

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CHOLEE LAKE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Jacqueline Perkins

SAC Chair: Georgianna Dziaba

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/3/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>Principal: Cholee Lake Elementary School: 2011-2012: Grade B; HS Reading 42%; HS Math 54%; HS Writing 86%; HS Science 36%; LG Reading 80%; LG Math 80%; L25 Reading 69%; L25 Math 85%.</p> <p>Principal: Pleasant City Elementary School: 2010-2011: Grade A; HS Reading 61%; HS Math 64%; HS Writing 94%; HS Science 33%; LG Reading 87%; LG Math 57%; L25 Reading 87%; L25 Math 57%; AYP 92%.</p> <p>2009-2010: Grade F; HS Reading 49%; HS Math 68%; HS Science 14%; HS Writing 75%; LG Reading 42%; LG Math 47%; L25 Reading 33%; L25 Math 40%; AYP 82%.</p> <p>2008-2009: Grade A; HS Reading 61%; HS Math 71%; HS Science 59%; HS Writing 93%; LG Reading 65%; LG Math 7%; L25 Reading 65%; L25 Math 73%; AYP 95%.</p>

Principal	Jacqueline Perkins	Bachelors Degree in Elementary Education and Masters Degree in Special Education from University of Pittsburgh. Specialist Degree in Administration and Supervision from Florida Atlantic University.	5	9	<p>2007-2008: Grade A: HS REading 64%; HS Math 70%; HS Writing 88%; HS Science 57%; LG Reading 73%; LG Math 73%; L25 Reading 77%; L25 Math 74%; AYP 100%.</p> <p>2006-2007: School Grade A: HS Reading 61%; HS Math 64%; HS Writing 89%; HS Science 33%; LG Reading 66%; LG Math 84%; L25 Reading67%; L25 Math 81%; AYP 100%.</p>
Assis Principal	Noel B. Elvir	Bachelors Degree and Certification in Elementary Education (1-6) with ESOL Endorsement and Gifted Endorsement; Masters Degree and Certification in Educational Leadership (all	2	3	<p>Assistant Principal: Cholee Lake Elementary School: 2011-2012: Grade B; HS Reading 42%; HS Math 54%; HS Writing 86%; HS Science 36%; LG Reading 80%; LG Math 80%; L25 Reading 69%; L25 Math 85%.</p> <p>Assistant Principal: Cholee Lake Elementary School: 2010-2011: Grade C; HS Reading 55%; HS Math 55%; HS Writing 69%; HS Science 41%; LG Reading 62%; LG Math 56%; L25 Reading 56%; L25 Math 59%; AYP 78%.</p> <p>Mathematics Instructional Specialist for Capacity Development in 2009-2010. Target School Data: Boca Raton Elementary – School Grade: A; Reading Mastery: 79%, Math Mastery: 76%, Writing Mastery: 86%, Science Mastery: 67%; AYP: 90%, Black and SWD did not make AYP in Reading/Math. Galaxy Elementary - School Grade: C;</p>

		levels)			Reading Mastery: 50%, Math Mastery: 54%, Writing Mastery: 70%, Science Mastery: 17%; AYP: 87%, All subgroups did not make AYP in Reading. South Grade Elementary - School Grade: B; Reading Mastery: 60%, Math Mastery: 64%, Writing Mastery: 77%, Science Mastery: 55%; AYP: 79%, All subgroups did not make AYP in Math, American Indian and Economically Disadvantaged did not make AYP in Reading.
--	--	---------	--	--	---

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Haag	Primary Education, (grades K - 3); Elementary Education, (grades 1 - 6; Reading, (grades K - 12)	1	4	<p>Reading Coach Cholee Lake Elementary School: 2011-2012: Grade B; HS Reading 42%; HS Math 54%; HS Writing 86%; HS Science 36%; LG Reading 80%; LG Math 80%; L25 Reading 69%; L25 Math 85%.</p> <p>Reading Coach of Pleasant City Elementary School in 2010-2011 school-year: Grade A; HS Reading 61%; HS Math 64%; HS Writing 94%; HS Science 33%; LG Reading 87%; LG Math 57%; L25 Reading 87%; L25 Math 57%; AYP 92%.</p> <p>Reading Coach of Pleasant City Elementary School in 2009-2010: Grade F; HS Reading 49%; HS Math 68%; HS Science 14%; HS Writing 75%; LG Reading 42%; LG Math 47%; L25 Reading 33%; L25 Math 40%; AYP 82%.</p> <p>Reading Coach of Pleasant City Elementary School in 2008-2009: Grade A; HS Reading 61%; HS Math 71%; HS Science 59%; HS Writing 93%; LG Reading 65%; LG Math 7%; L25 Reading 65%; L25 Math 73%; AYP 95%.</p>
Mathematics	Amarilis Garcia	Bachelor of Arts in Elementary Education (K-8) Masters in Education National Board Certified	.5	.5	Learning Team Facilitator at Crosspointe Elementary; Palm Springs Elementary, and Lincoln Elementary School (2011-201)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly teacher network meetings with effective strategy sharing held with the Beginning Teacher Assistance Program Team (BTAP)	BTAP Team	Ongoing	
2	2. Interviewing highly qualified teachers when positions are available	Principal	July 2012	
3	3. Pair teachers in the Educator Support Program with a mentor or through New Teacher Center	Principal/Assistant Principal	August 2012	
4	4. Monthly professional development offered during Learning Team Meetings	Learning Team Facilitator	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
78	7.7%(6)	35.9%(28)	39.7%(31)	19.2%(15)	26.9%(21)	100.0%(78)	7.7%(6)	1.3%(1)	59.0%(46)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Liza Asch	Elizabeth Fugate	Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or department. Each mentor/buddy has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course available through TrainU (online training system)	<ol style="list-style-type: none"> 1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP) requirements. 2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules, Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities
		Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or	<ol style="list-style-type: none"> 1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP)

Susan Haag	Karen Charles Erika Irizarry Samantha Hack Kristen Mills Michael Rebholz	department. Each mentor/buddy has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course available through TrainU (online training system)	requirements. 2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules, Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities
Theresa Logsdon	Naomi Matilus	Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or department. Each mentor/buddy has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course available through TrainU (online training system)	1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP) requirements. 2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules, Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities
Chazzie Henderson	Kelley Jackson	Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or department. Each mentor/buddy has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course	1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP) requirements. 2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules, Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test

		available through TrainU (online training system)	Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities
Kerry Maione	Jessica Frouge Jena Huffstetler	Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or department. Each mentor/buddy has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course available through TrainU (online training system)	<p>1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP) requirements.</p> <p>2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules, Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities</p>
Kristen Edwardo	Carla Matos	Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or department. Each mentor/buddy has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course available through TrainU (online training system)	<p>1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP) requirements.</p> <p>2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules, Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities</p>
		Mentors/buddies were selected based upon classroom experience and common grade level/subject area and/or department. Each mentor/buddy has demonstrated characteristics of being a team player,	<p>1. Complete Educator Support Program activities with assigned teachers as outline by School District of PBC Educator Support Program (ESP) requirements.</p> <p>2. Conduct Monthly BTAP Meetings: covering the following topics- Management of Student Conduct: Champs, Routines, Rules,</p>

Jenna Haera	Hope Pigott	having a positive attitude and being a role model. All mentors are also Clinical Education Trained or have enrolled in the Effective Mentoring course available through TrainU (online training system)	Schedules, Record Keeping: Lesson Plans, Grade Books, Copies of Standards and Benchmarks, IEP's, LEP's, Communication: Parent & Teacher Conferences, Confidentiality and Ethics, Group Instruction: Motivation, Differentiating Instruction, ELL Strategies, Goal Setting, Creating and Using Learning Centers, Test Taking Strategies, FCAT Survival Strategies, End of Year Responsibilities
-------------	-------------	---	--

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, tutorials, and or summer enrichment programs. In addition, Supplemental Education Services (SES-free tutoring) is offered to targeted students who receive free/reduced lunch.

At the school level, a math, reading, and science resource teacher were purchased using Title I funding to work with students on a daily basis in the core subject areas. In addition a parent liaison will work with parents and teachers to build home-school connections.

Professional Development funds will be used to purchase a Reading Coach to provide intensive Reading Professional Development outlining the expectations for reading instruction, as well as in class modeling and mentoring to ensure students receive effective instruction in reading and writing to promote academic improvement.

Title I, Part C- Migrant

District Migrant programs provide services and support to students and parents. In addition, migrant students making academic progress are identified and recognized annually. Cholee Lake has had a student recognized for the last two years for their substantial progress.

Title I, Part D

N/A

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds from the district were used to purchase Gizmos, a web-based program to improve math and science achievement.

Title III

Services are provided through the district for education materials and ESOL district support services to improve the education of immigrant and English Language Learners. Cholee Lake has an ESOL coordinator who works with parents, teachers, and students. In addition, we have an ESOL guidance counselor and three teachers who work directly with English Language Learners.

Title X- Homeless

Guidance Counselors, PTA, and Parent Liaison provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

In addition, the school has partnered with the Homeless Coalition of Palm Beach County to provide the the students with the

education program, "Faces of Homelessness".

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide pull out instruction for retained third grade students and other third grade students identified with a deficiency in reading.

Violence Prevention Programs

The school conducts a Code of Conduct Assembly at the beginning of each trimester in order to teach students the school rules and effective conflict resolution. In addition, teachers and students are taught Conscious Discipline calming techniques to utilize when they are angry or upset.

The school offers bullying prevention and anti-drug counseling to students that incorporates field trips, community service, and counseling.

This year the school is also participating in the School-Wide Positive Discipline Support program through the district's Safe Schools Department. Each month teachers will teach lessons dealing with social skills to promote cooperation and positive conflict resolution. The Positive Support Team (the Be Team) provide support to teachers in management of student discipline.

District-wide implementation of Single School Culture as well as Appreciation for Multicultural Diversity.

Nutrition Programs

The District provides a Health education program through our Food Services department that provides a free breakfast program for all students at our school. In addition, students in grades 3-5 received the Commit2BFit agenda planner that outlines tips and lessons for students to eat properly and exercise.

Housing Programs

N/A

Head Start

N/A

Adult Education

The school will provide weekly English classes to parents in exchange for their time as a volunteer in the school.

Career and Technical Education

N/A

Job Training

N/A

Other

Required instruction listed in 1003.42(2) F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach Reading:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on

scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

RtI/Inclusion Facilitator: Provides guidance to instructional staff on identification of specific student deficiencies and makes an appropriate match to students and researched-based interventions. The facilitator will facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection

ESOL Coordinator: Provides guidance to instructional personnel on ESOL strategies and interventions needed according to the students' individual LEP plans.

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

The RtI Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

The RtI Leadership Team meets with the administrative team provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Palm Beach County School District Fall Diagnostic, Florida Comprehensive Assessment Test (FCAT), Fountas and Pinnell's Oral Reading Record, Scholastic Reading Inventory (SRI).

Progress Monitoring: PMRN, Palm Beach County School District Winter Diagnostic, Fountas and Pinnell's Oral Reading Record and District Embedded Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Fountas and Pinnell's Oral Reading Record, SRI

End of year: FAIR, FCAT, Fountas and Pinnell's Oral Reading Record, SRI

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. PD will take place in September and focus on the RtI process.

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

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Reading Coach, Learning Team Facilitator, Reading Resource Teacher, SAI Teacher, ESOL Coordinator, Media Specialist, Grade Level Chairs

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

The LLT meets monthly to problem solve reading instruction concerns and strategize for effective strategy implementation. Meetings are led by the Principal

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

Analyzing student academic literacy (performance and growth) in reading, math, science and writing using formal and informal assessments, analyzing data from EDW and PNRN, FAIR, and Reading, Running Records.

Recommending research-based instructional practices/strategies and materials to implement as interventions, and school-based assessments.

Determine what tools to use to measure fidelity of instructional practices and use of instructional materials.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 11/8/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Cholee Lake Elementary conducts a Kindergarten Round-Up each spring to inform parents of how to prepare their child for kindergarten. This Round -Up workshop for parents provides hands-on assistance with this transition. The program includes staff available to assist with registration, physicals, and vaccination information. Parents are informed of readiness and the various assessments at the kindergarten round-up.

For initial student placement, the FAIR assessment will be administered to all students entering kindergarten as well as the school district's K-3 assessments. School personnel collaborate with the district on examining grade level expectations in Pre-K and Kindergarten. The results reveal the new student's readiness level for kindergarten. Using these results the kindergarten teacher can target the new student's academic needs.

Cholee Lake also has a staggered start schedule in place for the first week of the school-year so that students can get acclimated to kindergarten in a smaller group setting.

In addition, teachers facilitate Partners in Print reading instruction workshops for Pre-Kindergarten and kindergarten parents throughout the school year where parents are instructed in literacy skills that they can utilize at home to support their child's reading development.

Cholee Lake has implemented 2 classrooms of the VPK program this past year and will continue with certified teachers in these classes FY12. This program focuses on the development of social and academic skills to prepare students for readiness for Kindergarten. Also, the kindergarten, ELL, and ESE teachers collaborate with the pre-kindergarten teachers in our program as well as those in feeder programs to discuss students' readiness for entering kindergarten

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013,60%(257)of the students will score a level 3 on the FCAT 2.0 Reading.
---	--

2012 Current Level of Performance: 21%(90)	2013 Expected Level of Performance: By June 2013,60%(257)will score a level 3 on the FCAT 2.0 Reading.
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in reading comprehension skills.	Implement small group differentiated instruction that focuses on specific FCAT 2.0 benchmarks and strategies from Common Core Curriculum.	Principal	Evaluate teacher lessons plans. Conduct daily frequent walkthroughs Provide professional development for teachers	Marzano Design questions and lesson segments implemented with fidelity. Weekly mini-assessments Diagnostic
2	Student deficiencies in reading foundational skills comprehension skills.	Implement 90-minute uninterrupted balance literacy block. Implement the district's K-12 Reading Comprehension Incorporatate Common Core instructional strategies Instruct the FCAT 2.0 benchmarks Utilize FCAT specifications Implement small guided group instruction ITeach reading through the content areas UConduct vocabulary development Use a variety of literary and informational text Select exemplary texts both literary and informational to use in	Reading Coach Administration	Utilize academic focus calendar Walkthroughs Review lesson plans for alignment to benchmark Analysis of student data at Learning Team meetings	Mini benchmark assessments Multi-benchmark assessments, Diagnostics Reading journals Fountas and Pinnell FAIR Reading, Running, Records Student portfolios

		instruction Use of Marzano model strategies Provide modeling and coaching for teachers			
3	Ensuring time to complete assessments and ensuring they are completed with fidelity.	2. Utilize Fountas and Pinnell Oral Language Assessment, District Diagnostic and Comprehension Checks and The Continuum of Literacy to facilitate teacher-directed small group differentiated instruction.	Reading Coach Administration	2. Lesson plans will be reviewed during classroom walkthroughs and will be revised frequently with oversight by Administration and Instructional Coach as appropriate based upon formative student assessments and teacher observations.	2. Classroom walkthrough log and focused walkthroughs; printout of assessment data on District Diagnostic, Oral Reading Records, Oral Language Assessment, SRI and District Comprehension Checks; school developed assessments
4	Ensuring time to conference with teachers and analyze data in order to develop focus calendars	3. Develop an Instructional Focus Calendar for Reading classes to be utilized in daily instruction.	Reading Coach, Learning Team Facilitator, and Administration	3. Administration will conduct daily walkthroughs and monitor lesson plans.	3. Classroom walkthrough log and focused walkthroughs to determine frequency of lessons
5	NGSS and new teachers to testing grade levels.	Provide professional support and development to teachers through a reading coach	Principal and Assistant Principal	Ongoing monitoring of PMRN reports	Data analysis of common assessment data, classroom walkthroughs, and class data.
6	Ensuring adequate time for classroom visits, conferences, and Learning Team meetings	Implement single school culture for classroom practices and instructional decision-making.	Principal, Assistant Principal	Classroom Walk-throughs and focused observations	Classroom walk-through logs; written documentation of teacher conferences

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 100% of the students will score a level 4, 5 or 6 on the FAA in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (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	Teacher proficiency in differentiating instruction to provide enrichment.	Provide professional development on differentiating instruction for high achieving students	Reading Coach Principal	Conduct frequent walkthroughs Review of lesson plans Review of students work and portfolios	Marzano strategies observed for fidelity of instruction Student performance on enrichment work

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By 2013, 35%(150)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (93)	35%(150) will score a level 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	Teachers lack of skills and appropriate strategies to differentiating instruction for high performing students.	Provide professional development in differentiating to provide enrichment.	Administration Reading coach	Classroom walkthroughs Review of lesson plans Review of lesson plans for lessons/activities that require higher level critical thinking skills.	Mini-reading comprehension assessments Student portfolio work Diagnostic
2	Ensuring professional development is put into practice in the classroom.	Implement Standards in Practice: A process that provides ongoing, collaborative professional development focused on the examination of classroom assignments and assessments.	Teachers, Reading Coach, and Administration	Review students Assessments, Data Feed Back forms, collaborate conversation and discuss explicit instructional practices.	Learning Team Meetings with a focus data feed back, classroom walkthrough logs and Assessment forms.
3	Analyzing the needs of the students and planning for instruction.	Implementing the six components of reading (Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary, and Oral Language)through Differentiated Instruction	Reading Coach and Administration	Administration will conduct daily walkthroughs and monitor lesson plans.	Classroom walkthrough log and focused walkthroughs to determine frequency of lessons and review plans as needed.
4	Ensuring students build reading stamina	Students will participate in Scholastic, Inc. Reading Counts Program and read independently daily.	Media Specialist, Teacher	Teachers will pull Reading Counts reports and analyze test data.	Scholastic, Inc. Reading Counts Reading log and points.
5	Ensuring enough planning and instructional time to implement with fidelity.	Implement 90-minute uninterrupted balance literacy block using the K-12 Comprehensive Research Based Plan for Students in grades K-5.	Principal and the Reading Coach.	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine fidelity of the literacy block
6	Ensuring time to administer assessments and analyze data with fidelity.	Utilize Fountas and Pinnell Oral Language Assessment, District Diagnostic, common assessments and The Continuum of Literacy to facilitate teacher-directed small group differentiated instruction.	Principal and the Reading Coach.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted bi-weekly to Principal and/or Assistant Principal.	Classroom walkthrough log and focused walkthroughs and printout of assessment data on District Diagnostic, Oral Reading Records, Oral Language Assessment, SRI and grade level common 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By 2013, 100% (1) will score at level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 0% scored at or above level 7.	By 2013 100% (1) student will score at level 7 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have significant deficits that impede their academic performance.	Provide students a variety of hands-on instructional materials. Teach students beginning with concrete strategies. Provide continuous practice. Provide students with additional learning time Use a variety of modalities in instruction	Administration	Walkthroughs Review of lesson plans	Alternative assessments that allow students to use various modalities

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013 80%(343) of students will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,66% (190)made learning gains.	80% (343) will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficits in reading comprehension skills	Use anchor charts Provide small guided group instruction Provide direct teacher instruction Use research-based	Adminstration Reading coach Teacher	Review of lesson plans Walkthroughs Review of instructional materials being used Data chats with teacher	Mini-benchmark assessments Core K-12 assessments Diagnostic

		supplementary materials			
2	Ensuring iii groups are at a maximum of 7 students.	Implement a minimum of 30 minutes of Immediate Intensive Intervention (ii) five days per week. This is provided in addition to or as an extension of the 90 minutes uninterrupted literacy block.	Principal and the Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted as needed to Principal and/or Assistant Principal.	Classroom walkthrough log and focused walkthroughs and printout of assessment data on District Diagnostic, Oral Reading Records, Oral Language Assessment and K-4 assessment.
3	Time and planning to ensure implementation with fidelity.	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach.	Student progress is assessed using FAIR OPM every 20 days for all students receiving supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine adequate progress on the benchmarks.
4	Ability to differentiate instruction based on individual student needs.	Provide afterschool tutorial to targeted students through a reading resource teacher Use of anchor charts and word walls	Administration Reading Coach	Lesson Plans and class data will be reviewed by administration	Assessment data and FCAT data will be reviewed to determine progress

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, 100% of the students will make learning gains in reading as measured by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have significant deficits that impede their academic performance.	Provide students a variety of hands-on instructional materials. Teach students beginning with concrete strategies. Provide continuous practice. Provide students with additional learning time Use a variety of modalities in instruction	Administration Reading coach	Walkthroughs Lesson plans	Alternative assessments that allow students to use various modalities

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013 80%(79) of the students in the lowest 25% will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (57)	By 2013, 80% (79)in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are generally at least 2 years behind grade level. This puts them at a disadvantage as they must make more than one year's growth to overcome this disadvantage.	Provide student with additional learning time that includes afterschool tutorial. Provide intensive small guided group instruction. Use a variety of strategies including anchor charts, high interest chapter books at grade level Use or research-based instructional materials aligned with FCAT 2.0 such as Florida Ready.	Administration Reading Coach	Walkthroughs Data chats with teachers Use of scales/rubrics to monitor students' growth.	Mini and multi benchmark assessments Student portfolios Diagnostics
2	Monitoring the students' reading progress and scheduling time for additional intervention.	Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process, interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	Teachers, Reading Coach, Administration	Student progress is assessed and adequate progress is determined by comparing student's trendline to aimline.	FAIR OPM data and iii monitoring log will be used to determine adequate progress on the Benchmark.
3	Ensuring students report to reading resource daily.	Provide reading resource through a Reading Resource Teacher	Resource teacher, Reading Coach, Administration	Student progress determined by comparing students' reading data.	Comprehension checks and mini-benchmark assessments
4	Access to reading materials in the classroom	Provide classroom libraries to allow for differentiated instruction and to enhance students reading skills	Reading Coach, Administration	Student progress as determined on Diagnostic Assessments, classroom assessments and FAIR Data.	District, State and School assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years our school will reduce the achievement gap by 50% 5A :
--	--

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	48%	54%	59%	64%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet Reading Targets: Black, Hispanic, ELL, SWD, and Economically Disabled. All subgroups will meet the 2013 Targets!
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following subgroups not making satisfactory progress in reading were Black 60%(34), Hispanic 62%(206), ELL 84% (121), SWD 85%(51), Economically Disadvantaged 62%(239), White 33%(11).	By 2013 Black 50%(29), Hispanic, 55%(199), ELL 80%(114), SWD 76%(43), Economically Disadvantaged 55%(236), White 29% (25).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficits in reading comprehension skills and background knowledge	Provide students with greater exposure to experiences and readings to build background knowledge. Provide small guided group instructions. Provide whole group instruction that incorporates informational and literary text.	Administration Reading coach	Review of lesson plans Review of literary and informational texts Review of student portfolios Walkthroughs Data chats with teachers	Mini and multi benchmark assessments Core K-12 assessments Diagnostics
2	Students' English Language Ability	Provide instruction through ESOL certified teachers.	Principal	Monitoring teacher certification	Peoplesoft certification reports
3	Providing time to build connections with students	In-school tutoring and mentoring program	Teachers, Administration, Reading Coach	Comprehension checks and student progress	Mini assessment data, diagnostic data
4	Teacher participation in Learning Team Meetings	Teachers will use the Standards in Practice protocol and Assessment Literacy strategies to analyze student assignments and assessments for rigor and for alignment to the Sunshine State Standards during Learning Team Meetings.	Administration, Reading Coach	Standards in Practice Process	Use of the Standards in Practice Protocol
5	Time to develop rubrics	Teachers will create standards based rubrics and diagnose student samples.	Teachers, Reading Coach, Administration	Student Progress on classroom assessments-comparison or pre/post assignments	Student Samples and Rubrics
6	Student access to reading materials in the classroom	Provide classroom libraries	Reading coach, administration	Monitoring and classroom observations	Diagnostic Data

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

5C. English Language Learners (ELL) not making	
--	--

satisfactory progress in reading. Reading Goal #5C:	By June 2013, the number of English Language Learners not making satisfactory progress in reading will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 English Language Learners not making satisfactory progress in reading was 84%(121).	In 2013,Reduce percent of ELL students not making satisfactory progress by 10%. 75% (113).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students have limited academic language skills and exposure.	Provide students with instructional materials in their own language as well as English.	Administration ESOL Coordinator	Review and selection of dual language instructional materials. Provide with instruction in their native language as well as English	Walkthroughs Mini and multi benchmark assessments in both English and the primary language. Core K-12
2	Providing time to build connections with students	In-school tutoring and mentoring program	Teachers, Administration, Reading Coach	Comprehension checks and student progress	Mini assessment data, diagnostic data
3	Students English Language Ability	Provide instruction through ESOL certified teachers.	Principal	Monitoring teacher certification	Peoplesoft certification reports
4	Scheduling ELL students and intervention time	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice	Principal, Reading Coach, ESOL Coordinator	Monitoring (OPM) every 20 days. Percent of students making adequate progress benchmark is calculated.	FAIR OPM data will be used to determine adequate progress of benchmarks.
5	Resources for Spanish Dual Language Classes	Provide 2 way immersion bilingual education program (Dual Language)	Teachers, ESOL Coordinator, Administration	Classroom Walkthroughs, lesson plans, student progress	CELLA, Aprenda, and FCAT data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By 2013, the number Students with Disabilities (SWD) not making satisfactory progress in reading will decrease by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 Students with Disabilities (SWD) not making satisfactory progress in reading was 85%(51)	By 2013 the percent of SWD not making satisfactory progress will be no more than 76%(42)

Problem-Solving Process to Increase Student Achievement

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

1	Students have learning disabilities that impede their ability to learn at the same rate as their counterparts. Students need additional time to practice skills	Provide students with additional learning times during regular school hours and in afterschool tutorials Use manipulatives and concrete instructional strategies. Use supplementary research-based instructional materials aligned with FCAT 2.0	Administration	Walkthroughs Review of materials Results of pre and post tests in tutorials Data chats with teachers	Mini and multi-benchmark assessments Core K-12 Assessment from supplemental assessments aligned with FCAT 2.0
2	Scheduling SWD students and intervention time	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice	Principal, Reading Coach, ESE Contact, ESE Teachers	Monitoring (OPM) every 20 days. Percent of students making adequate progress benchmark is calculated.	FAIR OPM data will be used to determine adequate progress of benchmarks
3	Providing time to build connections with students	In-school tutoring and mentoring program	Teachers, Administration, Reading Coach	Comprehension checks and student progress	Mini assessment data, diagnostic data
4	Student deficiencies with processing concepts	Provide instruction through ESE certified teachers.	Principal	Monitoring teacher certification	Peoplesoft certification reports

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By 2013, the percent of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61%(239) of Economically Disadvantaged students that did not make satisfactory progress.	By 2013, the percent of Ecomically Disadvantage students not making satisfactory percent will be no more than 50% ((119)).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge that could help in building comprehension skills	Provide students with lessons and a broad range of readings to help build background knowledge.	Classroom teacher Reading coach	Review of lesson plans. Evaluate appropriateness of instructional materials used. Analysis of student growth overtime in reading comprehension skills.	Walkthroughs Mini-benchmark assessments on that focus of comprehension skills Diagnostics
2	Inclusion scheduling	Determine core instructional needs by reviewing FAIR (Florida Assessment for Instruction in Reading) assessment data for all SWDs. Plan differentiated instruction using evidence-based	Reading Coach, ESE Contact, Teachers	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR OPM data will be used to determine adequate progress of benchmarks.

		instruction/interventions within 90-minute reading block.			
3	Time to implement additional interventions above the core curriculum with fidelity.	Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process, interventions will be matched to individual student needs, be evidence-based and provided in addition to core.	School Based Team; Teachers, Administration	Student progress is assessed and adequate progress is determined by comparing student's trendline to aimline.	FAIR OPM data will be used to determine adequate progress on the Benchmark.
4	Time to build connections with students and schedule meeting times.	Provide mentor to students	Safety/Single School Culture Committee	Student Progress and monthly mentoring checks	Student progress on diagnostics and classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional development in Common Core strategies	Grades K-5 Reading	Reading Coach	Grades K-5 teacher Reading coach Administration	Ongoing during faculty meetings, Learning Team meetings, and afterschooltrainings	Walkthroughs Teacher reflection journals	Administration Reading Coach
Professional development in using effective strategies to teach comprehension skill	Grades K-5	Reading Coach	Grade K-5	Ongoing at grade level meetings and Learning Team meetings	Classroom walkthroughs	Principal
Professional development in FCAT specifications	Grades 3-5	Reading Coach Principal	Grades 3-5 Teachers	Learning Team meetings Grade level meetings	Teacher reflection journals	Administration Reading Coach
Coaching of teachers in reading strategies	Grades 3-5 Reading classes	Reading Coach	Grades 3-5	Classrooms	Teacher reflection journals	Reading Coach Principal
Professional development in Marzano strategies	Grades 3-5	Principal	Grades K-5	Faculty meetings	Classroom Walkthroughs	Principal
Professional development in teaching literary and informational text using a variety of genres	Grades K-5 Reading	Reading coach	Grades K-5	Ongoing at faculty meetings and Learning Team meetings	Classroom walkthroughs	Principal
Professional development in teaching reading across content areas	Grades 3-5 Reading	Reading Coach	Grades 3-5	Ongoing through modeling in classrooms, at Learning Team meetings, and grade level meetings	Classroom walkthroughs	Principal
Professional in how to						

developing and maintaining student reading portfolios in labeled crates	Grades K-5	Reading coach	Grades K-5	At various grade level meeting	Review of student portfolios and monitoring that content is kept updated	Principal Reading coach
---	------------	---------------	------------	--------------------------------	--	----------------------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate vocabulary development and reading comprehension skills	Card stock Colored markers books magazine subscriptions copy paper composition notebooks notebook journals	Title I	\$2,500.00
Use anchor charts and word walls	chart paper colored markers dry erase markers highlighters	Title I	\$2,000.00
Provide afterschool tutorial	tutorial teachers	Title I	\$10,000.00
Provide afterschool tutorial	chart paper Florida Ready workbooks pencils manilla folders	Title I	\$2,500.00
Provide classroom libraries to allow for differentiated instruction and to enhance student reading skills	sets of classroom libraries and chapter books	Title I	\$3,000.00
Professional development in how to create and maintain student portfolios in crates	plastic crates colored folders dividers hanging folders colored markers	Title I	\$1,500.00
			Subtotal: \$21,500.00
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
Teaching reading across content areas	notebook binders dividers copy paper ink cartridges		\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Coaching teachers in teaching effective reading strategies	Reading Coach	Title I	\$33,794.00
			Subtotal: \$33,794.00
			Grand Total: \$55,494.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	In 2013, 50% (76) of students will be proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	

In FY 2012, 38% of students were proficient in Listening/Speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited English skills which impedes their academic progress	Provide some instruction in both Spanish and English Provide accommodations in testing Provide small guided group instruction Provide English vocabulary instruction	ESOL Coordinator Administration	Classroom walkthroughs Review of instructional materials Review of lesson plans	mini assessments in English and Spanish Core K-12 assessments Diagnostics

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

2. Students scoring proficient in reading.

CELLA Goal #2:

By 2013, 50% (71) students will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

In 2012, 16% o ELL students were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited English speaking skills	Provide small group instruction by ESOL teacher. Provide extended instructional time	ESOL Teacher Reading Coach	Conduct bi-weekly mini assessments and monthly comprehensive assessments	Mini-assessments Diagnostics Comprehensive assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013,90% (39) students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

In 2012, 84% (36) of ELL students were proficient in writing

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
			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited skills in basic grammar and spelling	Provide increased instruction in writing conventions and in spelling.	ESOL Teacher Classroom Teacher	Ongoing mini-assessments Small differentiated instruction.	Writing rubric

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct mini workshops for parents during ELL PLC meetings twice during the school year	copy paper manilla folders pencils	Title I	\$200.00
Provide English vocabulary instruction	chart paper card stock permanent marker notebooks	Title I	\$500.00
			Subtotal: \$700.00
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: \$700.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By 2013, 80% (124) students will achieve proficiency (level 3) on FCAT mathematics.
--	---

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

In 2012, 29% (127) students scored at level 3).	By June 2013, 80% (124) of students will achieve proficiency (level 3) on FCAT mathematics.
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in basic math operations.	Implement small group differentiated instruction. Provide daily practice activities. Utilize math resource lab to reinforce basic skills.	Principal	Conduct daily walkthroughs to observe appropriateness of student groupings. Review student portfolios. Review lessons Provide professional development for teachers	Marzano Design questions and lesson segments implemented with fidelity. Weekly mini-benchmark assessments Core K-12 assessments Diagnostics
2	Teachers lack background knowledge and skills in teaching science concepts	Provide professional development for teachers in best practices/strategies in teaching science concepts and in conducting mini-science labs.	Principal	Walkthroughs Review of student science journals Review of lesson plans	Marzano Design questions and lesson segments implemented with fidelity. Weekly mini-benchmark assessments Core K-12 assessments Diagnostics
3	Scheduling constraints during the school day	Implement 60-75 minute uninterrupted math block using the Direct Instruction Model.	Principal, the Assistant Principal, Math Coach	Conduct walkthroughs to monitor teachers' adherence to schedule, Review of lesson plans	Walkthrough data
	Students' understanding of the specific benchmarks	Use of core curriculum Implementation of small guided group instruction Incorporation of differentiated extended learning activities that support the learning of benchmarks. Use of anchor charts and word walls,	Principal Assistant Principal Math Coach	Implement weekly mini-benchmark assessments that target specific skills Conduct ongoing monitoring of student progress using scales/rubrics Student self-monitoring by goal setting	Mini benchmark assessments from Core K-12 Florida Achieves Focus assessments Diagnostics Multi-benchmark assessments Walkthroughs

4		<p>Use of mini-whiteboards for informal assessing of students.</p> <p>Math journals</p> <p>Researched-based supplementary materials and workbooks aligned with FCAT 2.0. standards and benchmarks</p> <p>Integrate the use technology.</p> <p>Use supplementary instructional resources to support learning of benchmarks</p>			Student science journals
5	Time to apply skills learned during activities	<p>Incorporate extended learning activities into the math block.</p> <p>Afterschool tutorial</p>	<p>Math Coach</p> <p>Adminstration</p> <p>Tutorial teachers</p>	<p>Walkthroughs</p> <p>Review of lesson plans</p> <p>Results of pre and post tests from tutorial</p>	Pre and post tests
6	Consistency in analyzing student work and data	<p>Use of the Data-Feedback-Strategy Method to analyze assessments and identify patterns of strengths and weaknesses during Learning Team Meetings</p> <p>Strategize for corrective instruction.</p>	<p>Math Coach</p> <p>Administration</p>	<p>Data Feedback Strategy results</p> <p>Review of student groupings for classroom instruction.</p> <p>LTM agendas and sign-in sheets and meeting notes</p> <p>Walkthroughs</p>	<p>Groupings for differentiated instruction</p> <p>Secondary benchmark calendar</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In 2013 on the Florida Alternate Assessment, 100% of students who take the assessment will score at level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 on the Florida Alternate Assessment 100% (1) student scored level 4 or higher.	In 2013 on the Florida Alternate Assessment, 100% of students who take the assessment will score at level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher proficiency in differentiating instruction to provide enrichment	Provide profesional development on differentiating instruction for high achieving students	Math Coach Principal	<p>Conduct frequent walkthroughs</p> <p>Review of lesson plans</p> <p>Review of students work and portfolios</p>	<p>Marzano strategies observed for fidelity of instruction</p> <p>Student performance on enrichment work</p>
	Teacher proficiency in differentiating instruction to provide enrichment	Provide profesional development on differentiating instruction	Area science resource specialist	Conduct frequent walkthroughs	Marzano strategies observed for fidelity of

2		for high achieving students	Principal	Review of lesson plans Review of students work and portfolios	instruaction Student performance on enrichment work
3	Student(s) have math deficiencies significantly below grade and function at the low of cognitive skills	Provide student(s) with ongoing guided group instruction that addresses math skill deficits Use of ESE and hands-on strategies Use of manipulatives Implementation of instruction at the concrete level.	Administration IEP committee Classroom teacher ESE inclusion teacher	Walkthroughs Results of assessments appropriate for students	Assessments aligned with cuurriculum IEP goals and objectives.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students need more more enrichment opportunities and differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (110) of the students achieved above proficiency (level 4 and 5)	By 2013, 40% (170) of the students will achieve above proficiency (level 4 and 5) on the 2013 FCAT mathematics assessment

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack of skills and appropriate strategies to differentiating instruction for high performing students	Provide professional development in differentiating to provide enrichment.	Administration Math coach	Classroom walkthroughs Review of lesson plans Review of lesson plans for lessons/activities that require higher level critical thinking skills.	Mini-assessments in math assessments Florida Achieves Focus Assessments Student portfolio work Diagnostic
2	Teachers lack of skills and appropriate strategies to differentiating instruction for high performing students Lack of appropriate enrichment activities and opportunities for students	Provide professional development in differentiating to provide enrichment. Provide a variety of instructional materials and opportunities for students to receive enrichments	Teacher Administration	Classroom walkthroughs Review of lesson plans for lessons/activities that require higher level critical thinking skills.	Student portfolio and projects Mini-benchmark assessments Multi-benchmark assessments Florida Achieves Focus assesements Diagnostics Science lab notebook
	Students are not familiar with the math vocabulary	Grade-level specific vocabulary development,	Math coach, District Math	Classroom walkthroughs, increased math	Classroom mini-assessments,

