that is recited daily during morning announcements to create an atmosphere for learning.				

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

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

#### Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

# Parent Involvement Goal(s)

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

1. Parent I nvolvement Parent I nvolvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.				Atlantic West Elementary increased parent participation in school based events			
2012	2 Current Level of Parer	nt Involvement:	2	013 Expecte	d Level of Parent I nvo	lvement:	
activ	current level of parents v ities duplicated unduplica (445)		B	y June 2013, acrease to 759	the expected Level of Pa % (464)	arent Involvemen	
	Pro	blem-Solving Process t	to I no	crease Stude	nt Achievement		
	Anticipated Barrier	Strategy	Res	Person or Position ponsible for lonitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too	
1	Limited access to translators for evening meetings	Plan to provide Creole and Spanish translators for evening meetings and parent presentations. Fliers sent to parents with translations availble; school marquee; newsletter, parent link and school's website		e Wetergren	Review of RSVP's from parents: Keep a count of parents attending. Include attendance issues in marketing committee meeting.	Sign In Sheets; Visible Parent Participation	
2	Consistent daily communication	All students 2-5 be given a yearly planner for writing down homework and as a daily communication with parents K-1 students have a	Assis	stant Principal	Review of student planners, folders	Customer surve data showing positive attitude towards school home communciation 80% or higher	

		weekly folder			
3	Parent comfort level in school participation	Hold a parent drop in before school gr. K-5 (previously k,1 only) Hold a new parent orientation night to help parents understand general school procedures	Principal, Volunteer coordinator	Review parent participation data at marketing committee meetings Parent survey data Parent attendance Number of volunteers (currently 3)	Customer survey data Sign in sheets for parent events Volunteer attendance (STAR)
		At Drop In and Open House provide computer access for parents to sign up to volunteer			

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
Annual Parent Seminar	Parents	District Title I	2 parent representative	Spring	Share info at SAC meeting	Renee Westergren

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	registration fee	Title I	\$80.00
			Subtotal: \$80.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amoun
Training for parents on using the student planners	\$ for student planners	Title I	\$2,571.00
Problem solving in math	\$ for parent resource	Title I	\$19.00
			Subtotal: \$2,590.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent LIteracy nights	\$ for training materials and snacks	Title I	\$500.00
Parent Literacy nights	\$ to pay facilitators	Title I	\$264.00
			Subtotal: \$764.0

End of Parent I nvolvement Goal(s)

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

* Whe	en using percentages, incluc	le the number of students t	he percentage repre	esents (e.g., 70% (35)).	
Base	d on the analysis of schoo	ol data, identify and defir	ne areas in need of	f improvement:	
1. ST STEN	EM / Goal #1:			ise of technology to enh reading, and writing	ance instruction in
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of working computer equipment for student use	1. move computers out of unused classrooms 2. place a computer cart at each grade level for sharing 3.Create a computer lab using student laptops - k-4 access	Principal, Principal	Monitor lab use, teacher lesson plans	Use of AR, Destination, Istation, ebooks Student projects/products

	for 5th grade access only	Media specialist/TLC	Teacher observations	lobservationDQ2
able programs	Technology PLC facilitated by the media specialist/TLC			

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
		٢	lo Data Submitte	d		

STEM Budget:

Evidence-based Progra	am(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 Developm	ent		
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(:

Additional Goal(s) No Additional Goal was submitted for this school

## FINAL BUDGET

Goal	Strategy	Description of Resources	Funding Source	Available Amour
Reading	Using question stems	Common Core STandards Stem questions	Title I	\$310.0
Mathematics	Train staff on Singapore Math Problem solving strategies	handbook of problem solving strategies	Title I	\$250.C
Parent Involvement	Annual Parent Seminar	registration fee	Title I	\$80.C
				Subtotal: \$640.0
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amour
Reading	Use of Accelerated Reader, I Station, Destination	Reading programs available on the computer	N/a	\$0.0
				Subtotal: \$0.0
Professional Developn	hent			
Goal	Strategy	Description of Resources	Funding Source	Available Amour
Reading	Common Core Standards training to continue implementation	CCSS training by staff already trained - stipends	Title I	\$1,800.0
Reading	PD/professional development on data and standards	substitutes	Title I	\$2,899.0
Reading	Developing student vocabulary (ELL)	Elements of Vocabulary materials and subs for training	Title I	\$2,885.0
Mathematics	1/2 day monthly training/planning includes CCSS and training on benchmarks to be taught	CCSS, Math Benchmarks, Go Math lesson materials for on level, remediation, enrichment, Destination Math	Title I	\$2,899.5
Mathematics	CCSS training in Math all teachers K-5	Stipend	Title I	\$1,800.0
Parent Involvement	Training for parents on using the student planners	\$ for student planners	Title I	\$2,571.0
Parent Involvement	Problem solving in math	\$ for parent resource	Title I	\$19.C
				Subtotal: \$14,873.
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amour
Reading	ELO before school and Saturday FCAT Camps	\$ for teacher salaries and materials	Title I not yet funded	\$0.C
Mathematics	DAta Chats/training	Sub \$ to cover classes during data chats	Title I	\$634.0
Mathematics	ELO before school and Saturday FCAT camps	\$ for teacher salaries and materials	Title I not yet funded	\$O.C
Parent Involvement	Parent Literacy nights	\$ for training materials and snacks	Title I	\$500.0
Parent Involvement	Parent Literacy nights	\$ to pay facilitators	Title I	\$264.0
				Subtotal: \$1,398.0
			(	Grand Total: \$16,911.

.

School-level Differentiated Accountability Compliance

jm Focus

jn Priority

jn NA

Are you a reward school: jin Yes jin No

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

jn Prevent

No Attachment (Uploaded on 10/14/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Support student FCAT camps as needed. Support student technology needs.	\$2,619.00

scribe the activities of the School Advisory Council for the upcoming year	
he SAC will monitor the goals and implementation of strategies of the SIP	
The SAC will monitor the goals and implementation of strategies of the SIP The SAC will work to increase parent involvement	

## 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 Distrie ATLANTIC WEST ELEM		HOOL				
2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	80%	94%	54%		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	67%	68%			135	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	71% (YES)			127	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	82%	94%	55%	306	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	75%			144	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	68% (YES)			118	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					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested