

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: PANTHER RUN ELEMENTARY SCHOOL

District Name: Broward

Principal: Elaine L. Saef

SAC Chair: Emanuel Hunter

Superintendent: James F. Notter

Date of School Board Approval: 12/7/10

Last Modified on: 10-25-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(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	Elaine L. Saef	<ul style="list-style-type: none"> •BS in Business Administration/Marketing •BA in Elementary Ed •MS in Educational Leadership •ESOL Endorsement •Certified in: Elementary Ed. 1-6 and School Principal 	13	13	<p>2009-2010</p> <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 87 % • Reading Learning Gains: 66% • Reading Gains Lowest 25%: 52 % • Math Mastery: 87% • Math Learning Gains: 65% • Math Gains Lowest 25%: 70% • Writing Mastery: 90% • Science Mastery: 40% • 92% of subgroups met AYP status <p>2008-2009</p> <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 88% • Reading Learning Gains: 76% • Reading Lowest 25%: 65% • Math Mastery: 89% • Math Learning Gains: 76% • Math Lowest 25%: 59% • Writing Mastery: 92% • Science Mastery: 68% • 100% of all subgroups met AYP status <p>2007-2008</p> <ul style="list-style-type: none"> • Grade: A

					<ul style="list-style-type: none"> • Reading Mastery: 84% • Math Mastery: 88% • Writing Mastery: 91% • Science Mastery: 52% • 100% of all subgroups met AYP status
Assis Principal	Shannon M. Chacona	<ul style="list-style-type: none"> • Ph.D. in Educational Leadership • MA Counseling Psychology • BS Psychology, Certified K-12 in Educational Leadership, Guidance & Counseling, & ESOL endorsed 	3	3	<p>Sheridan Park Elem. 2009-2010 A Rated AYP-No FCAT and AYP data: 76% proficient in reading 66% making learning gains in reading 54% of lowest 25% making a years worth of progress 78% proficient in math 66% making learning gains in math 51% of lowest 25% making a years worth of progress 90% of students making state standards in writing 51% of students at or above grade level in science</p> <p>Sheridan Park Elem. 2008-2009 A Rated AYP-Yes FCAT and AYP data: 81% proficient in reading 74% making learning gains in reading 64% of lowest 25% making a years worth of progress 88% proficient in math 68% making learning gains in math 69% of lowest 25% making a years worth of progress 91% of students making state standards in writing 46% of students at or above grade level in science</p> <p>Sheridan Park Elem. 2007-2008 B Rated AYP-No FCAT and AYP data: 75% proficient in reading 70% making learning gains in reading 61% of lowest 25% making a years worth of progress 80% proficient in math 63% making learning gains in math 58% of lowest 25% making a years worth of progress 93% of students making state standards in writing 21% of students at or above grade level in science</p>

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)
		•BS in			2009-2010 <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 87 % • Reading Learning Gains: 66% • Reading Gains Lowest 25%: 52 % • Math Mastery: 87% • Math Learning Gains: 65% • Math Gains Lowest 25%: 70% • Writing Mastery: 90% • Science Mastery: 40% • 92% of subgroups met AYP status

Reading	Veronica Johnson-Roberts	Elementary Ed. •MS in Reading Education •ESOL Endorsement •Certified in: Elementary Ed., Reading, and Ed. Leadership	5	5	<p>2008-2009</p> <ul style="list-style-type: none"> •Grade: A •Reading Mastery: 88% •Reading Learning Gains: 76% •Reading Lowest 25%: 65% •Math Mastery: 89% •Math Learning Gains: 76% •Math Lowest 25%: 59% •Writing Mastery: 92% •Science Mastery: 68% • 100% of all subgroups met AYP status <p>2007-2008</p> <ul style="list-style-type: none"> • Grade: A • Reading Mastery: 84% • Math Mastery: 88% • Writing Mastery: 91% • Science Mastery: 52% • 100% of all subgroups met AYP status
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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	1. Induction	Elaine L. Saef and Lara Smith	Ongoing	
2	2. Showcase Best Practices	Elaine L. Saef, Veronica Roberts, & Leadership Team	Ongoing	
3	3. Professional Development	Elaine L. Saef, Lisa Vullo & Leadership Team	Ongoing	
4	4. Administration Open Door Policy	Elaine L. Saef	Ongoing	
5	5. PIF-WIAMAD: Pay It Forward & Who I Am Makes A Difference Culture	Elaine L. Saef	Ongoing	
6	6. Professional Learning Communities	Elaine L. Saef, Staff Development Team, & Leadership Team	Ongoing	
7	7. Differentiated Instruction	Elaine L. Saef, Staff Development Team, & Leadership Team	Ongoing	

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
Mary Brambler	SLD K-12, ESOL Endorsement, Varying Ex K-12	Autism Cluster	Presently teaching Autism Cluster students and is ESE certified, however, she is taking the Elementary Education K-6 Test

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
43	0.0%(0)	30.2%(13)	41.9%(18)	37.2%(16)	41.9%(18)	97.7%(42)	9.3%(4)	4.7%(2)	100.0%(43)

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
Emanuel Hunter, Beth Birdsong, & Lara Smith	Jackie Williams	Mrs. Williams is new to teaching in the Autism Cluster. These teachers are her team to develop her skills.	Weekly meetings, shadowing, observations, attend district and in-house trainings

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Administration, Grade Chairs and Support Staff (Guidance, Reading, ESE, & Autism Coach). The Collaborative Problem Solving Team also participates in the decision making process in order to provide the best educational decisions for all students.

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 RTI Leadership team meets monthly (more often if needed) to discuss curriculum updates, data analysis, program/instructional focus adjustments based on data analysis, and determine progress of current programs and look to future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students in all AYP subgroups. RTI Team Members: Principal, Assistant Principal, ESE Specialist, Reading Coach, Autism Coach, Grade Chairs, School Psychologist, Speech/Language Pathologists, Guidance Counselor, and Social Worker.

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 assisted in the development of the school improvement plan and progress monitors the action steps. The RTI Leadership Team works collaboratively with the School Advisory Council (SAC) members to ensure that the school improvement plan is implemented with fidelity. Regular meetings with administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Whenever, it appears something is not working appropriate adjustments are made. SAC team is provided an update at monthly SAC Curriculum Committee meetings and SAC Team Meetings. Data is monitored and any needed adjustments and program modifications are made.

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.

Panther Run has created its own comprehensive FileMaker Pro database to monitor our tiered data students which can be easily accessed by instructional personnel for the purpose of making academic and curriculum decisions for the school as a whole, by grade levels and in individual classrooms. Teachers and staff are all well versed in usage of the Data Warehouse and virtual counselor. We use FCAT data and District Assessment Data to make decisions regarding the formulation of classes, proper placement of students, determine professional development needs, utilization of school resources (materials, supplies, technology, supplemental texts, etc.). In addition to the FCAT data, District Assessment Data, FAIR and AYP data is used to identify students in tier 2, (at-risk sub groups), in order to provide tutorials and/or additional support/instruction during the school day. Finally, we use mini-assessments, PMRN, FCAT Simulations, chapter tests, District Assessments, BATs,

Mini-BATS, teacher observations/anecdotes, and reading assessments data to monitor students' progress in each class and in each subject: reading, math, science, and writing to determine mastery of the skills that must be taught as part of the content areas' Next Generation Sunshine State Standards.

Describe the plan to train staff on RtI.

Professional development, Professional Learning Communities will be provided during teachers' common planning time and mini sessions will occur throughout the year.

- Staff taught to disaggregate data at beginning of every year, throughout the year, and review at the end of each year with electronic Articulation Cards & DWH.
- Staff Development Committee, SAC Team and RTI Leadership Team analyze data to determine trainings for the school year.
- Classroom Walkthrough Data Analyzed to determine areas in need of growth during grade chair meetings throughout the year.
- Science Trainings for all teachers K-5
- SIP Committees, Grade Level Meetings, Articulation Chats, Data Chats, RTI Leadership Team Meetings are held monthly.
- SREB Trainings & Effective Schools District Trainings
- Instructional Focus Calendar Trainings
- FCIM – Florida Continuous Improvement Model professional development
- Non-Negotiables from District are shared and training is provided
- Go Math Series Trainings
- Moving with Math Trainings
- Differentiated Instruction Trainings
- Test Specs training- Reading, Math, Writing & Science
- ESOL & Reading plan training
- High Yield Strategies
- Select teachers from all levels 3-5 & ESE are CRISS trained. These staff members will coordinate monthly CRISS PLC to provide leadership and support for all teachers 2-5 to implement CRISS strategies into instruction.
- K, 1, 2 & 3 teachers attended training on centers, small group strategies and vocabulary. These staff members will coordinate monthly PLC to provide leadership and support for all teachers K-3 to implement these strategies into instruction.

The RtI team will also evaluate additional staff PD, PLC and Lesson Study needs during the monthly RTI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration, Grade Chairs, Reading Committee Members and Support Staff (Guidance, Reading Coach, ESE Specialist, & Autism Coach)

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

The Literacy Leadership Team (LLT) meets monthly (more often if needed) to focus on and discuss literacy initiatives, programs, updates, data analysis, and literacy concerns throughout the school. The LLT focus on adjustments to the literacy curriculum based on data analysis. The LLT determine the progress of current programs and look at future programs. Support Staff meets weekly with administration and Grade Chairs to act as liaison to administration for questions and concerns. Grade level teams meet weekly with support staff and specials area teachers to monitor, maintain, and develop small group support programs for students in all AYP subgroups. The Reading Committee meets monthly to review progress on literacy initiatives and action step progress for the School Improvement Plan (SIP). The LLT ensures that all school stakeholders understand and support the work of the SIP, the school professional development plan, reading initiatives throughout the school, collaborative problem solving and the Response to Intervention Process. The LLT coordinates Family Literacy Night to train parents in reading and writing strategies to use at home with their children. This provides a school to work to home transition in learning.

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

- Engage in regular, ongoing, literacy professional development.
- Participate in Professional Learning Communities.
- Provide Differentiated Instruction training to staff and implement DI in curriculum.
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's individual instructional and intervention needs.
- Implement Comprehensive Core Reading Programs, Comprehensive Intensive Reading Programs, and scientifically based

reading instructional strategies with fidelity.

- Participate in ongoing literacy dialogues with peers.
- Create and share activities designed to promote literacy.
- Support and participate in classroom demonstrations and modeling of research-based reading strategies.
- Mentor other teachers and present staff development.

Reflect on practice to improve instruction.

- Family Literacy Night
- Edu-Quest family educational quest with Partners in Excellence

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached a copy of the SES Notification to Parents](#)

*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.

NA

*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.

NA

*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?

NA

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?

NA

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](#)

NA

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:	June 2011, 36% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Level 3 or above) in reading on the FCAT Reading Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
33% (112)	36% (123)

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	1.1. Test taking strategies	1.1. All students in grades K-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	1.1. Administration /Reading Coach/ Reading Committee/Teachers	1.1. FCIM Process	1.1. BAT, Mini BAT, District Assessments, Formative assessments
2	1.2. FCAT Data analysis	1.2. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP subgroups.	1.2. Administration /Reading Coach/ Reading Committee/Teachers	1.2. FCIM Process	1.2. BAT, Mini-BAT, District Assessments, Formative Assessments
3	1.3. Oral reading fluency	1.3. Students in all AYP subgroups who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	1.3. Administration /Reading Coach/ Reading Committee/Teachers	1.3. FCIM Process	1.3. BAT, Mini BAT, District Assessments, Formative assessments
	1.4 Oral reading fluency, Phonics, Comprehension skills/strategies, Vocabulary development	1.4 Students (including all AYP subgroups) and parents will participate in "Panthers and Cubs READ!" a learning opportunity. During Family Literacy Night parents will learn to make stories come alive for their child by modeling changes in	1.4 Administration /Reading Coach/ Reading Committee/Teachers	1.4 FCIM Process	1.4 Pre and Post Oral Reading Fluency Levels

4		voice or pace, using sound effects or motions. The parents will help the children become familiar with the parts of a book: beginning, middle, and end. The program will enhance the child's ability to use language fluently through parent modeling. The child's vocabulary, phonics skills and comprehension skills will increase. Additionally, we will instill reading motivation and create life-long readers.			
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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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	By June 2011, 57% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Levels 4 and 5) in reading on the FCAT Reading Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
54% (182)	57% (194)

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	2.1. Reference/research skills	2.1. Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, research skills and comprehension skills.	2.1. Administration /Reading Coach/ Reading Committee/Teachers	2.1. FCIM Process	2.1. BAT, Mini BAT, District Assessments, Formative assessments.
2	2.2. Reading comprehension skills (reference/research, details, fact questions)	2.2. Students, parents, community and Partners in Education will participate in "Edu-Quest" a learning experience. Each subject area curriculum committee will provide 2 - 4 questions in the Edu-Quest Passport for a total of four questions per subject. Students will travel to the Shops at Pembroke Gardens community Partner member locations to solve the problem presented in "Edu-Quest Passport" and bring their Passport back to	2.2. Administration /Reading Coach/ Reading Committee	2.2. FCIM Process	2.2. Edu-Quest passport questions

		school. Students who solve the problems correctly will receive a prize from the Partner in Education. All students who take part receive a participation award.			
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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 reading Reading Goal #3:	By June 2011, 69% of the fourth, fifth and retained 3rd graders will demonstrate annual learning gains in Reading on the FCAT Reading Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
66% (164)	69% (172)

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	3.1. Test taking strategies	3.1. All students in grades K-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	3.1. Administration /Reading Coach/ Reading Committee/Teachers	3.1. FCIM Process	3.1. BAT, Mini BAT, District Assessments, Formative Assessments
2	3.2. Identify specific benchmarks for students in need	3.2. All teachers will utilize the FCIM Process by infusing the District Instructional Focus Calendars & BEEP Lessons for reading into weekly lessons. Individual benchmarks will be concentrated on each week in reading lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	3.2. Administration /Reading Coach/ Reading Committee	3.2. FCIM Process	3.2. BAT, Mini BAT, District Assessments, Formative Assessments
3	3.3. FCAT Data Analysis Aligning the next generation Sunshine State Standards	3.3. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP subgroups.	3.3. Administration /Reading Coach/ Reading Committee/ Teachers/Support Staff	3.3. FCIM Process	3.3. BAT, Mini-BAT, District Assessments, Formative Assessments

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

4. Percentage of students in Lowest 25% making learning gains in reading	By June 2011, 55% of the lowest 25th percentile of fourth, fifth and retained 3rd graders will demonstrate
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Reading Goal #4:	annual learning gains in reading on the FCAT Reading Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
52% (32)	55% (35)

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	4.1. Oral reading fluency, Phonics, Comprehension strategies/skills	4.1. Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp (pending funds), Strategy Development Time for enrichment.	4.1. Administration /Reading Coach/ Reading Committee/Teachers	4.1. FCIM Process	4.1. BAT, Mini BAT, District Assessments, Formative assessments
2	4.2. Oral reading fluency, Phonics, Comprehension skills/strategies, Vocabulary development	4.2. Teachers, Support Staff and Administration will identify the students in grades K – 5 performing at the lowest 40th percentile (struggling readers) in reading for skills grouping information using two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & Trophies Placement Test, READ Naturally software for Kids, and DAR.	4.2. Administration /Reading Coach/ Reading Committee/Teachers	4.2. FCIM Process	4.2. Two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & Trophies Placement Test, READ Naturally software for Kids, and DAR.
3	4.3. Phonics, Vocabulary Development, Reading comprehension skills/strategies.	4.3 Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills	4.3 Administration /Reading Coach/ Reading Committee/Teachers	4.3 FCIM Process	4.3 BAT, Mini BAT, District Assessments, Formative assessments

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	June 2011, 87% of White and 79% of Hispanic fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Level 3 or above) in reading on the FCAT Reading Test. Other ethnicities will maintain their progress.
Reading Goal #5A:	

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

2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
White 87%(101), Black 70%(40), Hispanic 77%(143), Asian 95%(21), American Indian 0%(0)		White Maintain 87%(101), Black N/A, Hispanic 79%(147), Asian N/A, American Indian N/A.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1 Test taking strategies	5A.1. All students in grades K-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies	5A.1. Administration /Reading Coach/ Reading Committee/Teachers	5A.1. FCIM Process	5A.1. BAT, Mini BAT, District Assessments, Formative assessments
2	5A.2. FCAT Data analysis	5A.2. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP subgroups.	5A.2. Administration /Reading Coach/ Reading Committee/Teachers	5A.2. FCIM Process	5A.2. BAT, Mini-BAT, District Assessments, Formative Assessments

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	By June 2011, 67% of ELL fourth, fifth and retained 3rd graders will demonstrate proficiency in mathematics on the FCAT Math Test.
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Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *	
64% (23)		67% (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	5B.1 Phonics, Comprehension strategies/skills	5B.1 Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	5B.1 Administration /Reading Coach/ Reading Committee/Teachers/ESOL Contact	5B.1 FCIM Process	5B.1 BAT, Mini BAT, Formative assessments

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	By June 2011, 63% of the Students with Disabilities (SWD) student subgroups in fourth, fifth and retained 3rd graders will demonstrate adequate yearly progress in reading on the FCAT Reading Test.
Reading Goal #5C: Students with Disabilities (SWD)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
58% (5)	63% (56)

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	5C.1. Phonics, Vocabulary Development, Reading Comprehension Skills/ Strategies	5C.1. Teachers, Support Staff and Administration will identify the students in grades K – 5 performing at the lowest 40th percentile (struggling readers) in reading for skills grouping information using two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & Trophies Placement Test and DAR.	5C.1 Administration /Reading Coach/ Reading Committee/Teachers/ ESE Specialist/Autism Coach	5C.1 FCIM Process	5C.1. Two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & Trophies Placement Test, and DAR.
2	5C.2 Oral Reading Fluency	5C.2 Students in all AYP subgroups who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	5C.2 Administration /Reading Coach/ Reading Committee/Teachers/ ESE Specialist/Autism Coach	5C.2 FCIM Process	5C.2 BAT, Mini BAT, Formative assessments
3	5C.3 Phonics, Comprehension strategies/skills	5C.3 Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	5C.3 Administration /Reading Coach/ Reading Committee/Teachers/ ESE Specialist/Autism Coach	5C.3 FCIM Process	5C.3 BAT, Mini BAT, Formative assessments

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	By June 2011, 78% of the economically disadvantaged students in fourth, fifth and retained 3rd graders will demonstrate adequate yearly progress in reading on the FCAT reading Test.
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Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
75%(57)			78%(60)		
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	5D.1. Phonics, Vocabulary Development, Reading Comprehension Skills/ Strategies	5D.1. Teachers, Support Staff and Administration will identify the students in grades K – 5 performing at the lowest 40th percentile (struggling readers) in reading for skills grouping information using two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & Trophies Placement Test and DAR.	5D.1 Administration /Reading Coach/ Reading Committee/Teachers/ ESOL Contact	5D.1 FCIM Process	5D.1. Two or more of the following FAIR, IRI, FCAT, Rigby, Treasures & Trophies Placement Test, and DAR.
2	5D.2 Oral Reading Fluency	5D.2 Students in all AYP subgroups who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	5D.2 Administration /Reading Coach/ Reading Committee/Teachers/ ESOL Contact	5D.2 FCIM Process	5D.2 BAT, Mini BAT, Formative assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC/CRISS Strategy/Differentiated Instruction	K - 5	Leadership Team, Reading Coach	PLC, school wide	On going - 20 hrs	CWT	Reading Coach/Administration
PLC/Interpreting/Analyzing Data to Drive Instruction	K - 5	Administration, Leadership Team, Reading Coach	PLC, school wide	On going - 20 Hrs	CWT, BAT, Mini BATs, Formative Assessments	Reading Coach/Administration
		Administration,				

PLC/FCIM Process	K-5	Leadership Team, Reading Coach	PLC, school wide	On going - 20 HRS	CWT	Reading Coach/Administration
PLC/Small Group Centers	K-3	Administration, Small Group Center trainers, Leadership Team, Reading Coach	PLC K-3	On going - 20 Hrs	CWT	Reading Coach/Administration
PLC/Reading FCAT Item Test Specifications	K - 5	Administration, Leadership Team, Reading Coach	PLC, school wide	On going - 20 Hrs	CWT, lesson Plans	Administration/Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Treasures & Trophies Intervention Series Materials	Instructional Materials Funds	\$0.00
Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Buckle Down Gr 4 & 5	Internal Accounts- Partner donations	\$2,589.12
Students (including all AYP subgroups) and parents will participate in "Panthers and Cubs READ!" a learning opportunity. During Family Literacy Night parents will learn to make stories come alive for their child by modeling changes in voice or pace, using sound effects or motions. The parents will help the children become familiar with the parts of a book: beginning, middle, and end. The program will enhance the child's ability to use language fluently through parent modeling. The child's vocabulary, phonics skills and comprehension skills will increase. Additionally, we will instill reading motivation and create life-long readers.	Treasure Bay – We Both Read Series	Received Target Grant	\$2,000.00
Subtotal:			\$4,589.12
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	FCAT Explorer	NA	\$0.00
All students in grades K-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	Pearson CCC Success Maker	NA	\$0.00

Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	Accelerated Reader	NA	\$0.00
Students in all AYP subgroups who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	Read Naturally –Fluency Program	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will utilize the FCIM Process by infusing the School & District Instructional Focus Calendars & BEEP Lessons for reading into weekly lessons. Individual benchmarks will be concentrated on each week in reading lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM	NA	\$0.00
Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	CRISS Strategy/CRISS Chats/Differentiated Instruction training & Chats	Staff Development Funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	FCAT Camp	A+ (Pending funding from Accountability A+)	\$3,500.00
Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, research skills and comprehension skills.	Time For Kids	Voucher from fundraiser	\$0.00
			Subtotal: \$3,500.00
			Grand Total: \$8,089.12

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:	By June 2011, 37% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Level 3) in mathematics on the FCAT Math Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
34% (116)	37% (126)

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	1.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	1.1. Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Buckle Down, Go Math, etc.) to increase math application skills.	1.1. Administration /Math Contact/ Math Committee/Teachers	1.1. FCIM Process	1.1. BAT, Mini BATs, District Assessments Formative assessments
2	1.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	1.2. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP sub groups.	1.2. Administration /Math Contact/ Math Committee/Teachers	1.2. FCIM Process	1.2. BAT, Mini-BAT, District Assessments Formative Assessments

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	By June 2011, 56% of fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Levels 4 and 5) in mathematics on the FCAT Math Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
53% (179)	56% (190)

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
	2.1. Number Sense Algebraic Thinking Geometry & Spatial	2.1. Students will use technology programs, including but not	2.1. Administration /Math Contact/ Math Committee/Teachers	2.1. FCIM Process	2.1. BAT, Mini BATs, District Assessments

1	Sense Measurement	limited to wireless carts, Go Math sites, SuccessMaker, online textbooks and resources, presentation software, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills.			Formative assessments
2	2.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	2.2. Parents will be trained in a variety of strategies to integrate the Sunshine State Standards in real life situations during Family Math Night at a partner. Business partners and other community members will be involved in the planning and implementation of Family Math Night.	2.2. Administration /Math Contact/ Math Committee	2.2. FCIM Process	2.2. BAT, Mini BATs, District Assessments Formative assessments

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	By June 2011, 68% of the fourth, fifth and retained 3rd graders will demonstrate annual learning gains in mathematics on the FCAT Math Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
65% (162)	68% (169)

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	3.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	3.1. All teachers will utilize the FCIM Process by infusing the District instructional focus calendar for math into weekly lessons. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	3.1. Administration /Math Contact/ Math Committee/Teachers	3.1. FCIM Process	3.1. BAT, Mini BATs, District Assessments Formative assessments
2	3.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	3.2. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP subgroups.	3.2. Administration /Math Contact/ Math Committee/Teachers	3.2. FCIM Process	3.2. BAT, Mini-BAT, District Assessments Formative assessments

3	3.3. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	3.3. Students will use technology programs, including but not limited to wireless carts, online textbooks and resources, presentation software, and multimedia tools to enhance classroom instruction and provide guided practice and application of skills.	3.3. Administration /Math Contact/ Math Committee/Teachers	3.3. FCIM Process	3.3. BAT, Mini BATs, District Assessments Formative assessments
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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:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	By June 2011, 73% of the lowest 25th percentile of fourth, fifth and retained 3rd graders will demonstrate annual learning gains in mathematics on the FCAT Math Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
70% (44)	73% (46)

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	4.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	4.1. Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	4.1. Administration /Math Contact/ Math Committee/Teachers	4.1. FCIM Process	4.1. BAT, Mini BAT, District Assessments Formative assessments
2	4.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	4.2. During the 20-30 minutes block for "Strategy Development" time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose.	4.2. Administration /Math Contact/ Math Committee/Teachers	4.2. FCIM Process	4.2. BAT, Mini BATs, District Assessments Formative assessments
3	4.3. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	4.3. Students in grades K – 5 will participate in supplemental math programs (such as Moving with Math, Go Math Intervention, SuccessMaker, etc.) to increase math application skills.	4.3. Administration /Math Contact/ Math Committee/Teachers	4.3. FCIM Process	4.3. BAT, Mini BATs, District Assessments Formative assessments

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 Mathematics Goal #5A:	June 2011, 85% of White and 79% of Hispanic 80%, fourth, fifth and retained 3rd graders will demonstrate proficiency (FCAT Level 3 or above) in mathematics on the FCAT Math Test. Other ethnicities will maintain their progress.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
White 85%(99), Black 70%(154), Hispanic 80%(148), Asian 95%(21), American Indian 100%(1)	White Maintain 85%(99), Black N/A, Hispanic Maintain 80%(148), Asian N/A, American Indian N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5A.1. Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Buckle Down, Go Math, etc.) to increase math application skills.	5A.1. Administration /Math Contact/ Math Committee/Teachers	5A.1. FCIM Process	5A.1. BAT, Mini BATs, District Assessments Formative assessments
2	5A.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5A.2. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP sub groups.	5A.2. Administration /Math Contact/ Math Committee/Teachers	5A.2. FCIM Process	5A.2. BAT, Mini-BAT, District Assessments Formative Assessments

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	By June 2011, 81% of ELL fourth, fifth and retained 3rd graders will demonstrate proficiency in mathematics on the FCAT Math Test.
Mathematics Goal #5B: English Language Learners (ELL)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
78% (28)	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5B.1. During a 20-30 minutes block for "Strategy Development" time students will be grouped to meet with teachers, support	5B.1. Administration /Math Contact/ Math Committee/Teachers/ESOL Contact	5B.2. FCIM Process	5B.3. BAT, Mini BATs, District Assessments Formative assessments

	staff and specials to work on core academic skills and test prep strategies as a triple dose			
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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 subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	By June 2011, 69% of the Students with Disabilities (SWD) student subgroups in fourth, fifth and retained 3rd graders will demonstrate adequate yearly progress in mathematics on the FCAT Math Test.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
65% (57)	69% (61)

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	5C.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5C.1. Students identified as struggling learners in this subject will receive additional assistance via CAI programs, SuccessMaker, double/triple dose small group support, FCAT camp, etc.	5C.1. Administration /Math Contact/ Math Committee/Teachers/ESE Specialist/Autism Coach	5C.1. FCIM Process	5C.1. BAT, Mini BATs, District Assessments Formative assessments
2	5C.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5C.2. Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Go Math, Buckle Down, etc.) to increase math application skills.	5C.2. Administration /Math Contact/ Math Committee/Teachers/ESE Specialist/Autism Coach	5C.2. FCIM Process	5C.2. BAT, Mini BATs, District Assessments Formative assessments
3	5C.3. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5C.3. During a 20-30 minutes block for "Strategy Development" time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose.	5C.3. Administration /Math Contact/ Math Committee/Teachers/ESE Specialist/Autism Coach	5C.3. FCIM Process	5C.3. BAT, Mini BATs, District Assessments Formative assessments

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	By June 2011, 74% of the economically disadvantaged students in fourth, fifth and retained 3rd graders will demonstrate adequate yearly progress in mathematics on the FCAT Math Test.
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Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
71% (54)			74% (57)		
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	5D.1. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5D.1. Students identified as struggling learners in this subject will receive additional assistance via CAI programs, SuccessMaker, double/triple dose small group support, FCAT camp, etc.	5D.1. Administration /Math Contact/ Math Committee/Teachers	5D.1. FCIM Process	5D.1. BAT, Mini BATs, District Assessments Formative assessments
2	5D.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5D.2. Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Go Math, Buckle Down, etc.) to increase math application skills.	5D.2. Administration /Math Contact/ Math Committee/Teachers	5D.2. FCIM Process	5D.2. BAT, Mini BATs, District Assessments Formative assessments
3	5D.3. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	5D.3. During a 20-30 minutes block for "Strategy Development" time students will be grouped to meet with teachers, support staff and specials to work on core academic skills and test prep strategies as a triple dose.	5D.3. Administration /Math Contact/ Math Committee/Teachers	5D.3. FCIM Process	5D.3. BAT, Mini BATs, District Assessments Formative assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC/FCIM Process	K-5	Math Contact/Administration	School wide	August 18, 2010	CWT	Math Contact/Administration
PLC/Moving with Math	3-5	Math Committee/ Math Contact/Administration	3-5	On Going - 20 HRS	CWT, Lesson Plans	Math Contact/Administration

PLC/First In Math	3 - 5	Math Committee. Math Contact/Administration	3-5	On Going 20 -Hrs.	CWT, Lesson Plans	Math Contact/Administration
PLC/ Mathematics FCAT Item Test Specifications	K - 5	Administration/ Math Contact	K - 5	On Going - 20 Hrs	CWT, Lesson Plans	Math Contact/Administration
Go Math Series	K-5	Administration/Teacher Trainers/ Math Committee	K-5	On going - 20 Hrs.	CWT, Lesson Plans	Math Contact/Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Buckle Down, Go Math, SuccessMaker, etc.) to increase math application skills.	Moving With Math	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	Go Math Websites FCAT Explorer	NA	\$0.00
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	Pearson CCC SuccessMaker	NA	\$0.00
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	First In Math	PTA donation	\$2,800.00
			Subtotal: \$2,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All teachers will utilize the FCIM Process by infusing the District instructional focus calendar for math into weekly lessons. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM Process	Inservice & Staff Development Funds	\$0.00
Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, etc.) to increase math application skills.	Moving With Math	Staff Development Funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	FCAT Camp	A+ (Pending Accountability A+ Funds)	\$3,000.00

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:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	By June 2011, 28% of the fifth graders will demonstrate proficiency (FCAT Level 3) in science on the FCAT Science Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
25% (27)	28% (30)

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	1.1. All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	1.1. Students in grades K-5 will participate in at least 4 hands on science related activities a month in classroom in addition to those in the science lab.	1.1. Administration /Science Resource Teacher/ Science Committee/Teachers	1.1. FCIM Process	1.1. CWT
2	1.2. All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	1.2. Teachers will utilize District benchmark plan for K-5 grade science lessons. Use K-5 curriculum maps, which identify specific grade level skills with accompanying lessons for daily instruction. Teachers will analyze assessment results to determine which skills need remediation.	1.2. Administration /Science Resource Teacher/ Science Committee/Teachers	1.2. FCIM Process	1.2. CWT
3	1.3. All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	1.3. Utilize District resources such as BEEP, IFCs and Data Chats to assist with driving instruction for students in all AYP sub groups	1.3. Administration /Science Resource Teacher/ Science Committee/Teachers	1.3. FCIM Process	1.3. District Assessments Formative Assessments

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science	By June 2011, 17% of fifth graders will demonstrate proficiency (FCAT Levels 4 and 5) in science on the FCAT
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Science Goal #2:		Science Test.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
14% (15)		17% (19)			
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	2.1. All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	2.1. Students in grades K-5 will share class science projects during a Family Science/Science Fair Night.	2.1. Administration /Science Resource Teacher/ Science Committee/Teachers	2.1. FCIM Process	2.1. Observation & student participation
2	2.3 Increase hands on science in 5th grade to compensate for missing information from previous grades	Extra 30 mins of Science Lab weekly for grade 5.	Administration /Science Resource Teacher/ Science Committee/5th grade Teachers	FCIM Process	FCIM Process
3	2.2. All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	2.2. Students in grades 3-5 will share Science Mini-Boards	2.2. Administration /Science Resource Teacher/ Science Committee/Teachers	2.2. FCIM Process	2.2. FCIM Process

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
PLC/Science FCAT Item Test Specifications	K-5	Science Resource Teacher Administration	School-Wide	On Going - 20 Hrs	CWT/Lesson Plans	Science Resource Teacher/Administration
PLC/Science Mini Boards	K-5	Science Resource Teacher /Science Committee	K-5	On Going - 20 Hrs	CWT/Lesson Plans	Science Resource Teacher/Science Committee
Science K-5 Program	K-5	Science Resource Teacher Administration/District trainer	K-5	August, 2010	CWT/Lesson Plans	Administration/Science Resource Teacher/Science Committee

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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 Writing Goal #1:	By June 2011, 93% of fourth, graders will demonstrate proficiency (4+) in writing on the FCAT Write Test.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
81%(92) scoring 4+	93% (106) scoring 4+

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Writing Strategies	1.1. Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, etc.	1.1. Administration / Writing Committee/Teachers	1.1. FCIM Process	1.1. Writing Prompts
2	1.2. Writing Strategies	1.2. School wide Writing Instructional Focus; Utilizing the effective writing strategies from 6 Traits K-5; Peer Teaching Writing Model -4th Grade; Writing Tutorials; www.WRITENITE homework, K-5 weekly writing assignment on	1.2. Administration / Writing Committee/Teachers	1.2. FCIM Process	1.2. Writing Prompts

		Wednesday nights, monthly writing prompts, Journal Writing,			
3	1.3. Writing Strategies	1.3. Parents will be trained at a "Family Literacy Night" focusing on rubrics for FL Writes, the Six Traits – in conjunction with the 4 elements of effective writing- and writing with your child. The workshop will assist parents to help develop students' writing skills at home.	1.3. Administration / Writing Committee/Teachers	1.3. FCIM Process	1.3. Attendance

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 Writing Goal #2A:	By June 2011, 91% White, 100% Black, 97% Hispanic, and 100% Asian fourth graders will demonstrate proficiency (4+) in writing on the FCAT Write Test.
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
White 91%(38), Black 100%(16), Hispanic 97%(63), Asian 100%(7), American Indian N/A	White 95%(40), Black Maintain 100%(16) Hispanic Maintain 97%(63), Asian maintain 100%(7), American Indian N/A.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Writing Strategies	2.1 Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, etc.	2.1 Administration / Writing Committee/Teachers	2.1. FCIM Process	1.1. Writing Prompts
2	2.2 Writing Strategies	2.2 Parents will be trained at a "Family Literacy Night" focusing on rubrics for FL Writes, the Six Traits – in conjunction with the 4 elements of effective writing- and writing with your child. The workshop will assist parents to help develop students' writing skills at home.	2.2 Administration / Writing Committee/Teachers	2.2 FCIM Process	2.2. Attendance

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	By June 2011, 81% of ELL fourth graders will demonstrate proficiency in writing on the FCAT Write
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Writing Goal #2B:		Test.			
Writing Goal #2B: English Language Learners (ELL)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
78% (7)			81% (8)		
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	2B.1. Writing Strategies	2B.2 School wide Writing Instructional Focus; Utilizing the effective writing strategies from 6 Traits K-5; Peer Teaching Writing Model -4th Grade; Writing Tutorials; www.WRITENITE homework, K-5 weekly writing assignment on Wednesday nights, monthly writing prompts, Journal Writing,	2B.2 Administration / Writing Committee/Teachers	2B.2. FCIM Process	2B.2. Writing Prompts

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 Writing Goal #2C:	By June 2011, 89% of SWD fourth, graders will demonstrate proficiency in writing on the FCAT Write Test.
Writing Goal #2C: Students with Disabilities (SWD)	
2010 Current Level of Performance: *	
2011 Expected Level of Performance: *	
87% (34)	89% (35)

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	2C.2. Writing Strategies	2C.2. School wide Writing Instructional Focus; Utilizing the effective writing strategies from 6 Traits K-5; Peer Teaching Writing Model -4th Grade; Writing Tutorials; www.WRITENITE homework, K-5 weekly writing assignment on Wednesday nights,	2C.2. Administration /Writing Committee/Teachers	2C.2. FCIM Process	2C.2. Writing Prompts

		monthly writing prompts, Journal Writing,			
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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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal # 2D:	By June 2011, 95% of Economically Disadvantaged fourth graders will demonstrate proficiency in writing on the FCAT Write Test.
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Writing Goal # 2D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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90% (18)	95% (19)
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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	2D.1. Writing Strategies	2D.1. Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, etc.	2D.1 Administration / Writing Committee/Teachers	2D.1 FCIM Process	2D.1 Writing Prompts

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
PLC/ Six Traits Using "Color" Words	3-5/Writing	Writing Committee	PLC, K-5	On Going - 20 Hrs	Six Traits	Writing Committee

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School wide Writing Instructional Focus; Utilizing the effective writing strategies from 6 Traits K-5; Peer Teaching Writing Model - 4th Grade; Writing Tutorials; www.WRITENITE homework, K-5 weekly writing assignment on Wednesday nights, monthly	Six Traits	NA	\$0.00

writing prompts, Journal Writing.			
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	By June 2011, 97% of the students in grades K - 5 will demonstrate an increase in the attendance rate.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
96%	97%
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
200	180
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
110	90

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	1.1. Students' tardiness	1.1. Tardy note each time tardy that must be signed by parent, Parent Link Call, staff telephone call, letter to parent or	1.1. Administration, Designated attendance staff person (IMT/BTIP)/Teachers	1.1. Attendance record review	1.1. Comparative analysis to the previous school year: Reduction in the number of days tardy and a

		conference, BTIP letters			reduction in the number of tardy minutes.
2	1.2. Possible Increase in absences on early release days	1.2. Personal telephone call to the parent to discuss the absence, BTIP Letter	1.2. Administration with support from the classroom teachers	1.2. Attendance record review	1.2. Decrease in the number of students absent as compared to the previous year's data
3	1.3. Possible Increase in absences on days before a holiday and /or planning day	1.3. Personal telephone call to the parent to discuss the absence, BTIP Letter	1.3. Administration with support from the classroom teachers	1.3. Review attendance record	1.3. A reduction in the number of absences on days immediately preceding a planned day off (Teacher Planning Day).

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
PLC/ Attendance Symposium – Full review of Attendance Policy, Procedural Manual, Principal Matrices etc.	K-5	Administration, BTIP liaison, attendance clerk	School-wide	Fall 2010	On going monitoring of attendance Attendance reports reviewed quarterly	Administration/IMT
PLC/BTIP (Broward Truancy Intervention Program) Training	K-5	Administration, BTIP liaison, attendance clerk	School-wide	September 2010	On going monitoring of BTIP	Administration in collaboration with BTIP liaison /IMT

Attendance Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$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:	By June 2011, 1% of the students in grades K - 5 will demonstrate a decrease in the suspension rate.				
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions				
3	2				
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School				
1	1				
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions				
2	1				
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School				
2	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	1.1. Lack of student motivation	1.1. Pair up students needing additional assistance with mentor or advisor	1.1. Administration/Guidance Counselor	1.1. CWT, student observation	1.1. A reduction in the number of student disciplinary referrals
2	1.2. Referrals increase during the month of December and May	1.2. Teachers to review classroom rules, expectations and procedures daily. Individual behavior plans for students who	1.2. Administration with the support of the classroom teachers/Guidance Counselor	1.2. CWT	1.2. A reduction in the number of student disciplinary referrals

		need them.			
3	1.3. Fidelity of implementation	1.3. PLC to "refresh" strategies	1.3. Administration, Support staff, Grade chairs/Guidance Counselor	1.3. CWT	1.3. A reduction in the number of student disciplinary referrals

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
PLC/ Review of Rules & Expectations/Discipline Matrix	K-5	Administration, Prevention Liaison	School-wide	On Going	CWT	Administration, Support Staff, Grade Chairs
PLC /CHAMPS	K-5	Administration, Prevention Liaison, Trained CHAMPS teachers	School-wide	On Going	CWT	Administration, Support Staff, Grade Chairs
PLC/Sharing Best Practices in Discipline	K-5	Administration, Leadership Team/Teachers/Discipline Committee	School-wide	On Going	CWT	Administration & Support Staff
PLC/Individual Behavior Plans	K-5	Administration, Leadership Team/Teachers/Discipline Committee	School-wide	On Going	CWT	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLC to "refresh" CHAMPS strategies	CHAMPS handouts (Electronic)	NA	\$0.00
PLC to review Discipline Matrix	Matrix handouts (Electronic)	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC to "refresh" CHAMPS strategies	CHAMPS handouts	NA	\$0.00
PLC to review Discipline Matrix	Matrix handouts (Electronic)	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

NA	\$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>					
2010 Current Dropout Rate: *		2011 Expected Dropout Rate: *			
2010 Current Graduation Rate: *		2011 Expected Graduation Rate: *			
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:		By June 2010, 88% of parents will attend a family night event at Panther Run.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2010 Current Level of Parent Involvement: *		2011 Expected Level of Parent Involvement: *			
85%		88%			
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	1.1. Parent work schedule	1.1. Students, parents, community and Partners in Education will participate in a variety of family nights including: "Edu-Quest" a learning experience	1.1. Writing, Reading, Math, and Science Committees	1.1. FCIM Process	1.1. Attendance

		incorporating core subject application skills and family relationships.			
2	1.2. Number Sense Algebraic Thinking Geometry & Spatial Sense Measurement	1.2. Target Family Math Night grades K - 5 to increase math application skills & family relationships.	1.2. Math Committee	1.2. FCIM Process	1.2. Attendance
3	1.3. All Strands: Physical & Chemical Earth & Space Life & Environmental Scientific Thinking	1.3. Family Science Night for grades K –5 to increase science knowledge and application skills.	1.3. Science Committee	1.3. FCIM Process	1.3. Attendance
4	1.4 Parent time to emphasize reading at home	Family Literacy Night for grades K –5 to increase reading skills and develop a love of literature	1.4 Reading/Writing Committee	1.4 FCIM Process	1.4 Attendance

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
PLC/Science Night for grades K –5 to increase science applications for the Panther Run Community.	K-5	Administration	School-wide	January 2011	CWT	Administration, Science Committee
PLC/Curriculum Based Family Nights (Literacy Night, Math Night, Edu-Quest)for grades K –5 to increase science applications for the Panther Run Community.	K-5	Administration/SAC Committees	School-wide	On-Going	CWT	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night for grades K –5 to increase science applications for the Panther Run Community.	Guest speaker from the Elementary Science Department	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Treasures & Trophies Intervention Series Materials	Instructional Materials Funds	\$0.00
Reading	Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	Buckle Down Gr 4 & 5	Internal Accounts-Partner donations	\$2,589.12
Reading	Students (including all AYP subgroups) and parents will participate in "Panthers and Cubs READ!" a learning opportunity. During Family Literacy Night parents will learn to make stories come alive for their child by modeling changes in voice or pace, using sound effects or motions. The parents will help the children become familiar with the parts of a book: beginning, middle, and end. The program will enhance the child's ability to use language fluently through parent modeling. The child's vocabulary, phonics skills and comprehension skills will increase. Additionally, we will instill reading motivation and create life-long readers.	Treasure Bay – We Both Read Series	Received Target Grant	\$2,000.00
Mathematics	Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, Buckle Down, Go Math, SuccessMaker, etc.) to increase math application skills.	Moving With Math	NA	\$0.00
Science	NA			\$0.00
Writing	School wide Writing Instructional Focus; Utilizing the effective writing strategies from 6 Traits K-5; Peer Teaching Writing Model -4th Grade; Writing Tutorials; www.WRITENITE	Six Traits	NA	\$0.00

	homework, K-5 weekly writing assignment on Wednesday nights, monthly writing prompts, Journal Writing.			
Attendance	NA			\$0.00
Suspension	PLC to "refresh" CHAMPs strategies	CHAMPs handouts (Electronic)	NA	\$0.00
Suspension	PLC to review Discipline Matrix	Matrix handouts (Electronic)	NA	\$0.00
Parental Involvement	NA			\$0.00

Subtotal: \$4,589.12

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	FCAT Explorer	NA	\$0.00
Reading	All students in grades K-5 (including all AYP subgroups) will receive training and instruction on FCAT Test taking preparation strategies and skills.	Pearson CCC Success Maker	NA	\$0.00
Reading	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	Accelerated Reader	NA	\$0.00
Reading	Students in all AYP subgroups who are performing below grade level on a DAR Word List Oral Reading Fluency Assessment will be able to participate in the READ Naturally Fluency Lab to increase their oral reading fluency skills.	Read Naturally – Fluency Program	NA	\$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	Go Math Websites FCAT Explorer	NA	\$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	Pearson CCC SuccessMaker	NA	\$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	First In Math	PTA donation	\$2,800.00
Science	NA			\$0.00

Writing	NA	\$0.00
Attendance	NA	\$0.00
Suspension	NA	\$0.00
Parental Involvement	NA	\$0.00

Subtotal: \$2,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	All teachers will utilize the FCIM Process by infusing the School & District Instructional Focus Calendars & BEEP Lessons for reading into weekly lessons. Individual benchmarks will be concentrated on each week in reading lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM	NA	\$0.00
Reading	Students (in all AYP subgroups), identified as substantially deficient (struggling readers), will receive additional support through supplemental materials in small group delivery in intervention reading programs and intensive reading skills remediation.	CRISS Strategy/CRISS Chats/Differentiated Instruction training & Chats	Staff Development Funds	\$0.00
Mathematics	All teachers will utilize the FCIM Process by infusing the District instructional focus calendar for math into weekly lessons. Individual benchmarks will be concentrated on each week in math lessons with their students. Assessments will be used to determine student mastery of skills after each benchmark.	FCIM Process	Inservice & Staff Development Funds	\$0.00
Mathematics	Students in grades K – 5 will participate in supplemental math programs (such as Moving With Math, etc.) to increase math application skills.	Moving With Math	Staff Development Funds	\$0.00
Science	NA			\$0.00
Writing	NA			\$0.00
Attendance	NA			\$0.00
Suspension	PLC to “refresh” CHAMPs strategies	CHAMPs handouts	NA	\$0.00
Suspension	PLC to review Discipline Matrix	Matrix handouts (Electronic)	NA	\$0.00
Parental Involvement	Science Night for grades K –5 to increase science applications for the Panther Run Community.	Guest speaker from the Elementary Science Department	NA	\$0.00

Subtotal: \$0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Students identified as			

Reading	struggling learners in this subject will receive additional assistance via CAI programs, double/ triple dose small group support, FCAT camp, etc. (pending funds), Strategy Development Time for enrichment.	FCAT Camp	A+ (Pending funding from Accountability A+)	\$3,500.00
Reading	Students will utilize newspapers and news-type magazines such as Time For Kids to enhance reading skills, research skills and comprehension skills.	Time For Kids	Voucher from fundraiser	\$0.00
Mathematics	Students identified as struggling learners in this subject will receive additional assistance via CAI programs, double/triple dose small group support, FCAT camp, etc.	FCAT Camp	A+ (Pending Accountability A+ Funds)	\$3,000.00
Science	NA			\$0.00
Writing	NA			\$0.00
Attendance	NA			\$0.00
Suspension	NA			\$0.00
Parental Involvement	NA			\$0.00
				Subtotal: \$6,500.00
				Grand Total: \$13,889.12

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[No Attached School's Differentiated Accountability Checklist of Compliance](#)

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
Curriculum Materials for daily instruction and FCAT Camp	\$4,000.00

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

- SAC meets monthly on the third or fourth Wednesday of the month at 6: 15 p.m.
- SAC Curriculum Committees meet monthly on the third or fourth Tuesday of the Month at 2: 15 p.m.
- SAC coordinates academic strategies to be implemented for students.
- SAC writes the SIP each year based on FCAT, School Grade, AYP and academic performance.

- The School Advisory Council (SAC) is comprised of parents, community members, as well as faculty and staff. Procedure for election and appointment of advisory council members are: peer groups elect their representatives, with Principal, and BTU representative and business partners are appointed. This committee develops School Improvement objectives, including strategies and the school's website after Board Approval.
- During the year the SAC curriculum committees oversee the implementation of the action steps and monitor data during the year.
- Focus groups/committees at the school report directly to the SAC for ongoing monitoring of action steps, progress, and data to develop SIP.
- The SAC is the sole body responsible for final decision-making at the school relating to implementation of provisions of Sections 1001.42(16) and 1008.345, F.S.
- Recommendations for staff development and budget.
- Once the plan is approved it is shared with all members of the faculty and staff as well as parents and community members. The plan is posted on our website.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

Broward School District PANTHER RUN ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	92%	68%	337	Writing and Science: Takes into account the % scoring 3.5 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	76%	76%			152	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	59% (YES)			123	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.
Points Earned					612	
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 PANTHER RUN ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	88%	91%	52%	315	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	68%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	65% (YES)			124	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.
Points Earned					576	
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 PANTHER RUN ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	91%	91%	48%	316	Writing and Science: Takes into account the % scoring 3.5 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%	73%			151	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	68% (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.
Points Earned					609	
Percent Tested = 98%						Percent of eligible students tested

School Grade				A	Grade based on total points, adequate progress, and % of students tested
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