3		through word walls, direct instruction, and centers/games, math journals.	Specialist, Administration	assessment results	Math journals
4	Students require more challenging instruction and classwork to continue to move to the next level of proficiency	Provide students with more enrichment activities during independent extended learning time. Provide students with advanced instruction in real-world word problems. Have students explain their reasoning in their math journals	Math Coach Administration	Classroom walkthroughs Review of math journals Review of lesson plan for independent extended learning activities.	District comprehension checks Diagnostic assessments Mini-beanchmark assessments Florida Achieves Focus assessment Student math journal
5	Limited instructional minutes during school day	Provide Math Lab on Fine Arts Wheel	Math Resource Teacher Administration	Review of master schedule Classroom walkthrough of math lab Math lab teacher's lesson plans	District comprehension checks Diagnostics assessments Math lab workbook

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have significant deficits that impede their academic performance.	Provide students a variety of hands-on instructional materials. Teach students beginning with concrete strategies. Provide continuous practice. Provide students with additional learning time Use a variety of modalities in instruction	Administration	Walkthroughs Review of lesson plans	Alternative assessments that allow students to use various modalities
	Students have significant deficits that impede their academic performance.	Provide students a variety of hands-on instructional materials. Teach students beginning with concrete strategies.	Administration Teacher	Walkthroughs Review of lesson plans	Alternative assessments that allow students to use various modalities

2	Provide continuous practice. Use a variety of modalities in instruction Provide students with additional learning time		
---	--	--	--

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	By 2013, 80% (345) of the students will make learning gains on the 2012 FCAT mathematics assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 74%(213)students made learning gains	By June 2013, 80% (345) of the students will make learning gains on the 2012 FCAT mathematics assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficits in basic math operations	Use anchor charts Provide small guided group instruction Provide direct teacher instruction Use research-based supplementary materials	Administration Mathcoach Teacher	Review of lesson plans Walkthroughs Review of instructional materials being used Data chats with teacher	Mini-benchmark assessments Core K-12 assessments Diagnostic
2	Time constraint during schedule to provide additional intervention.	Provide math lab on Fine Arts wheel to allow remediation and enrichment instruction,provide afterschool tutorial	Math Resource Teachers, Administration, math coach	Pre/post assessments, increased diagnostic test results mini and multi-benchmark assessments	District comprehension checks, mini-benchmark assessments Florida Achieves focus assessments
3	Students have limited content area vocabulary	Identify and closely monitor the progress of the lowest 30th percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal and Assistant Principal	Maintain a record of strategies and interventions utilized with the lowest 30 percentile.	Increased achievement between assessments.
4	Lack of effective instructional strategies by teachers	Conduct school, Area, and District professional development	Administration Math coach	Provide research-based instructional development for teachers on best practices in implementing instruction and organizing classroom for instruction	Walkthroughs student data reports data chats with teachers

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	In 2013, 100% (1) of students will make learning gains in mathematics.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 0% (1) of students make learning gains in mathematics.	In 2013, 100% (1) of students will make learning gains in mathematics.

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	Alternative assessments that allow students to use various modalities	Provide students a variety of hands-on instructional materials. Teach students beginning with concrete strategies. Provide continuous practice. Provide students with additional learning time Use a variety of modalities in instruction	Administration Math coach	Walkthroughs Lesson plans	Alternative assessments that allow students to use various modalities

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 80% (85) of the students in Lowest 25% will make learning gains on the 2012 FCAT mathematics assessment
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (67)of the students in Lowest 25% made learning gains on the 2012 FCAT mathematics assessment.	By June 2013, 80% (85) of the students in Lowest 25% will make learning gains on the 2012 FCAT mathematics assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Alternative assessments that allow students to use various modalities	Provide student with additional learning time that includes afterschool tutorial. Provide intensive small guided group instruction. Use a variety of strategies including anchor charts, high interest chapter books at grade level Use or research-based instructional materials aligned with FCAT 2.0 such as Florida Ready.	Administration Math coach	Provide student with additional learning time that includes afterschool tutorial. Provide intensive small guided group instruction. Use a variety of strategies including anchor charts, high interest chapter books at grade level Use or research-based instructional materials aligned with FCAT 2.0 such as Florida Ready.	Mini and multi benchmark assessments Student portfolios Diagnostics

2	Students often cannot retain previously taught lessons. Long term memory can be a barrier.	Anchor charts will be used to provide visual support to students as well as create classroom references and define shared understandings of Reading concepts under study.	Instructional Coach, Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, Diagnostics
3	Accommodating the many different styles.	Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential, implementation of varied modalities in the extended learning activities	Administration, Math coach, District Math Specialist	Ongoing analysis of formative, mini-benchmark assessments and summative assessments	Formative and summative assessments including mini assessments, Diagnostics
4	Students are not aware of their own progress including strengths and weaknesses.	Student provided their own data data binder/folder to monitor their progress and assessments, students create their academic goals/targets based upon their knowledge of their strengths and weaknesses, teacher conducts data chat with students	Teachers administration math coach	Monitor student's progress on mini g assessments as well as Fall to Winter Diagnostic	Mini assessment and Fall and Winter Diagnostic Student data binder/folder
5	Students require additional instruction outside of Math block to meet their needs	Implement math tutorial by identifying those students in need based on Fall and Winter Diagnostic Tests	Teachers, Administration	Monitor student progress through pre and post assessments	Mini assessments; Fall and Winter Diagnostic

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years the school will reduce its achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39%	44%	50%	55%	61%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups will meet 2012 Targets: Black, Hispanic, White, ELL, SWD, Economically Disadvantaged, Asian, and American Indian.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In 2012, subgroups not making satisfactory progress: Black 48%(27), Hispanic 50%(166), White 21%(7), ELL 62%(89), SWD 76%(46), Economically disadvantaged 47%(184), Asian 29%(3), American Indian 33%(1).	By 2013, 0% of Black, Hispanic, ELL, White, SWD, and Economically Disadvantaged students will not make satisfactory progress.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students have limited skills in solving real-world math problems.	<p>Provide small guided group instruction.</p> <p>Use anchor to show procedures for doing work problems</p> <p>Provide additional time for learning and practice</p> <p>Use researched-based FCAT 2.0 aligned supplementary instructional resources and materials</p>	<p>Administration</p> <p>Math coach</p>	<p>Review of lesson plans</p> <p>Review of student portfolios</p> <p>Data chats with teacher</p> <p>Walkthroughs</p>	<p>Mini and multi benchmark assessments</p> <p>Core K-12 assessments</p> <p>Diagnostics</p>
2	Students have limited content area vocabulary	<p>Identify and closely monitor the progress of the lowest 30th percentile consistently</p> <p>Provide direct instruction in math vocabulary with visuals.</p> <p>Use anchor charts and words in instruction.</p> <p>Use math journals for vocabulary development</p> <p>Provide targeted and intervention groups as indicated by student progress.</p>	<p>Administration</p> <p>Math coach</p>	<p>Written documentation of strategies used for reteaching.</p>	<p>Mini vocabulary assessments</p>
3	An ongoing system for analyzing individual student data for the purpose of driving instruction.	<p>Utilize an interactive Data wall to target individual student</p> <p>Analyze disaggregated student data for making instructional decisions.</p> <p>Use data to determine differentiated student groupings and those in need of more targeted/strategic intervention.</p>	<p>Teachers</p> <p>Math coach</p> <p>Administration</p>	<p>Review student data in Learning Team meetings and grade level meetings using the school approved data analyses forms</p> <p>Analyze student growth on benchmarks over time to determine if students are making adequate progress.</p>	<p>Diagnostic assessments</p> <p>Ongoing progress monitoring using mini assessments</p> <p>Core K-12 assessments</p>
4	Students deficiencies in basic math skills	<p>Provide whole group and small guided group instruction that targets basic skills</p> <p>Provide opportunities to practice and reinforce basic skills.</p> <p>Incorporate practice in independent extended learning activities using file folders to organize work</p> <p>Use of anchor charts</p>	<p>Administration</p> <p>Math coach</p>	<p>Review of lesson plans from math resource teachers</p> <p>Classroom walkthroughs</p>	<p>Diagnostic assessments</p> <p>Ongoing progress monitoring using mini assessments</p> <p>Core K-12 assessments</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 80%(114) of ELL students will make satisfactory progress in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 62%(89) of ELL students did not make satisfactory	By June 2013, 80%(114) of ELL students will make satisfactory progress in mathematics.

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	Some students have limited academic language skills and exposure.	Provide students with instructional materials in their own language as well as English.	Administration ESOL Coordinator	Review and selection of dual language instructional materials. Provide with instruction in their native language as well as English	Walkthroughs Mini and multi benchmark assessments in both English and the primary language. Core K-12
2	Students have deficiencies in reading that interferes with understanding of math word problems	Provide remedial reading instruction, teach students strategies breaking down word problems to determine the question, increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administration Math coach Teachers	Classroom walkthroughs Observation of student responses on student whiteboards Analyze student growth	Mini benchmark assessments Core K-12 Assessments Diagnostic assessments
3	Students are lacking pre-requisite mathematical skills	Provide math lab on Fine Arts wheel to allow remediation and enrichment instruction to students through a math resource teacher Provide small guided group instruction that targets prerequisite skills that the students are lacking	Math Resource Teacher Administration Math Coach	Track of student progress through use of rubrics, math journals and ongoing formative assessments	Mini-assessments Summative assessments Go Math assessments
4	Students lack of familiarity with the math vocabulary	Grade-level specific vocabulary development through word walls, direct instruction, and independent extended learning activities	Math coach Math resource teacher Administration	Classroom walkthroughs Increased math assessment results	School-based developed vocabulary assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013, 80%(48) of SWD will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 76% (46) didnot make satisfactory progress in mathematics	In 2013, 80% (48)of SWD will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students have learning disabilities that impede their ability to learn at the same rate as their counterparts. Students need additional time to practice skills	Provide students with additional learning times during regular school hours and in afterschool tutorials Use manipulatives and concrete instructional strategies. Use supplementary research-based instructional materials aligned with FCAT 2.0	Administration	Walkthroughs Review of materials Results of pre and post tests in tutorials Data chats with teachers	Mini and multi-benchmark assessments Core K-12 Assessment from supplemental assessments aligned with FCAT 2.0
2	Students lack prerequisite basic math skills.	Provide remedial instruction in basic math skills and operations as well the solving of word problems use of manipulatives and other hands-on activities, use of charts and graphs Use of strategic and intensive workbooks from core curriculum	Teacher Math Coach Administration	Results from ongoing informal assessments and mini-benchmark assessments Implementation of student self-monitoring process	Mini-benchmark assessments Diagnostic assessments
3	Students have deficiencies in reading skills.	Provide remedial instruction in reading and practice in solving word problems Use of math concept readers	Teacher Reading Coach Administration	Ongoing informal assessments and mini-benchmark assessments Implementation of student self-monitoring process	Mini-benchmark assessments Diagnostic assessments
4	Students need additional time and practice to build proficiency in basic skills	Provide additional time the day and afterschool for tutorial Implement small guided group instruction	Math coach Tutorial teachers Classroom teacher Administration	Conduct pre and post assessments Conduct ongoing formative assessments Conduct weekly mini-assessments	Pre and post tests Diagnostics mini-assessments core K-12 assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013,80%(313) students in the Economically Disadvantaged students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(184) of the students in the Economically Disadvantaged students didnt make satisfactory progress in mathematics.	By June 2013,80%(313) tudents in the Economically Disadvantaged students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills in basic math operations	Provide students with daily practice usings manipulatives and other hands-on activities. Provide students with	Classroom teacher Math resource teacher Math coach	Review of lesson plans. Evaluate appropriateness of instructional materials used.	Walkthroughs Mini-benchmark assessments on that focus of comprehension

		supplementary instruction in math lab with math resource teachers	Administration	Analysis of student growth overtime in basic math operations.	skills Diagnostics
2	Accommodating the many different styles	Implement differentiated instruction with fidelity to meet the needs of all learning styles to maximize individual students learning potential.	Administration	Ongoing analysis of formative and summative assessments	Formative and summative assessments including mini assessments, Diagnostics and SRI
3	Students lack the pre-requisite mathematical skills	Utilize Instructional Focus Calendars specific common assessments to identify students in the core curriculum needing intervention and enrichment. Use of math journals Use of student portfolios to monitor student growth Use of hands-on materials manipulatives Use of anchor charts and word walls Use of Learning Village math concept readers	Administration Math coach Teachers	Administer weekly mini-assessments Classroom walkthroughs Results from informal and formal assessments Review of student portfolios	Diagnostic assessments FCAT results Mini-benchmark assessments Core K-12 assessments Diagnostic assessments
4	Students lack basic skills involving mathematical operations and real-world word problems	Provide math lab on Fine Arts wheel to allow remediation and enrichment instruction Use of supplemental instructional materials and workbooks aligned with FCAT 2.0 Use of anchor charts and word walls Use of math journals to explain work Use of manipulatives and concrete strategies in instruction	Math Resource Teacher Administration Math Coach	Monitoring of student schedule Walkthroughs Analysis of student data from assessments	Diagnostic assessment Mini benchmark assessments Core K-12 assessments Florida Achieves Focus assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional development for teachers on effective instructional strategies for teaching math	Grades 3-5	Math coach	Grades 3-5 teachers	At designated learning team meetings	Learning meeting agendas and sign-in sheets Classroom walkthroughs	Administration

Professional development for teachers on how to analyze data to drive instruction and use data binders	Grades 3-5	Math coach Learning team facilitator	Grades 3-5	At designated learning team meetings	Learning team meetings agendas and sign-in sheets Classroom walkthroughs Data chats with teachers	Administration
--	------------	---	------------	--------------------------------------	---	----------------

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use math journals in instruction	notebooks binders dividers pencils	Title I	\$700.00
Use of mini-whiteboards for informal assessments	student hand held whiteboard	Title I	\$3,000.00
Use of anchor charts and word walls	Chart/poster paper colored markers card stock	Title I	\$800.00
Use of hands-on instructional materials and manipulative	Math manipulatives	Title I	\$500.00
Use research-based supplementary materials to support math remedial instruction	Florida Ready Singapore Math Model Drawing Resource books	Title I	\$2,000.00
Incorporate practice in independent extended learning activities using file folders to organize student work	file folders permanent markers paper	Title I	\$200.00
Provide after-school tutorial	notebooks paper pencils manipulatives supplementary research-based supplementary instructional material aligned with FCAT 2.0 Florida Ready	Title I	\$2,000.00
			Subtotal: \$9,200.00
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
Professional development on how to analyze data and use data binders	3-ring binders dividers paper 11 by 17 copy paper ink cartridges pens	Title I	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Professional development in the use of the Data-Feedback strategy method to analyze assessments and identify patterns of weaknesses and strength during LTMs	Math Coach	Title I	\$67,588.00
Provide students with supplementary instruction in math lab with math resource teacher	Math resource teacher	Title I	\$63,644.00
Provide after school tutorial	After school tutorial teachers	Title I	\$10,000.00
			Subtotal: \$141,232.00
			Grand Total: \$150,632.00

End of Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013, 50% (61) of students will achieve proficiency (level 3) on the 2012 FCAT science assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (43) of students achieved proficiency (level 3) on the 2012 FCAT science assessment	By June 2013, 50% (61) of students will achieve proficiency (level 3) on the 2012 FCAT science assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have real-world connections to the science benchmarks	Utilize hands-on laboratory experiments for a minimum of 30 minute block, once a week.	Principal and Assistant Principal	The created lab schedule will be implemented with fidelity and monitored by the Principal.	Improvement on the science comprehension checks
2	Students need additional exposure to the science benchmarks	<p>K-4 will receive 45 minutes daily instruction and practice and Grade 5 receive 75 minutes daily on science instruction, students will go to science lab every 8 days.</p> <p>Students record results from classroom science experiments using the scientific method in their science journals.</p> <p>Students use manipulatives, science apparatus (measurement tools for liquid and dry measurements, weight balance scales, microscopes, consumables.</p> <p>Student use science portfolios</p> <p>Reinforce concepts on chart paper</p> <p>Teachers incorporate use of science word wall.</p> <p>Student use science journals to record information and define vocabulary words in science.</p> <p>Teachers incorporate computer programs such as GIZMOS in their instruction.</p>	Principal Assistant Principal Teacher Area Support Staff	<p>Administration will Classroom walkthroughs</p> <p>Implementation of mini-benchmark assesments</p> <p>Implementation of multiple benchmarks assessments</p> <p>Implementation of Core K-12 assesments</p> <p>classroom walkthroughs</p>	<p>Mini assessments</p> <p>Diagnostic Assessments</p> <p>Florida Achieves Focus Assessments</p> <p>Core K-12 Assessments</p> <p>Science journals</p>

		Students go to science resource lab every 8 days.			
3	Students learn at different paces. Some have not been exposed to the FCAT 2.0 SSS.	Provide students who are not responding adequately to core instruction with supplementary, small guided group instructions Provide students with additional time during the day for science instructions. Incorporate secondary benchmarks on science focus calendar	Administration District Science Specialist	Administration will Classroom walkthroughs Implementation of mini-benchmark assesments Implementation of multiple benchmarks assessments Implementation of Core K-12 assesments classroom walkthroughs Analysis of student performance on common assessments at least every two weeks Monitor adherence to science focus calendar	Benchmark mini-assessments from Core K-12 Targeted assesment quesions from Fusion Assessments Student science journals Florida Achieves Focus 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2012, 13% (15) of the students will achieve above proficiency (levels 4 and 5) on the 2012 FCAT science assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (10) of the students achieved above proficiency (level 4 and 5) on the 2011 FCAT science assessment	By June 2012, 13% (15) of the students will achieve above proficiency (levels 4 and 5) on the 2012 FCAT science assessment

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students have not had the opportunity to apply the scientific method	Provide an opportunity for students to apply scientific thinking by participating in the school science fair.	Principal and Assistant Principal	Completion of an individual science fair project by students in grades 3-5 and a class science fair project in grades K-2.	Improvement on science classroom assessments.
2	Opportunity to provide enrichment activities during the school-day	Implement SECME afterschool club for enrichment.	SECME sponsor, Principal, Assistant Principal	Participation in the SECME Olympiad	Student Progress on science classroom assessments and diagnostic assessments as well as placement in SECME competitions.
3	Opportunity to provide enrichment activities during the school-day	Implement afterschool science enrichment tutorial	Principal and Assistant Principal	Tutorial attendance logs and comprehension checks	Improvement on comprehension checks and FCAT data

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Professional development on how to conduct mini-science experiments in classroom	Grade 5	Area Science Specialist	Learning meetings and afterschool training	Once	Agenda from trainings Notes from agendas Meeting schedule dates Attendance sheets Agenda	Administration
Provide professional for teachers in science benchmarks and FCAT specifications	Grade 5	Area Science Specialist	Learning team meetings	Monthly	Agenda from trainings Notes from agendas Meeting schedule dates Attendance sheets	Administration
Professional development for teachers in effective teaching practices/ strategies for teaching science.	Grade 5	Area Science Specialist	Learning team and grade level meetings	Once per trimester	Agendas from trainings Notes from trainings Training dates Attendance sheets	Administration
Professional development on use of technology and anchor charts	Grade 5	Area Science Specialist	Learning Team meetings and afterschool training	Once	Agendas from trainings Notes from trainings Training dates Attendance sheets	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of manipulatives, science apparatus, tools, consumables	measurement tools (i.e.) liquid and dry; weights and scales, microscopes, consumables	Title I	\$500.00
Use of science portfolios	colored folders, labels paper Markers	Title I	\$100.00
Incorporate use of science word wall	Chart paper permanent markers	Title I	\$200.00
Use of science journals to record information/data from experiments and define vocabulary words	notebooks card stock pencils	Title I	\$300.00
			Subtotal: \$1,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development for teachers in science benchmarks and FCAT specifications	3-ring binders dividers ink cartridges copy paper	Title I	\$200.00
Provide professional development on how to conduct mini-science experiments in classroom	Consumables, owl pellets, tools	Title I	\$300.00
			Subtotal: \$500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students go to science resource teacher once every 8 days	Science resource teacher	Title I	\$63,644.00
			Subtotal: \$63,644.00
			Grand Total: \$65,244.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 90% (145) will achieve proficiency (level 4.0 or higher) on the 2012 FCAT writing assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (97) of the students achieved proficiency level 3 and higher on the 2012 FCAT writing assessment	By June 2013, 90% (145) will achieve proficiency (level 4.0 or higher) on the 2012 FCAT writing assessment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not familiar with the writing process	<p>Provide daily direct instruction in the writing process</p> <p>Model the writing process for students.</p> <p>Have students use writing journals and notebooks to practice their writing.</p> <p>Provide and explain the writing scale/rubric to help them monitor their progress over time.</p> <p>Provide students with a portion of their writing instruction in the writing lab where they have whole group instruction and use markers, folders, and pens to implement writing strategies</p> <p>Students will use writing journals, markers, writing portfolios</p> <p>Implement a</p>	Principal Reading Coach	<p>conduct district writing assessments.</p> <p>Conduct individual conferences with students on their work.</p> <p>Review student writing portfolios</p>	<p>Palm Beach Writes Assessments</p> <p>School-based Assessments</p> <p>Writing Journals</p>

		<p>schoolwide, consistent method of teaching writing using supplementary materials ((Explorations in Non-Fiction Writing)</p> <p>Incorporate writing across the content areas in all classes.</p> <p>Teachers will incorporate the use of anchor charts, word walls, writing journals and notebooks for writing and publishing their work.</p>			
2	<p>Student have deficiencies in specific writing skill (i.e.) revising/editing their writing, summarizing, and sticking to the topic.</p>	<p>Provide students with explicit instruction in the revision and editing process.</p> <p>Provide students with explicit instruction on connecting what they to the main topic of their writing.</p> <p>Provide students instruction and practice on drafting and using a rubric in analyzing their writing.</p>	Reading Coach	<p>Administration will monitor revision and editing process by reviewing student drafts during random walkthroughs.</p> <p>Reading coach will monitor student growth.</p>	Palm Beach Writes School-based writing journals
3	<p>Students have deficiencies in the the conventions of writing, spelling, grammar, and word usage.</p>	<p>Students will be explicitly taught writing conventions, rules of work usage, the spelling of commonly used words and higher tiered words.</p> <p>Students will receive daily instruction and specific feedback during whole group instruction, small group instruction, and individual writing conferences.</p> <p>Students will be administered assessments on conventions, spelling, and word usage.</p>	<p>Reading Coach</p> <p>Principal</p> <p>District Writing Specialist</p>	<p>Lesson plans</p> <p>Classroom Walkthroughs</p> <p>Review of student work</p>	Student writing portfolios

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

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training of teachers in how to integrate the use of anchor charts to teach the writing process.	Grades 3-4	Reading/ Writing Coach	Grades 3 and 4 teachers	Weekly meetings with Reading/ Writing Coach	Observation of anchor charts and word wall during walkthroughs	Administration
Coaching teachers in their writing instruction.	Grade 4 and grade 3	Reading/ Writing Coach	Grade 4 and grade 3 teachers	Learning Team meetings Grade level meetings Individual teacher sessions with coach	Review of academic schedule Coaches' Log Walkthroughs	Administration
Modeling for teachers to improve skills in teaching writing	Grade 4	Reading/ Writing Coach	Grade 4 teachers	Learning Team Meetings Writing Lab (twice weekly)	Classroom Walkthroughs	Administration Reading/Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a school-wide, consistent method of teaching writing using supplemental instructional materials (Explorations in Non-Fiction Writing)	Explorations in Non-Fiction Writing	Title I	\$3,600.00
Teachers will incorporate the use of anchor charts, word walls, Writing journals, and notebooks for writing and publishing their work	Chart paper, ink, notebooks, pens, card stock	Title I	\$1,000.00
Subtotal:			\$4,600.00
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: \$4,600.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	The attendance rate at Cholee Lake will increase by 5% by June 2011.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
65%	70%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
387	278
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
137	100

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not schedule appointments outside of school time. Student illnesses.	Conduct parent calls and send home letters to inform parents of the importance of attending school and offer strategies to help them get their children to school.	Truancy Guidance Counselor	Increased attendance rate	Attendance reports on TERMS.
2	Some parents do not know the impact of missing school.	Conduct mini workshops for parents during our ELL PLC meetings twice a year covering the importance of attending school on time.	Truancy Contact, ESOL Coordinator	Attendance at ELL PLC, increased attendance rate	Attendance reports, parent training evaluations
	Some parents do not have necessary	Include help tips and report on attendance	Parent liaison, truancy contact,	Student attendance rate	School Effectiveness

3	resources to get students to school on time or get proper health care	issues in the parent's newsletter every semester.	administration		Questionnaire about school communication
4	Some students do not correlate school attendance with achievement.	Include attendance lessons as part of the guidance curriculum during the year to stress the importance of being at school and how it reflects on our character, affects our self esteem and future career.	Guidance counselors, Administration	Participation/evaluations during guidance lessons	Guidance comprehension checks and attendance rate
5	Some truancy issues are related to problems in the home, community, and with other students.	Conduct individual counseling for students with truancy issues.	Guidance counselors, Administration	Increase attendance rate of truant students, participation/progress during counseling sessions	Attendance records in TERMS, guidance checks

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing parent awareness of the importance of good attendance for their student.	Communicating with parents and students on consequences of poor attendance.	Guidance Counselor Assistant Principal	School-wide	Ongoing	Student attendance data Teacher parent communication log	Assistant principal Classroom teacher Guidance Counselor
Increase teacher awareness and participation in fostering good attendance by students	Grades K-5 Profession development	Assistant Principal Guidance	Grades K-5	A faculty meeting	Teacher's parent communication log Student attendance data Classroom and school incentive program	Guidance counselor Assistant principal

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	By June 2012 the number of students suspended from school (in or out) will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
60	54
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
25	22
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
87	78
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
49	44

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	All students are not aware of school procedures/expectations	Implement CHAMPS procedures in classrooms and common school areas.	Administration	Students following the procedures. Decreased office discipline referrals.	Discipline reports pulled via TERMS
2	Students act out in inappropriate ways in classrooms	Implement School-wide Positive Behavior Support Plan	Administration and Positive Behavior School Support Team	Students following school motto, decreased office discipline referrals	Discipline reports pulled via TERMS
3	Some students misbehave due to low academic ability	Mentor for every student in the lowest 25% for math and reading	Single School Culture Committee, Administration	Mentor and teacher feedback, decreased office discipline referrals for students in the	Discipline reports pulled via TERMS

				lowest 25%	
4	Some students do not follow the driver's instructions	Provide bus rewards for bus students not receiving driver complaints	School Bus Transportation Designee	Decreased bus discipline referrals	Driver feedback, bus discipline referrals
5	Consistency of procedures/expectations by staff	Staff implement Single School Culture guidelines developed for Cholee Lake	Administration	Common language used throughout campus, consistency of expectations, decreased student discipline referrals	School Effectiveness Questionnaire, discipline reports pulled via TERMS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional development for teachers on implementing the School-wide Positive Behavior Plan	Grades K-5	Assistant principal Guidance counselor	School-wide	Faculty meeting at beginning of school year Faculty meeting at beginning of 2nd trimester	Monitor number of discipline referrals broken down by grades and teacher.	Assistant principal
Professional development for teachers on how to build relationships with students	Grades K-5	Assistant principal Guidance counselor	School-wide	Faculty meetings Marzano trainings throughout school year	Number of student referrals Number of parent meetings as a result of student misbehavior	Assistant principal Guidance counselor

Suspension Budget:

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

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013 the percentage of parents participatin in school activities (report card conferences, Title I Annual parent meeting, afterschool activities will increase to 45%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% (450)	By June 2013 the percentage of parents participatin in school activities (report card conferences, Title I Annual parent meeting, afterschool activities will increase to 45%.

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	Some parents do not know what their child needs to know at each grade level	Provide parent training in writing, science, math, and reading strategies for success	Reading Coach, Parent Liaison, Academic Committees, Administration	Increased parental attendance at trainings	Parent training evaluations
2	Some parents are not able to come to the school-center for trainings	Provide a community outreach event including training on home-school connections, academic success, and community resources for parents in two SAC areas	Parent Liaison, ESOL Coordinator, Administration	Attendance at community event	Parent training evaluations
3	Some parents have limited English Language ability	Provide basic English training to parents in exchange for volunteer hours	ESOL Coordinator, ESOL Guidance Counselor, Parent Liaison	Increased volunteer hours, parent proficiency in English skills	Parent training evaluations, Volunteer hours records
4	Inform parents in a timely manner about curriculum, assessment, Title I, and student performance	Provide ongoing communication between the school and home through the agenda book, school newsletter, and ParentLink phone calls	Administration, Parent Liaison, Teachers	Increased parental involvement at school functions, parent surveys	Attendance sheets, Parent evaluations
5	School has large student/parent population-opportunity to connect with parents needed	Provide a parent liaison to build partnerships between home and school	Parent liaison, Administration	Staff evaluation, increased parental involvement, parental surveys	Attendance sheets, call logs
6	Lack of parent involvement at meetings or events, including SAC.	Provide a parent liaison to build partnerships between home and school and encourage parent attendance at SAC meetings; Provide reminders or ParentLink call-outs in all languages prior to meetings and events	Parent liaison, Administration	Staff evaluation, increased parental involvement, parental surveys	Attendance sheets, call logs; copies of invitations sent in various languages

		for parents			
7	Participation in development of schoolwide program	Provide opportunity for parents to be involved in the design, development, implementation and evaluation of the schoolwide program through SAC meetings	Administration; SAC chair	Agendas, minutes, invitations, parent surveys	sign-in sheets, minutes, parent surveys
8	Participation in Annual Title I Parent meeting	Provide parent training on Title I components and requirements to inform parents	Assistant Principal	Adenda, minutes, invitations	sign-in sheets, parent survey
9	Participation in the Title I Parent Survey	Provide opportunity for parents to be heard through their responding to the Title I Parent Survey sent home with students. ParentLink call out to parents in various languages as a reminder of the importance for the survey.	Adminstration	call out log, survey results	survey results
10	Parent involvement through volunteering	Encourage Parent Volunteers by providing incentives to parents (front parking lot pick-up, Volunteer breakfast, parent Volunteer of the month, etc.)	Parent Liaison, Adiminstration	Parent Flyers in various languages	parent flyers, parent survey
11	Partnerships with Local Businesses to promote student achievement and parent involvement	Encourage participation with local businesses to promote student achievement and recognition rewards; offer incentives from local businesses for parent involvement.	parent Liaison	Business partnership agreements/contracts; Parent Flyers in various languages	Parent surveys, flyers in various languages

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conduct ESOL parent trainings that focus on ways parent can help their student academically.	Grades K-5	Kerry Maione (ESOL) Coordinator	ESOL parents ESOL Coordinator Guidance Counselor	Meetings conducted in Fall and in Spring during evenings	Ongoing communication sent to parents	ESOL Coordinator
Teachers trained on how to conduct parent Report card conferences at which teachers discuss students'	Grades K-5	Principal	All Teachers	Teacher training conducted at faculty meeting. Conferences are conducted at 1st and 2nd trimester report card times. Conferences	Teachers schedule follow-up meetings with parents. Teachers send home weekly Academic	Administration

academic progress and share what strategies parents can use to support their student's academic growth				are conducted in two sessions the 1st session for grades K-2 and 2nd session for grades 3-5. Conferences over two days afterschool	Progress Reports to parents on how their student performed on assessments given the previous week.	
Teachers trained on how to conduct FCAT Writes orientation and training for parents of 4th grade students	Grade 4 Writing	Reading Coach	4th grade teachers Reading Coach Parents Administration	Training conducted in January, prior to FCAT Writes	Observation of teachers at parent meeting Results of parent survey conducted after the parent meeting, Provide parents with hand-out information on how to help their student. Student returns check-off sheet that shows the writing activities that parents sign-off on.	Classroom Teacher Reading Coach Administration
Train teachers on how to develop and create powerpoints to present to parents explaining their the curriculum and instructional strategies implemented in the classroom.	Grades K-5	Grade level chairs Reading and Math Coaches	All Teachers	During grade level meetings	Review of power point presentations Review of grade level agenda Observation of presentations	Administration
Teacher professional development in how to communicate with parents when they have parent meetings	Grades K-5	Principal	All Teachers Administrators	Faculty Meeting	Conduct parent surveys developed by district and by school.	Administration
Train teachers on how to explain their child's data analyses reports at parent meetins	Grades K-5	Principal Reading Coach Math Coach	All Teachers	During Learning Team Meetings	Observations of teacher/parent conferences	Administration Reading Coach Math Coach

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing communication between the school and home through agenda books, school newsletter, and ParentLink phone calls	Student agendas copy paper ink cartridges refresments	Title I	\$3,000.00
			Subtotal: \$3,000.00
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
Encourage parent volunteers by coordinating incentive plans, organizing volunteer breakfast, volunteer of the month activities	Parent Liaison	Title I	\$24,688.00
			Subtotal: \$24,688.00
			Grand Total: \$27,688.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incorporate vocabulary development and reading comprehension skills	Card stock Colored markers books magazine subscriptions copy paper composition notebooks notebook journals	Title I	\$2,500.00
Reading	Use anchor charts and word walls	chart paper colored markers dry erase markers highlighters	Title I	\$2,000.00
Reading	Provide afterschool tutorial	tutorial teachers	Title I	\$10,000.00
Reading	Provide afterschool tutorial	chart paper Florida Ready workbooks pencils manilla folders	Title I	\$2,500.00
Reading	Provide classroom libraries to allow for differentiated instruction and to enhance student reading skills	sets of classroom libraries and chapter books	Title I	\$3,000.00
Reading	Professional development in how to create and maintain student portfolios in crates	plastic crates colored folders dividers hanging folders colored markers	Title I	\$1,500.00
CELLA	Conduct mini workshops for parents during ELL PLC meetings twice during the school year	copy paper manilla folders pencils	Title I	\$200.00
CELLA	Provide English vocabulary instruction	chart paper card stock permanent marker notebooks	Title I	\$500.00
Mathematics	Use math journals in instruction	notebooks binders dividers pencils	Title I	\$700.00
Mathematics	Use of mini-whiteboards for informal assessments	student hand held whiteboard	Title I	\$3,000.00
Mathematics	Use of anchor charts and word walls	Chart/poster paper colored markers card stock	Title I	\$800.00
Mathematics	Use of hands-on instructional materials and manipulative	Math manipulatives	Title I	\$500.00
Mathematics	Use research-based supplementary materials to support math remedial instruction	Florida Ready Singapore Math Model Drawing Resource books	Title I	\$2,000.00
Mathematics	Incorporate practice in independent extended learning activities using file folders to organize student work	file folders permanent markers paper	Title I	\$200.00
Mathematics	Provide after-school tutorial	notebooks paper pencils manipulatives supplementary reseach-based supplementary instructional material aligned with FCAT 2.0 Florida Ready	Title I	\$2,000.00
Science	Use of manipulatives, science apparatus, tools, consumables	measurement tools (i.e.) liquid and dry; weights and scales; microscopes, consumables	Title I	\$500.00
Science	Use of science portfolios	colored folders, labels paper Markers	Title I	\$100.00
Science	Incorporate use of science word wall	Chart paper permanent markers	Title I	\$200.00
	Use of science journals to record			

Science	information/data from experiments and define vocabulary words	notebooks card stock pencils	Title I	\$300.00
Writing	Implement a school-wide, consistent method of teaching writing using supplemental instructional materials (Explorations in Non-Fiction Writing)	Explorations in Non-Fiction Writing	Title I	\$3,600.00
Writing	Teachers will incorporate the use of anchor charts, word walls, Writing journals, and notebooks for writing and publishing their work	Chart paper, ink, notebooks, pens, card stock	Title I	\$1,000.00
Parent Involvement	Provide ongoing communication between the school and home through agenda books, school newsletter, and ParentLink phone calls	Student agendas copy paper ink cartridges refreshments	Title I	\$3,000.00

Subtotal: \$40,100.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teaching reading across content areas	notebook binders dividers copy paper ink cartridges		\$200.00
Mathematics	Professional development on how to analyze data and use data binders	3-ring binders dividers paper 11 by 17 copy paper ink cartridges pens	Title I	\$200.00
Science	Provide professional development for teachers in science benchmarks and FCAT specifications	3-ring binders dividers ink cartridges copy paper	Title I	\$200.00
Science	Provide professional development on how to conduct mini-science experiments in classroom	Consumables, owl pellets, tools	Title I	\$300.00

Subtotal: \$900.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Coaching teachers in teaching effective reading strategies	Reading Coach	Title I	\$33,794.00
Mathematics	Professional development in the use of the Data-Feedback strategy method to analyze assessments and identify patterns of weaknesses and strength during LTMs	Math Coach	Title I	\$67,588.00
Mathematics	Provide students with supplementary instruction in math lab with math resource teacher	Math resource teacher	Title I	\$63,644.00
Mathematics	Provide after school tutorial	After school tutorial teachers	Title I	\$10,000.00
Science	Students go to science resource teacher once every 8 days	Science resource teacher	Title I	\$63,644.00
	Encourage parent			

Parent Involvement	volunteers by coordinating incentive plans, organizing volunteer breakfast, volunteer of the month activities	Parent Liaison	Title I	\$24,688.00
				Subtotal: \$263,358.00
				Grand Total: \$304,358.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/22/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student awards and incentives Teacher classroom instructional materials Classroom books Student supplies	\$3,000.00

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

This year the SAC will focus on identifying needs to support both academic improvement by students and school safety.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District CHOLEE LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	55%	69%	41%	220	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	56%			118	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	59% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					453	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CHOLEE LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	65%	80%	43%	252	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	60%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	61% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested