

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: COOPER CITY ELEMENTARY SCHOOL

District Name: Broward

Principal: Dennis F. Sciuлло

SAC Chair: Karen Senarens

Superintendent: Donnie Carter, Interim Superintendent

Date of School Board Approval: December 6, 2011

Last Modified on: 9/13/2011

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Dennis F. Sciuлло	Health/Physical Education, Masters in Educational Leadership	6	16	2007-2008 619 points (A), 100% of AYP criteria met 2008-2009 638 points (A), 100% of AYP criteria met 2009-2010 624 points (A), 97% of AYP criteria met-Criteria not met in Math, Students with Disabilities Subgroup 2010-2011 614 points (A), 90% of AYP criteria met - Criteria not met in Math and Reading for Economically Disadvantaged and Math and Reading for Students with Disabilities Subgroups
Assis Principal	Marsha Wagner	Elementary K-6, Masters in Educational Leadership	1	1	2008-2009 594 points (A), 100% of AYP criteria met (Coconut Palm Elementary) 2009-2010 548 points (A), 90% of AYP criteria met - Criteria not met in Reading and Math for Black and Economically Disadvantaged Subgroups (Coconut Palm Elementary) 2010-2011 568 points (A), 87% of AYP

criteria met - Criteria not met in Reading for Hispanic and Economically Disadvantaged Subgroups and Math for Black Subgroup (Coconut Palm Elementary)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Catherine Georgianna	Certification in Early Childhood, Elementary Education, Reading. Master's in Elementary Education	5	3	2007-2008 619 points (A), 100% of AYP criteria met 2008-2009 638 points (A), 100% of AYP criteria met 2009-2010 624 points (A), 97% of AYP criteria met-Criteria not met in Math, Students with Disabilities Subgroup 2010-2011 614 points (A), 90% of AYP criteria met - Criteria not met in Math and Reading for Economically Disadvantaged and Math and Reading for Students with Disabilities Subgroups

HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Culture Building Activities	Administration	06/08/2012	
2	Peer Mentors	Leadership Team	06/08/2012	
3	Morale Boosters	Leadership Team	06/08/2012	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	7.1%(3)	7.1%(3)	45.2%(19)	47.6%(20)	26.2%(11)	100.0%(42)	9.5%(4)	9.5%(4)	88.1%(37)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Meredeth Legg	To Be Determined	National Board Certified Teacher	Portfolio Development
Sheila Rainford	To Be Determined	National Board Certified Teacher	Portfolio Development
Linda Signorelli	To Be Determined	National Board Certified Teacher	Portfolio Development
Jenni Arguinzoni, 2nd Grade Team Leader	Jamie Smith, Interim Sub, 2nd Grade	New Teacher	Weekly Meetings; Planning
Marsha Wagner, Interim Assistant Principal	Karen Senarens, Aspiring Administrator	Administrative Mentoring	Administrative Shadowing, Leadership Responsibilities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team is comprised of the following members: Adrienne Cabrera (Guidance Counselor/Case Manager), Jinnette Garcia (ESE), Cathy Georgianna (Reading Coach), Marsha Wagner (Assistant Principal), Dennis Sciuillo (Principal), Carolyn Petterson (School Psychologist), Kathy McCullough (School Social Worker).

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs.

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

The school-based RTI Leadership Team meets regularly to discuss screening measures, diagnostic data, and progress monitoring. The Guidance Counselor (Adrienne Cabrera), is responsible for the agenda and minutes of these meetings. Opportunities for professional development based on current diagnostic information and curriculum alignment needs have been met, the Leadership Team will evaluate the effectiveness of the core curriculum (Tier 1). Students not meeting proficiency standards detailed in Tier 1 will be referred for further discussion with the RtI Leadership Team by the classroom teacher.

The classroom teacher compiles an Intervention Record Form. The Collaborative Problem Solving model will be employed to meet the supplemental or intensive needs of the struggling students. There are four vital components required in the CPS process. These are:

1. Problem Identification: Identify the problem and desired behavior for the student.
2. Problem Analysis: Collecting data in order to determine cause of the identified problem.
3. Intervention: Developing or selecting appropriate and evidence-based intervention or intervention program.
4. Evaluate: Measure and evaluate the effectiveness of the prescribed intervention.

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

The RTI Leadership Team meets with the School Advisory Council to help develop the 2010-2011 School Improvement Plan. By evaluating prior year's testing data, the team provides data on Tier 1, 2, and 3 student targets. Information and data to

be discussed includes FCAT data, AYP and specific targeted subgroups, intervention programs, resources and supplemental materials.

Tier 1-In consultation with one or two colleagues, teacher tries universal, evidence-based interventions.

Tier 2-In consultation with several CPS team members, teacher tries targeted, evidence-based interventions.

Tier 3-Using full CPS team support, teacher and other try intensive, evidence-based interventions.

Clear expectations are set for instruction, processes and procedures.

The team will assist, support, and monitor struggling students.

RtI Implementation

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

Baseline Data:

- Diagnostic Assessment for Reading (DAR)
- Cool Tools Screenings
- Rigby Running Records
- Florida Comprehensive Assessment Test (FCAT)
- QBAT
- Florida Assessment for Instruction in Reading (FAIR)
- Benchmark Assessment Tests (BAT)
- Publisher Provided Inventory Assessments
- Data Warehouse Reports
- Comprehensive English Language Learning Assessment (CELLA)

Progress monitoring:

- QBAT
- Rigby Running Records
- School Data Points
- Curriculum-Based Measurements
- Data Warehouse Reports
- Benchmark Assessment Test (BAT)

Midyear:

- Cool Tools Screenings
- Rigby Running Records
- Florida Comprehensive Assessment Test (FCAT)
- QBAT
- Florida Assessment for Instruction in Reading (FAIR)
- Benchmark Assessment Tests
- Diagnostic Assessment for Reading (DAR)
- Mini Benchmark Assessment Tests (Mini-BAT)
- Data Warehouse Reports

End of the Year:

- Diagnostic Assessment for Reading (DAR)
- Cool Tools screenings
- Florida Assessment for Instruction in Reading (FAIR)
- District-Provided End of the Year Assessments
- Florida Comprehensive Assessment Test (FCAT)
- Publisher Provided End of the Year Assessments
- Data Warehouse Reports

Tier 1- In consultation with one or two colleagues, teacher tries universal, evidence-based interventions.

Tier 2- In consultation with several CPS team members, teacher tries targeted, evidence-based interventions.

Tier 3- Using full CPS team support, teacher and others try intensive, evidence-based interventions.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and will include training opportunities regarding:

- The Collaborative Problem Solving Model(CPS)
- Behavior Management (CHAMPS)
- Data-Driven Instruction
- Evidence-Based Interventions
- Deficiency Specific Skill Builders

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School-Based Literacy Leadership Team consists of Dennis F. Scullo (Principal), Marsha Wagner (Assistant Principal), Cathy Georgianna (Reading Coach and Reading SIP Committee Chair), Reading SIP Committee members (TBD), Maria Ibanez (ESOL), Jinnette Garcia (ESE)

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

Monthly meetings will focus on literacy initiatives, programs, data, and concerns. Continuous collaboration with the RTI team, the SAC, and Team Leaders will support student proficiency on initiatives and programs.

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

The Literacy Leadership Team will implement core reading program, research based intervention programs, diagnostics, ongoing assessments to monitor progress and family involvement activities. The work of LLT will be a continuous process throughout the year in order to raise student achievement and proficiency across the curriculum.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

*High Schools Only

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

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?

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 School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Based on 2011 FCAT Reading results, Reading Application was the weakest strands in grades 3-5. Literary Analysis and Informational Text/Research Process were the strongest strands overall.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2010-2011 FCAT Reading Assessment, 31% (88/281) of the 3rd-5th grade students scored a Level 3.	By June 2012, 34% of 3rd-5th grade students will score a Level 3 on the FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students possess limited background knowledge.	Expand student knowledge-base through varied reading experiences (such as trade books) and technology integration (such as United Streaming).	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, FCAT Test Maker Pro
2	Students lack stamina in reading longer passages.	Increase use of lexiled passages.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Accelerated Reader, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro.
3	Students lack exposure to test question complexity.	Provide higher order questioning techniques.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Differentiated classroom instruction will be implemented. Targeted students will receive small group instruction in accordance with RtI interventions.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedbacks	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, FCAT Test Maker Pro, QAR, Quick

					Reads, DAR, Wilson
5	Students need exposure to the question stems and distractors used on the FCAT Reading Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, QAR, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
6	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation.
7	Students lack exposure to high level vocabulary.	School-Wide vocabulary parade (students nonlinguistically embody a chosen vocabulary word to share with schoolmates); Elements of Vocabulary (K-4)	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Elements of Vocabulary, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
8	Students lack word building skills.	Explicit teaching of Greek and Latin prefix, root and suffix in each grade level.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Elements of Vocabulary, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
9	Integration of New Treasures /Triumphs Curriculum materials into Grades 4 and 5.	Provide professional development for 4th and 5th grade teachers.	Administrative Team and Support Staff	Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Professional Development Follow Up

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading	Based on 2011 FCAT Reading results, Reading Application was the weakest strands in grades 3-5. Literary Analysis and Informational Text/Research Process were the overall strongest strands.
Reading Goal #2:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Reading Assessment, 58% (163/281) of third through fifth grade students scored Level 4 or Level 5.	By the 2012 FCAT Reading Assessment, 61% of third through fifth grade students will achieve a Level 4 or Level 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students need exposure to the question stems and distractors used on the FCAT Reading Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Biweekly Focused Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
2	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed into instruction.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Biweekly Focused Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation.
3	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Enrichment opportunities will be provided before school (such as Early Bird Readers) and within the regular classroom (such as novels, technology and trade books).	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Biweekly Focused Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, FCAT Test Maker Pro
4	Students lack exposure to high level vocabulary.	School-Wide vocabulary parade (students nonlinguistically embody a chosen vocabulary word to share with schoolmates); Elements of Vocabulary (K-4)	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, Elements of Vocabulary, FCAT Test Maker Pro
5	Students lack word building skills.	Explicit teaching of Greek and Latin prefix, root and suffix in each grade level.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, Elements of Vocabulary, FCAT Test Maker Pro
6	Integration of New Treasures Curriculum materials into Grades 4 and 5.	Provide professional development for 4th and 5th grade teachers.	AdministrativeTeam and Support Staff	Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Professional Development Follow Up
7	Students lack academic goal-setting skills.	Teacher/Student conferencing to review individual assessment data and establish goals and expectations.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Student Goal-Setting Documentation

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:

3. Percentage of students making Learning Gains in reading

Reading Goal #3:

In order to ensure students continue to make learning gains, extended learning opportunities will be provided for enrichment and remediation.

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Reading Assessment, 69% (149/216) of students made learning gains.	By the 2012 FCAT Reading Assessment, 72% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty comprehending informational text.	Teachers will utilize Thinking Maps and prescriptively use Marzano's High Probability strategies.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, QAR, Focus Florida, FCAT Test Maker Pro
2	Students lack stamina in reading longer passages.	Increase use of lexiled passages.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Accelerated Reader, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
3	Students need exposure to question stems, and distractors used on the FCAT Reading Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed into instruction.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation.
5	Student behavior affects their test performance.	Teachers will manage behavior issues and increase student motivation through CHAMPS management program strategies.	AdministrativeTeam and Support Staff	Discipline Management System, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Discipline reports from Data Warehouse

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

4. Percentage of students in Lowest 25% making learning gains in reading	In order to reduce the number of students performing in the lowest 25%, prescribed interventions, such as pull-out small groups and double-dosing will be implemented in alignment with student-specific needs.
Reading Goal #4:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Reading Assessment, 62% (36/58) of	On the 2012 FCAT Reading Assessment, 65% of students

students in the Lowest 25% made learning gains.

in the Lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with on-grade-level reading material.	Small group, skill specific intervention support.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro
2	Students experience difficulties in the 6 areas of reading.	Teachers will utilize the Struggling Readers Chart to determine the appropriate program to meet the need(s) of the student.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro
3	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Differentiated classroom instruction will be implemented. Targeted students will receive small group instruction in accordance with RtI interventions in addition to Computer Lab time every morning using technology specifically focusing on deficiencies.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro
4	Students need exposure to question stems and distractors used on the reading test item specifications.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	AdministrativeTeam and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments,

					CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
5	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will be perform comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed in instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation.

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	N/A
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	N/A
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5C:</p>	<p>In order to improve the progress of Students with Disabilities, prescribed interventions, such as pull-out small groups, and double-dosing will be implemented in keeping with specific student needs and the RtI process.</p>
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Reading Goal #5C: Students with Disabilities (SWD)

<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>
<p>On the 2011 FCAT Reading Assessment, 55% (35/64) of Students with Disabilities made progress.</p>	<p>On the 2012 FCAT Reading Assessment, 58% of students with Disabilities will make progress.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with on-grade-level reading material.	Small group, skill specific intervention support.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro
2	Students experience difficulties in the 6 areas of reading.	Teachers will utilize the Struggling Readers Chart to determine the appropriate program to meet the need(s) of the student.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro
3	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Differentiated classroom instruction will be implemented. Targeted students will receive small group instruction in accordance with RtI interventions.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, DAR, Rigby, DRA, FAIR (K Only), Cool Tools, Quick

					Reads, QAR, Wilson, 6 Minute Solutions, Great Leaps, Intermediate Rewards, FCAT Test Maker Pro
4	Students need exposure to question stems and distractors used on the reading test item specifications.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
5	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will be perform a more comprehensive understanding of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed in instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation.
6	Students' decoding/phonics and word recognition skills are 2 or more levels below grade	ERI (K), Foundations (1-2) and Wilson (intermediate) interventions in word recognition.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, DAR, Rigby, Cool Tools, Wilson/ Foundations/ERI

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	To improve the progress of Economically Disadvantaged students, students will be provided with a standards based instruction that focuses on activation of background knowledge and integration of technology.
Reading Goal #5D:	
Reading Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 Reading FCAT assessment, 77% (81/105) of Economically Disadvantaged Students made progress.	On the 2012 Reading FCAT assessment, 80% of Economically Disadvantaged Students will make progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students possess limited background knowledge,	Expand student knowledge-base through varied reading experiences (such as trade books) and technology integration (such as United Streaming).	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, FCAT Test Maker Pro
	Delivering meaningful instruction to meet the needs of various learning styles and	Differentiated classroom instruction will be implemented. Targeted students will	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom	Program Assessments, Mini Assessments,

2	abilities.	receive small group instruction in accordance with RtI interventions		Walk-Throughs with Grade-Level Feedback	Benchmark Assessments, Fluency, CCC/Destination Success, STAR, Focus Florida, FCAT Test Maker Pro, QAR, Quick Reads, DAR, Wilson
3	Students need exposure to the question stems and distractors used on the reading test item specifications.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, QAR, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedbacks	PLC minutes, Unwrapping Standards follow up documentation.

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BEEP Training	K-5/All Subjects	Sally House, HRD	K-5 Instructional Staff	8/11/2011	Biweekly Focused CWT with Grade-Level Feedback	Administrative Team
Differentiated Reading Block Centers Training	K-5/Reading	HRD	K-5 Instructional Staff	10/28/2011	Biweekly Focused CWT with Grade-Level Feedback, Follow Up Activities	Administrative Team
Unwrapping the Standards	K-5/Standards Driven Instruction	Grade Level PLC/Team Leaders	K-5 Instructional Staff	9/28/2011 and Monthly	Biweekly Focused CWT with Grade-Level Feedback, Grade Level Team Meeting Minutes	Administrative Team
ESE Strategies in the General Education Classroom	K-5/All Subjects	Susan Liese	K-5 Instructional Staff	8/10/2011	Biweekly Focused CWT with Grade-Level Feedback	Administrative Team
Technology	K-5/All Subjects	PLC/Team Leaders	K-5 Instructional Staff	10/6/11 and Monthly	Biweekly Focused CWT with Grade-Level Feedback, PLC Meeting Minutes	Administrative Team
Treasures/Triumphs	4-5/Reading	Grade Level PLC/Team Leaders	4-5 Instructional Staff	8/17/2011 and ongoing	Biweekly Focused CWT with Grade-Level Feedback, Grade Level Team Meeting Minutes	Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull-out intervention materials to increase student fluency rate and level of comprehension.	Quick Reads	Instructional Materials	\$453.79
Pull-out intervention material to increase student achievement.	Question-Answer Relationship	Instructional Materials	\$458.00
Phonics instruction to advance reading skills.	Phonics for Reading	Instructional Materials	\$132.00
Phonics and Phonemic Awareness program for students with varying exceptionalities.	Wilson Foundations	Instructional materials	\$148.00
Students will use evidence-based resources to reinforce and apply reading comprehension strategies.	Treasures FCAT Test Preparation Workbook	Instructional Materials	\$2,083.00
Students will use supplemental reading material to reinforce comprehension skills in non-fiction text.	Weekly Reader	PTO	\$4,500.00
			Subtotal: \$7,774.79
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,774.79

End of Reading Goals

Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Through the use of math manipulatives, technology, learning centers, hands-on activities, and regular practice of grade level material, students will reinforce and retain concepts taught in order to meet grade level proficiency standards.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Math assessment, 31% (86/281) of third through fifth grade students scored a Level 3.	By the 2012 FCAT Reading assessment, 34% of third through fifth grade students will achieve a Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mastery of foundation level skills.	Differentiated Instruction with focused remediation on specific area of deficiency.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
2	Students have various learning styles and abilities.	Differentiated classroom instruction will be implemented using manipulatives, First in Math, FCAT Explorer, and math incentive programs to ensure students master concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
3	Students need exposure to the question stems and distractors used on the FCAT Math Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation
5	Students lack mastery of mathematics vocabulary.	Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro

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:

<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</p> <p>Mathematics Goal #2:</p>	<p>Through the use of curriculum enrichment, curriculum acceleration, math manipulatives, technology, learning centers, hands-on activities, and regular practice of grade level material, students will reinforce and retain concepts taught in order to meet and exceed grade level proficiency standards.</p>
<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>
<p>On the 2011 FCAT Math Assessment, 63% (177/281) of third through fifth grade students scored a Level 4 and Level 5.</p>	<p>By the 2012 FCAT Reading Assessment, 66% of third through fifth grade students will achieve a Level 4 or Level 5.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle to make real world connections with learned math concepts.	Project Based Learning, incorporating technology will provide real world link to math concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
2	Students working above level need the opportunity to work at an accelerated rate.	Students in 4th and 5th grade needing acceleration will follow the Go Math PEP accelerated Instructional Focus Calendar.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
3	Students have various learning styles and abilities.	Differentiated Classroom instruction with enrichment will be implemented using manipulatives, First in Math, FCAT Explorer, math incentive programs (such as Sunshine Math).	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	Students need exposure to question stems and distractors used on the FCAT Math Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
5	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed in instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation
6	Students lack mastery of mathematics vocabulary.	Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination

	repeatedly expose students to conversational use of math vocabulary.		Success, Focus Florida, FCT Test Maker Pro
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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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	To ensure students maintain or improve their current level or performance, students must be provided opportunities to reinforce lessons taught, enrichment, and teacher provided and pull-out intervention for specific deficiencies.
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Math Assessment, 72% (156/216) of third through fifth grade students made learning gains.	On the 2012 FCAT Math Assessment, 75% of third through fifth grade students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to reinforce previously learned skills and concepts.	Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT Explorer, Focus Florida, Destination Success to reinforce skills and concepts learned in the classroom.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
2	Struggling students at Tier II Interventions show specific deficiencies.	RTI interventions will be implemented to meet specific student needs.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
3	Students need exposure to the question stems and distractors used on the FCAT Math Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	Students lack mastery of foundation level skills.	Differentiated Instruction with focused remediation on specific area of deficiency.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
5	Students have various learning styles and abilities.	Differentiated classroom instruction will be implemented using manipulatives, First in Math, FCAT Explorer, and math	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments,

		incentive programs to ensure students master concepts.			CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
6	Students lack mastery of mathematics vocabulary.	Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
7	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSS/CCS and FCAT 2.0 Test Item Specifications, in order to embed standards, within grade level content limits, into the instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation

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

4. Percentage of students in Lowest 25% making learning gains in mathematics	In order to increase the number of students making learning gains in math, teachers provide intensive interventions, pull-out groups for direct instruction and intervention, and continual monitoring through the RTI Leadership Team.
Mathematics Goal #4:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Math Assessment, 77% (43/56) of students in Lowest 25% made learning gains.	By the 2012 FCAT Math Assessment, 80% of students in the Lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to reinforce previously learned skills and concepts.	Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT Explorer, Focus Florida, Destination Success to reinforce skills and concepts learned in the classroom.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
2	Struggling students at Tier II Interventions show specific deficiencies.	RTI interventions will be implemented to meet specific students needs.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
3	Students need exposure to the question stems, and distractors used on the FCAT Math Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination

					Success, Focus Florida, FCAT Test Maker Pro
4	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation
5	Students lack mastery of foundation level skills.	Differentiated Instruction with focused remediation on specific area of deficiency.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
6	Delivering meaningful instruction to meet the needs of various learning styles and abilities.	Differentiated classroom instruction will be implemented using manipulatives, First in Math, FCAT Explorer, and math incentive programs to ensure students master concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
7	Students lack mastery of mathematics vocabulary.	Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	N/A
Mathematics Goal #5A:	

Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	N/A
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	This subgroup will receive additional support through their classroom teacher and the ESE team, as well as technology and manipulative resources which are designed to meet specific needs.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Math assessment, 70% (45/64) of Students with Disabilities met proficiency.	By the 2012 FCAT Math assessment, 73% of Students with Disabilities will meet proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with on-grade level mathematics skills	Small group, skill specific intervention support.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3
2	Lack of time to reinforce previously learned skills and concepts.	Math camps, daily math homework practice, Daily FCAT 2.0 Warm Ups, First in Math program, FCAT explorer, Focus Florida, Destination Success to	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination

		reinforce skills and concepts learned in the classroom.			Success, Focus Florida, FCAT Test Maker Pro, Key Math 3
3	Struggling students at Tier II Interventions show specific deficiencies.	RtI interventions will be implemented to meet specific students needs.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3
4	Students need exposure to question stem and distractors used on the FCAT Math Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3
5	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Data Chats, Focused Classroom Walk-Throughs	PLC minutes, Unwrapping Standards follow up documentation.
6	Students lack mastery of foundation level skills.	Differentiated Instruction with focused remediation on specific area of need.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3
7	Students have various learning styles and abilities.	Differentiated classroom instruction will be implemented using manipulatives, First in Math, FCAT Explorer, and math incentive programs to ensure students master concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3
8	Students lack mastery of mathematics vocabulary.	Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro, Key Math 3

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

5D. Student subgroups not making Adequate Yearly Through the use of math manipulatives, technology,

Progress (AYP) in mathematics	learning centers, hands-on activities, and regular practice of grade level material, students will reinforce and retain concepts taught in order to meet and exceed grade level proficiency standards.
Mathematics Goal #5D:	

Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance:*	2012 Expected Level of Performance:*
On the 2011 FCAT Mathematics assessment, 77% (81/105) of Economically Disadvantaged students made progress.	On the 2012 FCAT Mathematics assessment, 80% of Economically Disadvantaged students will make progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack mastery of foundation level skills.	Differentiated Instruction with focused remediation on specific area of deficiency.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
2	Students have various learning styles and abilities.	Differentiated classroom instruction will be implemented using manipulatives, First in Math, FCAT Explorer, and math incentive programs to ensure students master concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
3	Students need exposure to question stems and distractors used on the FCAT Math Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Data Chats, Focused Classroom Walk-Throughs	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro
4	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS and FCAT 2.0 Test Item Specifications, in order to embed in instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation
5	Students lack mastery of mathematics vocabulary.	Classrooms will be print-rich with mathematics vocabulary. Word walls will include math terms. Daily instruction will repeatedly expose students to conversational use of math vocabulary.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, CCC/Destination Success, Focus Florida, FCAT Test Maker Pro

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unwrapping the Standards	K-5/Standards Driven Instruction	Grade Level PLC/Team Leaders	K-5 Instructional Staff	9/28/11 and Monthly	Biweekly Focused CWT with Grade-Level Feedback, Grade Level Team Meeting Minutes	Administrative Team
BEEP Training	K-5/All Subjects	Sally House, HRD	K-5 Instructional Staff	8/11/2011	Biweekly Focused CWT with Grade-Level Feedback, Follow up Activities	Administrative Team
Technology	K-5/All Subjects	PLC/Team Leaders	K-5 Instructional Staff	8/17/2011 and Ongoing	Biweekly Focused CWT with Grade-Level Feedback, Grade Level Team Meeting Minutes	Administrative Team
ESE Strategies in the General Education Classroom	K-5/All Subjects	Susan Liese	K-5 Instructional Staff	8/10/2011	Biweekly Focused Focused CWT with Grade-Level Feedback, Follow up Activities	Administrative Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental math curriculum for students with varying exceptionalities.	Moving with Math	Instructional Materials	\$410.02
Supplemental materials to support core curriculum.	Go Math! Workbooks	Instructional Materials	\$1,536.00
			Subtotal: \$1,946.02
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental program to meet various learning styles and abilities of students in first through fifth grades.	First in Math	School Funds	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive additional support through small group, skill specific after-school camp.	Math Camp	Accountability	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$7,446.02

End of **Mathematics Goals**

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:

<p>1. Students achieving proficiency (FCAT Level 3) in science</p> <p>Science Goal #1:</p>	<p>On the 2010 FCAT Science Assessment, 65% of student scored a Level 3 or above. On the 2011 FCAT Science Assessment, 61% of students scored a Level 3 or above.</p>
<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>
<p>38% (38/100) of fifth grade students scored a Level 3 on the 2011 FCAT Science Assessment.</p>	<p>41% of fifth grade students will score a Level 3 on the 2012 FCAT Science Assessment.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need hands-on experiences to better comprehend science concepts.	Use of Broward County Hands-on Science Kits and Florida Science Fusion activities to reinforce concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro
2	Students need repeated exposure to new science vocabulary to promote retention and understanding.	Classrooms will be print-rich with science vocabulary. Word walls will include science terms. Daily instruction will repeatedly expose students to conversational use of science vocabulary.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Journals, FCAT Test Maker Pro
3	Students need exposure to the question stems and distractors used the FCAT Science Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, FCAT Test Maker Pro
4	Students lack knowledge of the scientific method.	Students will be instructed on the scientific method using adopted curriculum materials (Broward County Hands-On-Science Kits and Florida Science Fusion). A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades).	Administrative Team and Support Staff, Science Fair Coordinator	Annual Science Project, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, Science Fair Rubric
5	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation
	Adoption of new science curriculum	Professional development for	Administrative Team and	Trimester Teacher/Administrator	Professional Development Follow

6	materials.	teachers for effectively implementing the new science curriculum materials.	Support Staff	Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Up
7	Students have various learning styles and abilities.	Differentiated classroom instruction will be implemented in keeping with BEEP lessons.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments, Mini Assessments, Benchmark Assessments, Student Work Products and Student Journals, FCAT Test Maker Pro

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science	On the 2010 FCAT Science Assessment, 65% of student scored a Level 3 or above. On the 2011 FCAT Science Assessment, 61% of students scored a Level 3 or above.
Science Goal #2:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
23% (23/100) of fifth grade students scored Level 4 and 5 on the 2011 FCAT Science Assessment.	26% of fifth grade students will score Level 4 and 5 on the 2012 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	Students need hands-on experiences to better comprehend science concepts.	Use of Broward County Hands-On Science Kits and Florida Science Fusion activities to reinforce concepts.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro
2	Students need repeated exposure to science vocabulary to promote retention and understanding.	Classrooms will be print-rich with science vocabulary. Word walls will include science terms. Daily instruction will repeatedly expose students to conversational use of science vocabulary.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro
3	Students need exposure to the question stems and distractors used on the FCAT Science Assessment.	Question stems and distractors will be incorporated into daily lessons and explicitly taught to students.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pros
	Students lack	Students will be	Administrative	Annual Science	Program

4	knowledge of the scientific method.	instructed on the scientific method using adopted curriculum materials (Broward County Hands-On-Science Kits and Florida Science Fusion). A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades).	Team and Support Staff, Science Fair Coordinator	Project , Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro, Science Fair Rubric, Benchmark Assessments
5	In order to increase student achievement, students need to be given standards driven instruction.	Teachers will perform a comprehensive analysis of the NGSSS/CCSS in order to embed standards, within grade level content limits, into instruction.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	PLC minutes, Unwrapping Standards follow up documentation
6	Adoption of new science curriculum materials.	Professional development for teachers to effectively implement the new science curriculum materials.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Professional Development Follow Up
7	Students require enriching, real-world science experiences.	Differentiated classroom instruction will be implemented in keeping with BEEP lessons. Technology will be integrated and include BEEP resources such as United Streaming and virtual labs.	Administrative Team and Support Staff	Trimester Teacher/Administrator Data Chats, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Program Assessments (Science Fusion), Mini Assessments, Benchmark Assessments, Student Work Products (Journals, Lab Documentation), FCAT Test Maker Pro

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rolling Out the New Science Series	K-5/Science	Grade Level Teacher Leaders/PLC	K-5 Instructional Staff	8/10/2011	Biweekly Focused CWT with Grade Level Feedback, Grade Level Team Meeting Minutes	Administrative Team
ESE Strategies in the General Education Classroom	K-5/All Subjects	Susan Liese	K-5 Instructional Staff	8/10/2011	Biweekly Focused CWT with Grade Level Feedback, Follow Up Activities	Administrative Team
Unwrapping the Standards	K-5/ Standards Driven Instruction	Grade Level PLC/Team Leaders	K-5 Instructional Staff	9/28/2011 and Monthly	Biweekly Focused CWT with Grade Level Feedback, Grade Level Team Meeting Minutes	Administrative Team
BEEP Training	K-5/All Subjects	Sally House, HRD	K-5 Instructional Staff	8/11/2011	Biweekly Focused CWT with Grade Level Feedback, Follow Up Activities	Administrative Team

Technology	K-5/All Subjects	PLC/Team Leaders	K-5 Instructional Staff	10/6/11 and Monthly	Biweekly Focused CWT with Grade Level Feedback, PLC Meeting Minutes	Administrative Team
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize hands-on materials.	Delta Science Kits replenishment.	Science	\$1,100.00
Students will be instructed on the scientific method. A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades).	Science Fair boards	Science	\$800.00
Subtotal: \$1,900.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$1,900.00			

End of Science Goals

Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing	Our school has seen a consistent increase in students achieving proficiency on the FCAT Writing Assessment. Additional assistance is needed in the area of student elaboration and support for main ideas.
Writing Goal #1:	
2011 Current Level of Performance:*	2012 Expected Level of Performance:*
90% (88/98) of fourth grade students scored Level 4 or above on the 2011 FCAT Writing Assessment.	93% of fourth grade students will score a Level 4 or above on the 2012 FCAT Writing Assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students have	Students will receive	Administrative	A school-wide plan to	Scored Six-Trait

1	difficulties generating ideas.	daily writing instruction and will participate in free journal writing.	Team and Support Staff	monitor student progress will be implemented. Writing samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	writing samples, writing portfolio, Writing FCAT
2	Students' writings lack proper use of conventions and expression of clear ideas.	Revision and editing process will be explicitly taught and include focus on sentence structure, mechanics, usage, punctuation and spelling.	Administrative Team and Support Staff	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Scored Six-Trait writing samples, writing portfolio, Writing FCAT
3	Students lack reflective insight into their writing.	Students will write and be provided feedback pertaining to individual needs.	Administrative Team and Support Staff	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Scored Six-Trait writing samples, writing portfolio, Writing FCAT
4	Students are deficient in varying components of the writing process.	Students will receive differentiated instruction in writing to focus on individual areas of enrichment or remediation.	Administrative Team and Support Staff	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Scored Six-Trait writing samples, writing portfolio, Writing FCAT
5	Students require additional instructional time to improve level of proficiency.	Select students will attend an after-school writing camp.	Administrative Team and Support Staff	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Scored Six-Trait writing samples, writing portfolio, Writing FCAT
6	Teachers require professional development to master the nuances of writing instruction.	Teachers will attend writing professional development to refine their writing instruction skills.	Administrative Team and Support Staff	Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Professional Development Follow Up
7	Students lack exposure to high level vocabulary.	School-Wide vocabulary parade (students nonlinguistically embody a chosen vocabulary word to share with schoolmates); Elements of Vocabulary (K-4)	Administrative Team and Support Staff	A school-wide plan to monitor student progress will be implemented. Writing samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Scored Six-Trait writing samples, writing portfolio, Writing FCAT
	Students lack word building skills.	Explicit teaching of prefix, root and suffix in each grade level	Administrative Team and Support Staff	A school-wide plan to monitor student progress will be implemented. Writing	Scored Six-Trait writing samples, writing portfolio, Writing FCAT

8				samples will be reviewed monthly and feedback provided. Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	
9	Teachers require training in new PARCC assessments to prepare students for the 2014-2015 implementation.	Teachers will explore and understand components of "writing to a source" and engage students in writing analysis learning opportunities.	Administrative Team and Support Staff	.Focused Biweekly Classroom Walk-Throughs with Grade Level Feedback.	Professional Development Follow Up

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A		
Writing Goal #2A:				
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)				
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A		
Writing Goal #2B:				
Writing Goal #2B: English Language Learners (ELL)				
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A		
Writing Goal #2C:				
Writing Goal #2C: Students with Disabilities (SWD)				
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A		
Writing Goal #2D:				
Writing Goal #2D: Economically Disadvantaged				
2011 Current Level of Performance:*		2012 Expected Level of Performance:*		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing/PARCC Assessments	Grade 4/Writing	Phyllis Gelman, Nova Blanche Forman Elementary	4th Grade Teachers	9/20/2011	Biweekly Focused CWT with Grade-Level Feedback, Follow Up Activities	Administrative Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers teaching key elements of writing to ensure student writing achievement will attend training.	K-2 grade teachers needing refresh: Units of Study Training/Grade 4 Teachers: Workshop	Broward Sheriff's Office	\$1,500.00
Teachers require professional development to master the nuances of writing instruction.	4th grade teachers will create a Writing Plan incorporating components of: BEEP, PARCC and Teaching that Makes Sense	School Funds	\$500.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive additional support through small group, skill specific after-school camp.	Writing Camp	Accountability	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$3,500.00

End of **Writing Goals**

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal #1:	The goal for the 2011-2012 school year is to increase the attendance rate by 1 percent.
2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*
The 2010-2011 attendance rate is 96%.	The expected attendance rate for the 2011-2012 school year is 97 percent.
2011 Current Number of Students with Excessive	2012 Expected Number of Students with Excessive

Absences (10 or more)		Absences (10 or more)			
201 students had excessive absences during the 2010-2011 school year.		The number of students with excessive absences will decrease by 20%(37)			
2011 Current Number of Students with Excessive Tardies (10 or more)		2012 Expected Number of Students with Excessive Tardies (10 or more)			
141 students had excessive tardies during the 2010-2011 school year.		The number of students with excessive tardies will decrease by 20%(24)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students taking extended weekends, holidays and early release days.	Track patterns of student absences. School Social/Administration contact parents and inform them of policies and guidelines such as the Broward Truancy Intervention Program (BTIP). Individual incentives for attendance are created through RtI.	Guidance Counselor, Administration	Track patterns of non-attendance by teacher and by grade level	Computerized Attendance Reports, compared to prior year.

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle Training	K-5/ Gradebook and Attendance Monitoring	HRD	K-5 Instructional Staff	8/16/2011	Focused Classroom Walk-Throughs	AdministrativeTeam

Attendance Budget:

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

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

End of **Attendance** Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension	
Suspension Goal #1:	The goal for the 2011-2012 school year is to reduce the number of suspensions by 10%.
2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions
The total number of in-school suspensions for 2011 was 15.	We expect to decrease the number of in-school suspensions by 10% (2)
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
The total number of students with in-school suspensions during the 2011 school year was 14.	We expect to decrease the number of students receiving in-school suspensions by 10%(1).
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
The total number of out-of-school suspensions during the 2011 school year was 5.	We expect to decrease the number of out-of-school suspensions by 20%(1).
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
The total number of students with out-of-school suspensions during the 2011 school year was 4.	We expect to decrease the number of students receiving out-of-school suspensions by 25%(1).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking social skills and established boundaries	School Guidance Counselor, Social Worker and psychologist conduct regularly scheduled groups to improve students' social skills and behavior management	Guidance Counselor, ESE Specialist, Administration	Observations by Classroom Teacher, Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Virtual Counselor, Informal Documentation
	Disruptive classroom behavior	CHAMPS, RtI Interventions, PBIP,	Administration, RtI Team	Observations by Classroom teacher,	Virtual Counselor, Informal

2	School-wide infusion of character education program using Life Skills	Focused Biweekly Classroom Walk-Throughs with Grade-Level Feedback	Documentation
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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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	

Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	N/A			
2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*			
N/A	N/A			
2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (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						

Dropout Prevention Budget:

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

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

End of **Dropout Prevention Goal(s)**

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parental involvement plays a large role in the school's success. Based on the 2011 FCAT Assessment results for third through fifth grade, 89% of students scored Level 3 or above grade level in reading, 94% of students scored Level 3 or above in math, 90% of students met state standards in writing, and 61% of students scored Level 3 or above in science.
2011 Current Level of Parent Involvement:*	2012 Expected Level of Parent Involvement:*
In the 2010-2011 school year, there were 286 approved volunteers.	In the 2011-2012 school year, we will increase the number of approved volunteers by 5% (14).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a stronger home-school connection to support educational goals and to meet the standards at grade level or above.	Through a partnership with Barnes & Noble, primary and intermediate students and their parents will be provided with academic reading nights. Through a partnership with Publix, parents and students are provided grade specific, academic math night. Families are invited to attend academic science night to learn about the scientific method and assist their child in completing a science fair project. Parents are invited to attend an informational seminar on the writing process in order to assist their child. Parents will be invited to attend an	Administration, SIP Committee Chairs	Annual participation logs	Participation trends, informal feedback

		informational session on preparing for the FCAT and the NGSSS/CCSS. Parents will be invited to attend evening events related student and family guidance topics.			
2	Consistent parent attendance at SAC meetings is minimal.	Invite students to present work samples at SAC meetings.	Administration, SAC Chair, SIP Committee Chairs	Monthly sign-in sheets.	SAC Attendance Report
3	Teachers and school staff need volunteer support in the school and in the classroom.	Build relationships with parent volunteers through the PTO.	Administration, Volunteer Coordinator	Monthly sign-in sheets.	STAR System

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pull-out intervention materials to increase student fluency rate and level of comprehension.	Quick Reads	Instructional Materials	\$453.79
Reading	Pull-out intervention material to increase student achievement.	Question-Answer Relationship	Instructional Materials	\$458.00
Reading	Phonics instruction to advance reading skills.	Phonics for Reading	Instructional Materials	\$132.00
Reading	Phonics and Phonemic Awareness program for students with varying exceptionalities.	Wilson Foundations	Instructional materials	\$148.00
Reading	Students will use evidence-based resources to reinforce and apply reading comprehension strategies.	Treasures FCAT Test Preparation Workbook	Instructional Materials	\$2,083.00
Reading	Students will use supplemental reading material to reinforce comprehension skills in non-fiction text.	Weekly Reader	PTO	\$4,500.00
Mathematics	Supplemental math curriculum for students with varying exceptionalities.	Moving with Math	Instructional Materials	\$410.02
Mathematics	Supplemental materials to support core curriculum.	Go Math! Workbooks	Instructional Materials	\$1,536.00
Science	Students will utilize hands-on materials.	Delta Science Kits replenishment.	Science	\$1,100.00
Science	Students will be instructed on the scientific method. A class science project will be completed as well as a student generated project (required in intermediate grades; optional in primary grades).	Science Fair boards	Science	\$800.00
				Subtotal: \$11,620.81
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Supplemental program to meet various learning styles and abilities of students in first through fifth grades.	First in Math	School Funds	\$3,500.00
				Subtotal: \$3,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Teachers teaching key elements of writing to ensure student writing achievement will attend training.	K-2 grade teachers needing refresh: Units of Study Training/Grade 4 Teachers: Workshop	Broward Sheriff's Office	\$1,500.00
Writing	Teachers require professional development to master the nuances of writing instruction.	4th grade teachers will create a Writing Plan incorporating components of: BEEP, PARCC and Teaching that Makes Sense	School Funds	\$500.00

Subtotal: \$2,000.00				
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Students will receive additional support through small group, skill specific after-school camp.	Math Camp	Accountability	\$2,000.00
Writing	Students will receive additional support through small group, skill specific after-school camp.	Writing Camp	Accountability	\$1,500.00
				Subtotal: \$3,500.00
				Grand Total: \$20,620.81

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[View uploaded file](#) (Uploaded on 9/13/2011)

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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Writing Camp	\$2,000.00

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

Monthly meetings to monitor School Improvement Plan initiatives.

AYP DATA

No Data Found
No Data Found
No Data Found

SCHOOL GRADE DATA

Broward School District COOPER CITY ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	94%	62%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	78%	74%			152	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	76% (YES)	72% (YES)			148	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					638	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COOPER CITY ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	91%	98%	65%	340	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	72%	69%			141	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	65% (YES)	73% (YES)			138	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					619	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District COOPER CITY ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	90%	61%	322	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	82%	69%			151	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	73% (YES)	69% (YES)			142	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					615	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested