

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NEW HORIZONS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Elizabeth Cardozo

SAC Chair: Pauline Hewitt

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/20/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Elizabeth Cardozo	BA- Elementary Education, Stetson University MEd and EdS- Guidance, University of Florida; MEd- Administration and Supervision, Florida Atlantic University Principal Certification- State of Florida	8	23	Principal of New Horizons EL. in 2011-2012: Grade: A, Reading Mastery: 63%, Math Mastery: 62%, Writing Mastery: 92%, Science Mastery: 60%. Learning Gains: 76% in Reading and 63% in Math. Lowest 25%: 81% in Reading and 57% in Math. 2010-2011: Grade: A, Reading Mastery: 82%, Math Mastery: 84%, Writing Mastery: 96%, Science Mastery: 73%. Learning Gains: 74% in Reading and 64% in Math. Lowest 25%: 65% in Reading and 55% in Math. AYP: 79%, Total, Hispanic, ED and ELL did not make AYP in reading or math. 2009-2010: Grade: A, Reading Mastery: 89%, Math mastery: 91%, Writing Mastery: 93%, Science Mastery: 65%. Learning Gains: 76% in Reading and 79% in Math. Lowest 25%: 63% in Reading and 83% in Math. AYP: 97%, SWD did not make AYP in reading. 2008-2009: Grade: A, Reading Mastery:

		Certification in Elementary Education, Early Childhood, Guidance, Administration and Supervision and ESOL Endorsement			84%, Math mastery: 83%, Writing Mastery: 89%, Science Mastery: 65%. Learning Gains: 74% in Reading and 66% in Math. Lowest 25%: 67% in Reading and 65% in Math. AYP: 90%, Black, ED and SWD did not make AYP in math. SWD did not make AYP in reading. 2007-2008: Grade: A, Reading Mastery: 84%, Math Mastery: 82%, Writing Mastery: 93%, Science Mastery: 54%. Learning Gains: 64% in Reading and 70% in Math. Lowest 25%: 56% in Reading and 64% in Math. AYP: 90%, SWD did not make AYP in reading and math.
Assis Principal	Eva Simmel	BS – Elementary Education, University of Florida MEd – Educational Leadership, Barry University Principal Certification- State of Florida Certification in Elementary Education, Gifted, and ESOL Endorsement	13	13	Assistant Principal of New Horizons EL. in 2011-2012 Grade: A, Reading Mastery: 63%, Math Mastery: 62%, Writing Mastery: 92%, Science Mastery: 60%. Learning Gains: 76% in Reading and 63% in Math. Lowest 25%: 81% in Reading and 57% in Math. 2010-2011: Grade: A, Reading Mastery: 82%, Math Mastery: 84%, Writing Mastery: 96%, Science Mastery: 73%. Learning Gains: 74% in Reading and 64% in Math. Lowest 25%: 65% in Reading and 55% in Math. AYP: 79%, Total, Hispanic, ED and ELL did not make AYP in reading or math. 2009-2010: Grade: A, Reading Mastery: 89%, Math mastery: 91%, Writing Mastery: 93%, Science Mastery: 65%. Learning Gains: 76% in Reading and 79% in Math. Lowest 25%: 63% in Reading and 83% in Math. AYP: 97%, SWD did not make AYP in reading. 2008-2009: Grade: A, Reading Mastery: 84%, Math mastery: 83%, Writing Mastery: 89%, Science Mastery: 65%. Learning Gains: 74% in Reading and 66% in Math. Lowest 25%: 67% in Reading and 65% in Math. AYP: 90%, Black, ED and SWD did not make AYP in math. SWD did not make AYP in reading. 2007-2008: Grade: A, Reading Mastery: 84%, Math Mastery: 82%, Writing Mastery: 93%, Science Mastery: 54%. Learning Gains: 64% in Reading and 70% in Math. Lowest 25%: 56% in Reading and 64% in Math. AYP: 90%, SWD did not make AYP in reading and math.

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)
					2011-2012: Grade: A, Reading Mastery: 63%, Math Mastery: 62%, Writing Mastery: 92%, Science Mastery: 60%. Learning Gains: 76% in Reading and 63% in Math. Lowest 25%: 81% in Reading and 57% in Math. 2010-2011: Grade: A, Reading Mastery: 82%, Math Mastery: 84%, Writing Mastery: 96%, Science Mastery: 73%. Learning Gains: 74% in Reading and 64% in Math. Lowest 25%: 65% in Reading and 55% in Math.

Reading	Cindy Pedroso	Professional Educator's: Elementary Education 1-6 Reading K-12 ESOL	6	1	<p>AYP: 79%, Total, Hispanic, ED and ELL did not make AYP in reading or math.</p> <p>2009-2010: Grade: A, Reading Mastery: 89%, Math mastery: 91%, Writing Mastery: 93%, Science Mastery: 65%. Learning Gains: 76% in Reading and 79% in Math. Lowest 25%: 63% in Reading and 83% in Math. AYP: 97%, SWD did not make AYP in reading.</p> <p>2008-2009: Grade: A, Reading Mastery: 84%, Math mastery: 83%, Writing Mastery: 89%, Science Mastery: 65%. Learning Gains: 74% in Reading and 66% in Math. Lowest 25%: 67% in Reading and 65% in Math. AYP: 90%, Black, ED and SWD did not make AYP in math. SWD did not make AYP in reading.</p>
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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. Regular meetings of new teachers with principal and assistant principal	Principal and Assistant Principal	Ongoing	
2	2. Partnering new teachers with veteran and National Board Certified teachers.	Assistant Principal	Ongoing	
3	3. New teachers will be offered training to enhance their teaching skills. Mentor teachers are available to provide demonstrations of best practices in instruction.	Administration	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
3	<p>1.The teachers are taking ESOL Endorsement classes.</p> <p>2.Partnering teachers with experienced and National Board Certified teachers for mentoring.</p>

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
51	2.0%(1)	13.7%(7)	27.5%(14)	54.9%(28)	39.2%(20)	100.0%(51)	7.8%(4)	9.8%(5)	76.5%(39)

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

Ana Groover	Juan Ramos	This is Mr. Ramos' first year as a visiting teacher from Spain. Mrs. Groover is an experienced teacher and has completed Clinical Educator Training.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will observe the mentee and time is given for feedback, coaching, and planning.
Fah Davidson	Jennifer Feld	This is Ms. Feld's second year of teaching. Mrs. Davidson is an experienced Nationally Board Certified Kindergarten teacher and has completed Clinical Educator Training.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will observe the mentee and time is given for feedback, coaching, and planning.
Karen Butts	Kathryn Krieger	This is Ms. Krieger's first year of teaching. Ms. Butts is an experienced teacher and has completed Clinical Educator Training.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will observe the mentee and time is given for feedback, coaching, and planning.
Clara Acosta	Maria Tenorio	This is Ms. Tenorio's first year at New Horizons. Ms. Acosta is an experienced Dual Language teacher and has completed Clinical Educator Training.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will observe the mentee and time is given for feedback, coaching, and planning.

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 and enrichment are assisted through before-school and after-school tutorial programs. A Reading Resource Teacher/Coach will provide remediation for struggling readers and professional development for reading teachers. The Professional Development Cadre will ensure that staff development needs are met to ensure fidelity of academic instruction. Parent involvement activities and training will be provided.

Title I, Part C- Migrant

Support services are provided by District personnel.

Title I, Part D

Transition programs are provided for delinquent students returning to school.

Title II

Programs and professional development are provided by Safe Schools including Single School Culture, Academic, Behavior and Climate programs, Bullying Prevention, Character Education, and District Academic Coaches.

Title III

Services are provided by the District for Intensive support for ELL students and bilingual programs. Title III provides supplemental materials for the ESOL program.

Title X- Homeless

District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI provides remediation to identified second grade students reading below grade level, students repeating the third grade, and Level 1 and Level 2 readers.

Violence Prevention Programs

The guidance program incorporates Bullybuster Curriculum in grades K-5.
District-wide implementation of Single School Culture and Appreciation of Multicultural Diversity.

Nutrition Programs

New Horizons participates in the Free Breakfast Program for all students.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Required Instruction listed in FL Statue 1003.42(2), 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.

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading resource teacher, and guidance counselor.

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

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

The School-Based MTSS/RtI Team members will assist in the design and implementation of progress monitoring, collect and

analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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 school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team.

The SBT 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, reading resource teacher, 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.

*Problem Solving & Response to Intervention Project 2008

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?

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring,

The MTSS team members will provide professional development for the SAC members on the RtI process.

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:

- Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-4 Literacy Assessment System
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-4 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to MTSS/SBT Chairperson by district staff during SY2013.

The school-based MTSS/SBT Chairperson will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Elizabeth Cardozo, Principal
 Cindy Pedroso, Reading Resource Teacher/Reading Coach
 Carmelina Aristizabal, Dual Language Resource Teacher
 Karen Butts, SAI Reading Teacher
 Betty Baez, Kindergarten Dual Language Teacher
 Maureen Rane, Kindergarten Dual Language Teacher
 Cheryl Geer, First Grade Teacher
 Lourdes Sanchez, First Grade Teacher
 Ryan Watson, First Grade Teacher
 Robin Mau, Third Grade Dual Language Teacher
 Barbara Garcia, Third Grade Teacher
 Jennifer Schuler, Third Grade Teacher
 Mary Fran Weissleder, Third Grade Teacher
 Deb Hansen, Fourth Grade Teacher
 Pat Klammer, Fifth Grade Teacher
 Pauline Hewitt, ESE Teacher

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

The Literacy Leadership Team creates capacity of reading knowledge with the school and focuses on areas of literacy concern across the school. The principal, reading resource teacher, mentor reading teachers, and other principal appointees serve on the team. The Literacy Leadership Team meets at least once a month on the fourth Tuesday afternoon of the month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the

LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The Literacy Leadership Team plays an integral role in fostering a rich literacy environment at New Horizons for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to our school, including literacy achievement, motivation, and building a community of readers, both at school and home. This is a continuous process throughout the entire school year. In addition, the LLT will promote Reading Counts, plan the annual Literacy Night, hold a book drive to build classroom libraries, and coordinate a Mystery Book Club each trimester to encourage interest in reading.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

A kindergarten round-up is held in the spring of each year at New Horizons. The program outlines the kindergarten curriculum, state, district, and school academic expectations as well as information about the Dual Language Program. Parents are also provided information regarding kindergarten readiness skills. In addition, reading lists are provided to parents. Parents and incoming students tour the campus and visit kindergarten classrooms.

New Horizons will continue a staggered start for all incoming Kindergarten students. This enables the teacher to have a small group of students for one day of induction and familiarity. The kindergarten teachers are able to conduct academic, social, and behavior observations. In addition, we will collaborate with area preschools and VPK sites to improve the transition to school for our incoming students.

Assessments are administered during the first weeks of school to determine student readiness rates including state and district assessments, FAIR, Fountas & Pinnell, and CELLA. The data is then disaggregated and at-risk and low performing students are identified for additional support.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	31%(90) of students will score at Achievement Level 3 on the 2013 FCAT Reading 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(76) of students scored at Achievement Level 3 on the 2012 FCAT 2.0 Reading Assessment.	31%(90) of students will score at Achievement Level 3 on the 2013 FCAT Reading 2.0 Assessment. Students scoring Level 3 will increase by 5% on the 2013 FCAT Reading 2.0 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	Teachers face the challenge of keeping pace with all the initiatives.	The school will implement the K-12 Comprehensive Reading Plan with fidelity. Emphasis will be placed on informational text and text complexity.	Literacy Leadership Team	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to Principal or the Assistant Principal.	Focused classroom visits to determine fidelity of implementation of the Comprehensive K-12 Reading Plan.
2	Teachers face the challenge of utilizing data for differentiated instruction and best practices.	The school will implement Benchmark Assessments to monitor student progress.	Literacy Leadership Team	Review data reports to ensure teachers are assessing students according to District schedule.	Data from Benchmark Assessments.
3	Teachers face the challenge of utilizing data for differentiated instruction and best practices.	Teachers will provide differentiated instruction during the 90 minute reading block using text complexity across a range of materials and developing academic vocabulary.	Grade Chairpersons	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to Principal or the Assistant Principal.	Focused classroom visits to determine fidelity of implementation of differentiated instruction.
4	Teachers face the challenge of utilizing data for differentiated instruction and best practices.	Analyze data to determine interventions and support instruction.	Grade Chairpersons	Teachers will utilize data-feedback-strategy method for patterns of strengths and weaknesses and identify strategies for improvement.	Benchmark Assessments tied to Standards.
5	Limited resources inhibit full implementation of initiatives.	Continue to expand the media collection with classics, multicultural, and African American selections .	Media Specialist Literacy Leadership Team	Media Specialist will order and process media collection.	Media Circulation

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	42% (122) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (107) of students scored at or above Achievement Level 4 on the 2012 FCAT 2.0 Reading Assessment.	42% (122) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Reading Assessment. Students achieving at or above Level 4 will increase by 5% on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of utilizing data for differentiated instruction.	Student Achievement Chats and individual goal setting will be conducted with students following assessments.	Reading Teachers, Principal, & Assistant Principal.	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts.
2	Teachers face the challenge of utilizing Webb's Depth of Knowledge with fidelity due to lack of experience using it.	Teachers will utilize Webb's Depth of Knowledge to plan differentiated reading groups and/or Literature Circles emphasizing written responses to reading.	Reading Teachers, Principal & Assistant Principal.	Administrators will review lesson plans and conduct focused classroom walkthroughs.	Focused classroom walkthroughs to determine fidelity of implementation.
3	Teachers face the challenge of monitoring all the data generated by many different programs.	Teachers will utilize FCAT Explorer, Riverdeep, Reading Counts, Achieve 3000 and other reading related technology at all grade levels to enhance reading skills.	Grade Chairpersons & ITSA	Lesson plans and computer printout reports will be reviewed at Team meetings.	Printouts of computer programs.

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	77% (146) of students will achieve learning gains on the 2013 FCAT 2.0 Reading Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (137) of students achieved learning gains on the 2012 FCAT 2.0 Reading Assessment.	79% (146) of students will achieve learning gains on the 2013 FCAT 2.0 Reading Assessment. Learning Gains will increase by 5% on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The comprehensive support services for specific students are limited.	Student Achievement Chats and individual goal setting will be conducted with all students following assessments. Use language facilitators as appropriate.	Reading Teachers.	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts.
2	Instructional staff faces time challenges following program with fidelity.	The school will implement "The Daily Five" strategies to promote high accuracy, high volume independent reading in kindergarten through 5th grade utilizing Student Choice/ Independent Choice Book Bags along with Reading Response Journals.	Grade Chairpersons, Reading Coach	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to Principal or the Assistant Principal. Rubric scoring of Reading Response Journals will be completed bi-weekly.	Focused classroom visits to determine fidelity of implementation of independent reading. Review and rubric scoring of Reading Response Journals.
3	Teachers face the challenge of monitoring all the data generated by many different programs.	Teachers will utilize Breakthrough to Literacy, FCAT Explorer, Riverdeep, Reading Counts, Achieve 3000, Reading Plus and other reading related technology at all grade levels to enhance reading skills.	Grade Chairpersons and ITSA.	Lesson plans and computer printout reports will be reviewed at Team meetings.	Printouts of computer program reports.
	Not all teachers are trained in progress	Progress monitoring will be utilized and student	Grade Chairpersons	Teachers will utilize CORE K-12 assessments	Mini-assessments, Benchmark

4	monitoring and maintaining student work folders.	work folders maintained including documentation of reteaching and reassessing content.	to evaluate student progress.	assessments, and Diagnostic data.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	79% (43) of students in the lowest 25% of students will achieve learning gains on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (40) of students in the lowest 25% of students achieved learning gains on the 2012 FCAT 2.0 Reading Assessment.	79% (43) of students in the lowest 25% of Students will achieve learning gains on the 2013 FCAT 2.0 Reading Assessment. Learning gains will increase for students in the lowest 25% by 5% on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The comprehensive support services for specific students are limited.	The school will provide tutorial for the lowest 25% to remediate their individual areas of academic weaknesses.	Assistant Principal, Grade Chairpersons and Resource Teacher.	EDW will be utilized to determine academic progress of the lowest 25%.	EDW reports.
2	The comprehensive support services for specific students are limited.	Classroom teachers, Reading Resource teacher, and/or SAI teacher will provide remediation to the lowest 25% for an additional twenty to thirty minutes daily as outlined by iii. (examples: Triumphs, Foundations, Soar to Success, Great Leaps,	Classroom Teachers, SAI teacher, RtI Team and Resource Teacher.	Review progress monitoring results and assessment data.	Progress monitoring and assessment data.

		Pasaporte, Read Naturally, LLI, take home books)			
3	Instructional staff faces time challenges following calendar with fidelity.	The school will develop an Instructional Focus Calendar for Reading classes.	Literacy Leadership Committee and Grade Chairpersons.	The benchmark assessments will be administered.	Results of benchmark assessments.
4	Lack of student motivation	Implement mentoring program with the lowest 25%	Administration, Grade Chairs	Mentoring logs, student and teacher surveys	Results of 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%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	70%	73%	76%	79%	

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 2012 Reading Targets: Hispanic and White. The following subgroups met 2012 Reading Targets: Black. All subgroups will meet the 2013 Reading Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Reading data, 29% (25) of White students, 43% (23) of Black students, and 39% (56) of Hispanic students did not make satisfactory progress in reading.	The percentage of students not making satisfactory progress in reading will decrease by 7% to 22% for White students, by 5% to 38% for Black students, and by 6% to 33% for Hispanic students on the 2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of monitoring all the data generated by different reports	The teachers will identify and closely monitor the progress of students in White, Black, and Hispanic subgroups; revise instruction and intervention groups as indicated by students progress.	Administrators & Grade Chairpersons	Lesson plans and data will be reviewed in grade level planning meetings.	Assessment data & EDW reports
2	Not all teachers are comfortable implementing differentiated instruction.	Teachers will implement differentiated instruction with fidelity.	Administrators & Grade Chairpersons	Data will be reviewed during grade level planning, lesson plans will be reviewed, and classroom visits will be conducted by administrators.	Focused classroom walkthroughs to determine fidelity of implementation of differentiated instruction.
3	The time allocation for comprehensive support services for specific students in limited.	Provide tutorial for Black and Hispanic students to remediate their individual areas of academic weaknesses.	Assistant Principal	Assistant Principal will review lesson plans and attendance logs.	Mini-Assessments, Benchmark Assessments and 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:	The percentage of ELL students not making satisfactory progress on the 2013 FCAT 2.0 Reading Assessment will decrease by 16% from 76% (34) to 60% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Reading data, 76% (34) of ELL students did not make satisfactory progress in reading.	The percentage of ELL students not making satisfactory progress on the 2013 FCAT 2.0 Reading Assessment will decrease by 16% from 76% (34) to 60% (26).

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 face the challenge of utilizing data for differentiated instruction and best practices	Teachers will implement differentiated instruction with fidelity.	Principal, Assistant Principal, & Grade Chairpersons	Data will be reviewed during grade level planning, lesson plans will be reviewed, and classroom visits will be conducted by Principal & Assistant Principal.	Focused classroom walkthroughs to determine fidelity of implementation of differentiated instruction.
2	Students learning a second language have limited vocabulary.	The school will provide daily oral language development to targeted students.	ESOL Coordinator & Grade Chairpersons	Lesson plans will be reviewed during grade level planning and classroom visits.	Classroom observations & assessment data
3	Students face the challenge of learning a second language.	The school will provide native language support to ELL students using Community Language Facilitators and volunteers.	ESOL Coordinator & Dual Language Contact	Lesson plans will be reviewed during grade & department level planning.	Classroom observations and assessment 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:	The percentage of students with Disabilities not making satisfactory progress on the 2013 FCAT 2.0 Reading Assessment will decrease by 15% from 67% (31) to 52% (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Reading data, 67% (31) of Students with Disabilities did not make satisfactory progress in reading.	The percentage of students with Disabilities not making satisfactory progress on the 2013 FCAT 2.0 Reading Assessment will decrease by 15% from 67% (31) to 52% (24).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of monitoring all the data generated by different reports.	The teachers will identify and closely monitor the progress of SWD students; revise instruction and intervention groups as indicated by students' progress.	Reading Teachers, Administrators	Data chats and FCIM meetings to determine sub-groups.	EDW reports, progress monitoring and assessment data
	Students with Disabilities are not being exposed to the core curriculum in a	The school will implement an inclusion model where students receive	ESE Contact, ESE and general education teachers	Review student grouping charts and ensure groups are redesigned to target	Progress of all students on assessments.

2	pull out setting.	evidence based differentiated instruction in small groups and exposure to the entire grade level core curriculum.		the needs of students	
3	Students have limited access and teachers have limited experience with research based reading strategies.	Teachers will provide SWD students with access to successfully proven reading strategies offered through the regular and/or special education programs (examples: Think-Pair-Share, Wilson Reading, SRA Reading Mastery).	ESE Contact, ESE and general education teachers	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal or the Assistant Principal.	Results of mini-assessments, embedded assessments, and 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students not making satisfactory progress in reading on the 2013 FCAT 2.0 Reading Assessment will decrease by 10% from 49% (81) to 39% (64).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Reading data, 49% (81) of Economically Disadvantaged students did not make satisfactory progress in reading.	The percentage of Economically Disadvantaged students not making satisfactory progress in reading on the 2013 FCAT 2.0 Reading Assessment will decrease by 10% from 49% (81) to 39% (64).

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 face the challenge of monitoring all the data generated by different reports.	The teachers will identify and closely monitor the progress of ED students; revise instruction and intervention groups as indicated by students progress.	Reading Teachers, Principal, & Assistant Principal	Data chats and FCIM meetings to determine sub-groups	EDW reports, progress monitoring and assessment data.
2	Student behavior interferes with time on task	Implement Positive Behavior Support and individual behavior plans, as appropriate.	Principal, Assistant Principal, & Teachers	PBS Team meetings, data review, & monitoring or individual behavior plans	Discipline data

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
Standards Based Grading and Report Card	Kindergarten & First Grade	District Staff, Grade Chairs, Administrators	Teachers of Kindergarten & First Grade Students	On-going through the 2012-2013 school year.	Monitor students portfolios and assessments data	Grade Chairs, Administrators

Implementation of Differentiated Instruction	K-5	Professional Development Team, Reading Coach, Administrators	School-wide	September 2012-May 2013	Modeling of Lessons, Observations, Lesson Plans	Professional Development Team
Strategies for Incorporating Effective Common Core State Standards Reading Practices	K-5	District Staff, Grade Chairs, Administrators	School-wide	On-going through the 2012-2013 school year.	Lesson Plans, Walk-throughs	Grade Chairs, Administrators
The Art and Science of Teaching	PK-5	District Staff, Professional Development Team, Administrators	School-wide	September 2012-May 2013	Modeling of Lessons, Observations, Lesson Plan	Professional Development Team, Administrators
Collaborate with administrators and peers during Learning Team Meetings to analyze data frequently and plan instruction to meet the needs of diverse learners.	K-5	Grade Chairs, Reading Coach, Administrators	School-wide	On-going through the 2012-2013 school year.	Agendas and documents from Learning Team Meetings	Grade Chairs, Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school will implement the K-12 Comprehensive Reading Plan with fidelity.	Supplies - Paper, ink, poster paper, classroom libraries, hands-on materials, games, composition books.	Title I	\$1,000.00
			Subtotal: \$1,000.00
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
Provide professional development on the Continuum of Literacy, standards based grading, differentiated instruction, and The Art and Science of Teaching.	Materials for professional development training, including paper, chart/post-it chart paper, professional resource books, copy paper, folders, post-it notes, ink.	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide small group instruction, iii services, tier 2 and 3 RtI intervention as needed via a reading resource teacher. In addition, provide professional development on vocabulary adquisition, phonemic awareness, reading comprehension, and fluency.	Salary for coach/resource teacher	Title I	\$63,644.00

The school will provide tutorial and enrichment for students in grades 2-5.	Salary - Part-Time in System: Tutorial Instruction	Title I	\$5,625.00
			Subtotal: \$69,269.00
			Grand Total: \$71,269.00

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:		55% (66) of students will achieve proficient in listening/speaking on the 2013 CELLA. Students scoring proficient in listening/speaking will increase by 10% on the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
45% (54) of students achieved proficient in listening/speaking on the 2012 CELLA.					
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	ELL students face the challenge of learning the English language and academic content at the same time.	Teachers will provide daily oral language development in all content areas to targeted students.	ESOL Coordinator, Grade Chairpersons	Lesson plans will be reviewed during grade level planning and classroom walk-throughs	Classroom observations & oral language assessment data
2	ELL students face the challenge of learning the English language and academic content at the same time.	Teachers will utilize sentence walls to provide a visual scaffold of language to help students communicate in classroom discussions about content.	ESOL Coordinator, Grade Chairpersons	Lesson plans & classroom walk-throughs	Classroom observation & assessment data

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:		40% (47) of students will achieve proficient in reading on the 2013 CELLA. Students scoring proficient in reading will increase by 16% on the 2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
24% (28) of students scored proficient in reading on the 2012 CELLA.					
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	ELL students face the challenge of learning the English language	Teachers will infuse English Language Proficiency Standards	ESOL Coordinator, Reading Coach, Administrators	Lesson plans, walk-throughs	Assessment data & EDW reports

	and academic content at the same time.	with content standards.			
2	ELL students face the challenge of learning the English language and academic content at the same time.	The school will provide native language support to ELL students using Community Language Facilitators and volunteers.	ESOL Coordinator, Dual Language Contact	Lesson plans will be reviewed during grade & department level planning.	Classroom observations & assessment data

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

3. Students scoring proficient in writing. CELLA Goal #3:	40% (47) of students will achieve proficient in Writing on the 2013 CELLA. Students scoring proficient in Writing will increase by 11% on the 2013 CELLA.
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2012 Current Percent of Students Proficient in writing:

29% (34) of students scored proficient in Writing on the 2012 CELLA.

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	ELL students face the challenge of learning the English language and academic content at the same time.	Teachers will infuse English Language Proficiency Standards with writing content standards.	ESOL Coordinator, Writing Contacts, Administrators	Lesson plans, student portfolios, walk-throughs	Assessment data, student portfolios
2	ELL students face the challenge of learning the English language and academic content at the same time.	The school will provide native language support to ELL students using Community Language Facilitators and volunteers.	ESOL Coordinator, Dual Language Contact	Lesson plans will be reviewed during grade & department level planning.	Classroom observations & assessment data
3	ELL students need more opportunities to write in various genres.	The school will publish a bi-monthly bilingual newsletter written by students.	ESOL Coordinator, Administrators	Lesson plans, newsletters	Assessment data, student portfolios

CELLA Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
The school will publish a bi-monthly bilingual newsletter written by students.	Supplement - Newsletter Club Sponsor	SIP	\$800.00
			Subtotal: \$800.00
			Grand Total: \$800.00

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:	35% (102) of students will score at Achievement Level 3 on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (84) of students scored at Achievement Level 3 on the 2012 FCAT 2.0 Math Assessment.	35% (102) of students will score at Achievement Level 3 on the 2013 FCAT 2.0 Math Assessment. There will be a 6% increase of students scoring at Achievement Level 3 on the 2013 FCAT 2.0 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	Teachers face the challenge of utilizing data for differentiated instruction and remediation.	Teachers will utilize benchmark assessments to identify students in the core curriculum needing intervention and enrichment.	Administrators and Grade Chairpersons.	Review data reports to ensure teachers are assessing students according to District schedule.	Results of benchmark assessments.
2	Instructional staff faces time challenges following program with fidelity.	Student Achievement Chats and individual goal setting will be conducted with all students following assessments. Use language facilitators as appropriate.	Administrators and Grade Chairpersons	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts.
3	Teachers face the challenge of monitoring all the data generated by many different programs.	Teachers will utilize GIZMOS, FCAT Explorer, Riverdeep, GO MATH, FASTT Math, Wylie's Warm Ups, and other mathematics related technology at all grade levels to enhance mathematics skills.	Administrators, ITSA, and Grade Chairpersons.	Classroom walkthroughs will monitor implementation and lesson plans will be submitted monthly to Principal or the Assistant Principal.	Printouts of computer program Reports.
4	Limited resources inhibit full implementation of initiatives.	Teachers will utilize Everglades Math in grades 2-5 to teach secondary benchmarks.	Administrators, Grade Chairpersons	Classroom walkthroughs, lesson plans, and secondary benchmark calendars	Results of secondary benchmark 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 mathematics. Mathematics Goal # 1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	40% (116) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (97) of students scored at or above Achievement Level 4 on the 2012 FCAT 2.0 Math Assessment.	40% (116) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Math Assessment. Student scoring at or above Achievement Level 4 will increase 6% on the 2013 FCAT 2.0 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	Teachers face the challenge of utilizing data for differentiated instruction.	Student Achievement Chats and individual goal setting will be conducted with students following assessments.	Math Teachers, Principal, & Assistant Principal.	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts.
2	Teachers face the challenge of utilizing data for differentiated instruction.	Students will be assigned problem solving problems on a daily basis.	Math Teachers, Principal, & Assistant Principal.	Administrators will review assignments during lesson plan review	Student Goal Charts and Fall & Winter 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	70% (133) of students will achieve learning gains on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(116) of students achieved learning gains on the 2012 FCAT Math Assessment.	70% (133) of students will achieve learning gains on the 2013 FCAT 2.0 Math Assessment. Learning gains will increase by 9% on the 2013 FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all staff is comfortable when using manipulatives.	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administrators and Grade Chairpersons	Classroom walkthroughs will monitor implementation and lesson plans will be submitted monthly to Principal or the Assistant Principal.	Focused classroom visits to determine fidelity of implementation of kinesthetic instruction.
2	Not all teachers are trained in utilizing data for goal setting.	Student Achievement Chats and individual goal setting will be conducted with students following assessments.	Administration, Math Teachers	Evidence of data chats will be monitored by math teachers and administrators.	Student goal setting charts
3	Not all teachers are trained in progress monitoring and maintaining student work folders.	Progress monitoring will be utilized and student work folders maintained including documentation of reteaching and reassessing content.	Grade Chairpersons	Teachers will utilize CORE K-12 assessments to evaluate student progress.	Mini-assessments, Benchmark assessments, and 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% (34) of students in the Lowest 25% will achieve learning gains on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (27) of students in the Lowest 25% achieved learning gains on the 2012 FCAT 2.0 Mathematics Assessment.	70% (34) of students in the Lowest 25% will achieve learning gains on the 2013 FCAT 2.0 Math Assessment. Students in the Lowest 25% learning Gains will increase 15% on the 2013 FCAT 2.0 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	The time allocation for comprehensive support services for specific students is limited.	Teachers will identify and closely monitor the progress of the lowest 25% consistently; revise instruction and intervention groups as indicated by student progress.	Rtl Team.	Maintain a record of strategies and interventions utilized with the lowest 25%.	Increased achievement between assessments.
2	The time allocation for comprehensive support services for specific students is limited.	Provide tutorial for lowest 25% to remediate their individual areas of academic weaknesses.	Assistant Principal	Assistant Principal will review lesson plans and attendance logs.	Mini-Assements, Benchmark Assessments and the Diagnostic data.

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, our school will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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 did not meet 2012 Math Targets: Black and Hispanic. The following subgroup met 2012 Math Targets: White. All subgroups will meet the 2013 Math Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Math data, 22% (19) of White students, 58% (31) of Black students, and 41% (59) of Hispanic students did not make satisfactory progress in Mathematics.	The percentage of students not making satisfactory progress in Math will decrease by 5% to 17% for White students, by 6% to 52% for Black students, and by 12% for Hispanic students on the 2013 FCAT 2.0 Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The time allocation for	Provide tutorial for Black	Assistant Principal	Assistant Principal will	Mini-Assements,

1	comprehensive support services for specific students is limited.	and Hispanic students to remediate their individual areas of academic weaknesses.		review lesson plans and attendance logs.	Benchmark Assessments and the Diagnostic data.
2	Teachers face the challenge of monitoring all the data generated by different reports	The teachers will identify and closely monitor the progress of students in White, Black, and Hispanic subgroups; revise instruction and intervention groups as indicated by students' progress.	Administrators & Grade Chairpersons	Lesson plans and data will be reviewed in grade level planning meetings and data chats	Assessment data & EDW reports
3	Teachers face time challenges in implementing differentiated instruction.	Teachers will implement differentiated instruction with fidelity.	Administrators & Grade Chairpersons	Lesson plans and data will be reviewed during grade level planning and classroom visits will be conducted by administrators.	Focused classroom walkthroughs to determine fidelity of implementation of differentiated instruction.

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:	The percentage of ELL students not making satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment will decrease by 16% from 76% (34) to 60% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Math data, 76% (34) of ELL students did not make satisfactory progress in mathematics.	The percentage of ELL students not making satisfactory progress in mathematics on the 2013 FCAT 2.0 Math Assessment will decrease by 16% from 76% (34) to 60% (26).

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 face the challenge of learning a second language.	The school will provide native language support to ELL students using Community Language Facilitators and volunteers.	ESOL Coordinator & Dual Language Contact	Lesson plans will be reviewed during grade level & department planning.	Classroom observations and assessment data.
2	The time allocation for comprehensive support services for specific students is limited.	Provide tutorial for ELL students to remediate their individual areas of academic weaknesses.	Assistant Principal	Assistant Principal will review lesson plans and attendance logs.	Mini-Assessments, Benchmark Assessments and the Diagnostic data.
3	Not all teachers are comfortable implementing hands-on activities.	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administrators & Grade Chairpersons	Lesson plans will be reviewed and classrooms observations will be conducted by administrators.	Classroom observations and assessment 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 mathematics. Mathematics Goal #5D:	The percentage of Students with Disabilities not making satisfactory progress on the 2013 FCAT 2.0 Math Assessment will decrease by 15% from 67% (31) to 52% (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 FCAT 2.0 Math data, 67% (31) of Students with Disabilities students did not make satisfactory progress in mathematics.	The percentage of Students with Disabilities not making satisfactory progress on the 2013 FCAT 2.0 Math Assessment will decrease by 15% from 67% (31) to 52% (24).
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The time allocation for comprehensive support services for specific students is limited.	Provide tutorial for Students with Disabilities (SWD) to remediate their individual areas of academic weaknesses.	Assistant Principal	Assistant Principal will review lesson plans and attendance logs.	Mini-Assements, Benchmark Assessments and the Diagnostic data.
2	Students with disabilities are not being exposed to the core curriculum in a pull out setting.	The school will implement an inclusion model where students receive evidence based differentiated instruction in small groups and exposure to the entire grade level curriculum.	ESE Contact, ESE and general education teachers	Review student grouping charts and ensure groups are redesigned to target the needs of students based on assessments.	Progress of all students on 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged students not making satisfactory progress on the 2013 FCAT 2.0 Math Assessment will decrease by 15% from 52% (86) to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 Math data, 52% (86) of Economically Disadvantaged students did not make satisfactory progress in mathematics.	The percentage of Economically Disadvantaged students not making satisfactory progress on the 2013 FCAT 2.0 Math Assessment will decrease by 15% from 52% (86) to 37%.

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 face the challenge of monitoring all the data generated by different reports	The teachers will identify and closely monitor the progress of ED students; revise instruction and intervention groups as indicated by students' progress.	Administrators & Grade Chairpersons	Lesson plans and data will be reviewed in grade level planning meetings and data chats	Assessment data & EDW reports
2	The time allocation for comprehensive support services for specific students is limited.	Provide tutorial for Economically Disadvantaged students to remediate their individual areas of academic weaknesses.	Assistant Principal	Assistant Principal will review lesson plans and attendance logs.	Mini-Assessments, Benchmark Assessments and the Diagnostic data.

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
Strategies for Incorporating Effective Common Core State Standards Math Practices	K-5	District Staff, Grade Chairs, Administrators	School-wide	On-going through the 2012-2013 school year.	Lesson Plans, Walk-throughs	Grade Chairpersons, Administrators
Effective Implementation of Instructional Focus Calendar	K-5	Professional Development Cadre, Math Contacts	School-wide	On-going through the 2012-2013 school year.	Lesson Plans, Walk-throughs	Grade Chairpersons, Administrators
Effective Use of Progress Monitoring and Student Work Folders	K-5	Professional Development Cadre, Math Contacts, Administrators	School-wide	September - December, 2012	Review of Student Work Folders including documentation of reteaching and retesting.	Grade Chairpersons, Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Supplies - Paper, manipulatives, ink, tutorial resource books, binders, pencils, post-its, classroom libraries	Title I	\$2,614.00
			Subtotal: \$2,614.00
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
The school will provide tutorial and enrichment for grades 2-5.	Salary - Part-Time In-System: Tutorial Instruction	Title I	\$5,625.00
			Subtotal: \$5,625.00
			Grand Total: \$8,239.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

45% (50) of students will score at Achievement Level 3

Science Goal #1a:	on the 2013 FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Science data, 39% (43) of students scored at Achievement Level 3.	45% (50) of students will score at Achievement Level 3 on the 2013 FCAT 2.0 Science Assessment. Students scoring Achievement Level 3 will increase 6% on the 2012 FCAT 2.0 Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff is not fully trained in implementing hands-on laboratory experiments.	Teachers will utilize hands-on laboratory experiments once a week modeling the scientific process.	Grade Chairpersons	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to Principal or the Assistant Principal.	Improvement on science mini-assessments, benchmark assessments and Diagnostic data.
2	Staff not fully trained in progress monitoring and maintaining student work folders.	Progress monitoring will be utilized and student work folders maintained including documentation of reteaching and reassessing content.	Grade Chairpersons	Teachers will utilize CORE K-12 assessments to evaluate student progress.	Improvement on science mini-assessments, benchmark assessments and Diagnostic data.
3	Staff not fully trained in differentiated instruction.	Student Achievement Chats and individual goal setting will be conducted with all students following assessments. Use language facilitators as appropriate.	Grade Chairperson	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts.
4	Teachers face time challenges in providing differentiated instruction.	Provide tutorial and enrichment programs for selected students to support their academic needs. (examples: SECME, science club, Math & Science Fair)	Assistant Principal	Assistant Principal will review lesson plans and attendance logs.	Mini-assessments, benchmark assessments, and Diagnostic data.
5	Teachers face time challenges following program with fidelity.	Teachers will utilize interactive anchor charts and interactive word walls during explicit instruction.	Science Contacts, Grade Chairpersons	Lesson plans will be reviewed during classroom walk-throughs.	Mini-assessments, benchmark assessments, and 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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	26% (29) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (22) of students scored at or above Achievement Level 4 on the 2012 FCAT 2.0 Science Assessment.	26% (29) of students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Science Assessment. Students scoring at or above Achievement Level 4 will increase 6% on the 2013 FCAT 2.0 Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers face the challenge of utilizing data for differentiated instruction.	Student Achievement Chats and individual goal setting will be conducted with students following assessments.	Science Teachers, Administrators.	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student AchievementData Chat Logs and Student Goal Charts.
2	Parents face transportation challenges attending afternoon enrichment clubs.	Staff will implement science club and SECME that will enrich curriculum.	Science Teachers, Administrators.	Administrators and Science teachers will target students for enrichment club and monitor attendance logs.	EDW Data for Fall & Winter Diagnostic Levels.

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

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
Implementation of Progress Monitoring	Science	Science Contacts	Science teachers	September 2012 - December 2013	Lesson plans, Walk-throughs	Science Contacts, Grade Chairs, Administrators
Effective Instruction of Science Vocabulary and Concepts through the Use of Science Notebooks	Science	Science Contacts	Science teachers	September 2012 - November 2013	Lesson plans, Walk-throughs	Science Contacts, Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Staff will implement science enrichment club that will enrich the curriculum.	Supplement - Science Club Sponsor	SIP	\$800.00
			Subtotal: \$800.00
			Grand Total: \$800.00

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:	96% (84) of fourth grade students will score at Achievement Level 3.0 and higher on the 2013 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Writing data, 94% (82) of students scored at Achievement Level 3.0 and higher.	96% (84) of fourth grade students will score at Achievement Level 3.0 and higher on the 2013 FCAT Writing Assessment. There will be a 2% increase from 2012 to 2013 on the percentage of students scoring at Achievement Level 3.0 and higher 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
1	Staff faces time challenges in implementation on a daily basis.	Students will write across various genres independently everyday; all writing will be dated, and recorded in a journal, note - book, or work folder for monitoring of growth across time.	Assistant Principal and Writing Contact	A school wide consistent method of saving student work will be established. The Principal will collect samples on a monthly basis to monitor.	Results will be recorded using the FCAT rubric. Progress will be monitored from month to month to assure that students are making progress in all areas measured by the FCAT Writes.
2	Staff faces time challenges in conferencing with all students on a weekly basis due to scheduling issues i.e. PDD Days, Holidays, Assemblies etc.	Writing teachers will conference 1-on-1 or in small groups with students to give descriptive feedback on a weekly basis. Use language facilitators as appropriate.	Writing Teachers	Administration will monitor through focused walkthroughs.	Conference log will be reviewed.
3	Staff faces challenges differentiating instruction for all students.	Teachers will utilize mentor texts and writer's workshop strategies as components of their writing instruction, in addition to the strategies already in place emphasizing modeling and anchor charts.	Assistant Principal, Writing Contact and Grade Chairpersons	Lesson plans and Anchor Charts will be reviewed during walkthroughs and team meetings.	Progress on Assessment data.
4	Limited funds available to provide tutorial and enrichment programs.	Provide tutorial and enrichment programs to selected students to support their academic needs.	Assistant Principal and Grade Chairpersons	The Assistant Principal will review lesson plans and attendance logs.	Mini-assessments, benchmark assessments, and Palm Beach Writes data.
5	Staff faces time challenges in conferencing with all students on a weekly basis due to scheduling issues i.e. PDD Days, Holidays, Assemblies etc.	Student Achievement Chats and individual goal setting will be conducted with all students following assessments. Use language facilitators as appropriate.	Administrators and Grade Chairpersons	Administrators will review folders for Student Achievement Chats during walkthroughs.	Student Achievement Data Chat Logs and Student Goal Charts.
6	Teachers and students may have limited access to resources.	Students will be given appropriate word lists, reference guides, planning sheets, anchor papers, convention charts, etc. that will be kept in their personal writing notebooks or folders in order to strengthen word choice, build	Writing Teachers	Teachers will review students' writing frequently to assess how effectively the resources are being used.	Student notebooks and folders will be kept and reviewed frequently.

vocabulary, and
improve grammar skills.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
Best Practices in Writing Instruction per Curriculum Framework	K-5	School and/or District PD Staff	K-5 Writing Teachers	September 2012 - May 2013	Monitor student writing, portfolios, notebooks or journals for improvements	Grade Chairs, Administrators
Strategies for Incorporating Effective Common Core State Standards Writing Practices	K-5	District Staff, Grade Chairs, Administrators	K-5	On-going through the 2012-2013 school year.	Lesson Plans, Walk-throughs	Grade Chairs, Administrators
Continuum of Literacy Writing Expectations	K-5	Professional Development Team, Administrators	K-5 Writing Teachers	On-going through the 2012-2013 school year.	Lesson Plans, Walk-throughs	Grade Chairs, Administrators

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		The Attendance Rate will increase from 78% to 83% while the number of students with excessive absences will decrease from 146 to 131 and the number of students with excessive tardies will decrease 125 to 110.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The 2012 Attendance Rate was 78%.		The 2013 Attendance Rate will increase to 83%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
146 students had excessive absences in 2012.		The number of students with excessive absences will decrease from 146 to 131.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
125 students had excessive tardies in 2012.		The number of students with excessive tardies will decrease from 125 to 110 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all parents are aware of the State/District attendance policies.	Increase Communication to parents- Attendance policy is outlined in the Parent Handbook. Parent will be contacted by the classroom teacher.	Administration, Classroom teacher, School attendance liaison and clerk. Behavior Support (PBS) Team.	Number of absences and tardies will be monitored by the administration and school attendance liaison.	Parent Conference forms. Attendance meeting forms.

		Reminders: Letter will be sent to parent for 10 absences or tardies; followed by meeting with parent and school/District personnel.			
2	Not all students see the importance of being on time to class.	Increase Communication to students- Students reminded on the morning news to "Do The Right Thing" by getting to school on time- seated in class by 8:00. Utilize Parent Link to celebrate appropriate attendance. Incentives- Classes with no tardies mentioned on the morning news. Attendance awards each trimester for perfect attendance. Patrols must have high attendance and no tardies.	Administration, Classroom teacher, School attendance liaison and clerk.	Number of absences and tardies will be monitored by the administration and school attendance liaison. Number of awards given will be tracked.	Attendance awards, official attendance reports.

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						

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:	During the 2012-2013 school year, the number of out-of-school suspensions and the number of students suspended out-of-school will decrease by 25% (5).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Based on the School Improvement Planning EDW Report, the total number of In-School Suspensions was 3.	During the 2012-2013 school year, the total number of In-School suspensions will decrease to 0.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Based on the School Improvement Planning EDW Report, there were 3 students Suspended In-School.	During the 2012-2013 school year, the number of students suspended in school will decrease to 0.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Based on the School Improvement Planning EDW Report, the number of Out-of-School Suspensions was 21.	During the 2012-2013 school year, the number of out of school suspensions will decrease to 16.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Based on the School Improvement Planning EDW Report, the total number of students suspended Out of School was 13.	During the 2012-2013 school year, the number of students suspended out of school will decrease to 9.

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 have a variety of expectations.	Teachers will incorporate with fidelity CHAMPS practices into their classrooms. PBS Team members will model strategies for staff at faculty meetings.	Grade Chairpersons and Positive Behavior Support (PBS) Team	CHAMPS anchor charts and techniques will be observed during classroom walkthroughs.	Focused classroom visits to determine fidelity of implementation of CHAMPS.
2	Student not verbalizing that a conflict has occurred, holding it in, leading to escalation.	Character Education and Conflict Resolution will be taught through school-wide initiatives and reinforced by classroom teachers and parents.	Guidance Counselor	Character words visible in each classroom, monthly character awards, Conflict Resolution area set aside and used in each class, Peer Mediation forms filled out by	Classroom observations, Peer Mediation forms, Character Counts Awards

				teachers.	
3	Students not understanding what bullying looks/ sounds like and how it affects others.	New Horizons will incorporate a bully prevention program schoolwide and provide a method to report and resolve bullying incidents.	Guidance Counselor and all school personnel.	"Bully Free Zone" implemented schoolwide and in each classroom. Referrals for bullying behavior documented in the office.	"Bully Free Zone" sign in each classroom. Bullying Referral forms.
4	Students not realizing the value of cultural diversity.	New Horizons Elementary School will establish school activities which promote diversity and multicultural awareness.	Guidance Counselor and Multicultural Committee	Guidance Counselor lesson plans, Field Trip Forms, Extracurricular Student Membership forms, Parent Flyers, Copies of Agendas, and Volunteer Sign-In Log will be kept on file.	Student and Parent Feedback Forms.
5	Students sent to the office for behavior issues missing instructional time.	Schoolwide establishment of Major and Minor Infractions with consequences followed for each including modeling positive behavior, Time Out in class, parent contact, Time Owed Detention.	Positive Behavior Support and all school personnel.	Teachers modeling positive behavior, observations of positive behaviors, fewer Discipline Referrals, and students achievement.	Think Sheets, Time Owed Detention forms, Discipline Referrals.
6	Students not understanding school expectations.	Grade level assemblies at the beginning of the year, Positive Behavior Support video clips, and Safe, Respectful Learner tickets.	Guidance Counselor, PBS Team, Administrators	School Climate surveys, students, questions, number of tickets earned	School Climate surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS / Positive Behavior Support	PreK-5	PBS Team	School-wide	Ongoing throughout the 2012-2013 year	Monitor discipline referrals, walk-throughs	PBS Team, Administrators
RtI Training	K-5	Guidance Counselor, Reading Resource & SAI Teachers	School-wide	Ongoing throughout the 2012-2013 year	Lesson plans, MTSS/RtI Team Sign-in Sheets	School Based Team Leader
Meeting the Needs of Diverse Learners	PreK-5	Professional Development Team, Administrators	School-wide	September 2012 - May 2013	Modeling of Lessons, Lesson Plans, Observations	Professional Development Team

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
SBT/Rtl Team will meet weekly to address academic, behavioral, and social needs of students.	Supplement - School Based Team Leader	SIP	\$800.00
			Subtotal: \$800.00
			Grand Total: \$800.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the percentage of parents who participate in school activities by 10% (60).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 50% (300)of parents participated in school activities.	60% (360)of parents will participate in school activities.

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	Childcare constraints and many demands on parents' time, limit their ability to participate in school activities.	Host Parent Training Workshops (Families Building Better Readers, FCAT Nights, Let's Write Night, Math and Science Fair Parent Instruction Night, Vocabulary and Reading Games Parent Training, Technology, Achieve 3000, etc.).	Literacy Leadership Committee, Math and Science Fair Committee, Parent Involvement Committee, PTA Liaison and SAI Teacher.	Collect participation data and survey families.	Parent Attendance Sign-In Sheets.
2	Childcare constraints and many demands on parents' time, limit their ability to participate in school activities.	Hold school activities for families that promote Literacy (Literacy Night, Barnes & Noble Book Fair, Target and Publix FCAT Math Nights,etc.)	Literacy Leadership Committee, Math and Science Fair Committee, Parent Involvement Committee, PTA Liaison and SAI	Collect participation data and survey families	Parent Attendance Sign-In Sheets

			Teacher.		
3	Limited opportunities for parents to provide input in school decisions.	Conduct a Family Involvement Survey in the Spring, share the results with stakeholders, and implement best practices to address identified areas needing improvement.	Title I Contact, Parent Involvement Committee	Family Survey results, and minutes of parent involvement meetings	Family Involvement Policy/Plan
4	Parents have work, childcare, or other commitments that do not allow for attendance and limit communication.	Hold Title I Annual Meeting in the Fall to inform parents about the Title I Program, curriculum, assessments, and proficiency levels students are expected to meet and the opportunities for parent participation in decision making about their child's education.	Title I Contact	Collect participation data and written feedback/input from parents	Parent Attendance Sign-In Sheets and written feedback/input
5	Limited opportunities for parents to provide input in school decisions.	Host parent involvement meetings in the Fall, Winter, and Spring to plan, implement, and evaluate the Title I Family Policy/Plan and Parent-Teacher Compact, increase parent involvement in School Advisory Council, and hold two ESOL Parent Leadership Council meetings per year.	Title I Contact, Parent Involvement Committee, ESOL Coordinator and Community Language Facilitators .	Parent Attendance Sign-In Sheets	Parent Attendance Sign-In Sheets and written feedback/input
6	Language barriers limit communication.	Send home a school wide monthly newsletter in English and Spanish and utilize Parent Link to announce school activities to families in English and Spanish.	Administration, ITSA	Collect newsletters. Review log of Parent Link calls	Increase in parent participation in school activities.
7	Parents need additional access to educational materials.	Provide educational materials to build capacity.	Administration and Parent Involvement Committee	Review sign-in sheets for parent training activities.	Increase in parent participation in school activities.
8	Parents have work or other commitments that limit communication with teachers.	Utilize student agendas in grades 3-5 to increase communication between teachers and parents.	Grade Chairpersons	Administration will review student agendas.	Increase in parent participation in school activities.
9	Students are unprepared to do homework independently.	Investigate utilizing parent volunteers to assist students with homework after school.	Parent Coordinator, Community Language Facilitators, Teachers	Parent volunteer and student participation.	Teacher and parent survey

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
Establishing Positive Parent Partnerships with ELL Parents	PreK-5	ESOL Coordinator, Dual Language Contact	School-wide	October 2012 & February 2013	Conference Forms	Grade Chairpersons, Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parent training targeting reading and math, add reading and math materials to the parent resource room, and improve parent communication.	Parent education books, pamphlets and materials, manipulatives, paper, highlighters, chart paper, ink/toner.	Title I	\$2,011.00
			Subtotal: \$2,011.00
			Grand Total: \$2,011.00

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:		NA		
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	The school will implement the K-12 Comprehensive Reading Plan with fidelity.	Supplies - Paper, ink, poster paper, classroom libraries, hands-on materials, games, composition books.	Title I	\$1,000.00
Mathematics	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Supplies - Paper, manipulatives, ink, tutorial resource books, binders, pencils, post-its, classroom libraries	Title I	\$2,614.00
				Subtotal: \$3,614.00
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	Provide professional development on the Continuum of Literacy, standards based grading, differentiated instruction, and The Art and Science of Teaching.	Materials for professional development training, including paper, chart/post-it chart paper, professional resource books, copy paper, folders, post-it notes, ink.	Title I	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide small group instruction, iii services, tier 2 and 3 RtI intervention as needed via a reading resource teacher. In addition, provide professional development on vocabulary adquisition, phonemic awareness, reading comprehension, and fluency.	Salary for coach/resource teacher	Title I	\$63,644.00
Reading	The school will provide tutorial and enrichment for students in grades 2-5.	Salary - Part-Time in System: Tutorial Instruction	Title I	\$5,625.00
CELLA	The school will publish a bi-monthly bilingual newsletter written by students.	Supplement - Newsletter Club Sponsor	SIP	\$800.00
Mathematics	The school will provide tutorial and enrichment for grades 2-5.	Salary - Part-Time In-System: Tutorial Instruction	Title I	\$5,625.00
Science	Staff will implement science enrichment club that will enrich the curriculum.	Supplement - Science Club Sponsor	SIP	\$800.00
Suspension	SBT/RtI Team will meet weekly to address academic, behavioral, and social needs of students.	Supplement - School Based Team Leader	SIP	\$800.00

Parent Involvement	Provide parent training targeting reading and math, add reading and math materials to the parent resource room, and improve parent communication.	Parent education books, pamphlets and materials, manipulatives, paper, highlighters, chart paper, ink/toner.	Title I	\$2,011.00
				Subtotal: \$79,305.00
				Grand Total: \$83,919.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 9/9/2012)

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
Supplements for School Based Team Leader, Science Club Sponsor, and Bilingual Newsletter Club Sponsor	\$2,400.00

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

The School Advisory Council has an important function in the success of New Horizons Elementary School. Listed below are some of the functions of the SAC:

- * Meet monthly to analyze and discuss school academic data.
- * Assist the school in the developing, implementing, and monitoring the School Improvement Plan.
- * Assist the school to analyze school climate surveys of parents, teachers, and students.
- * Sponsor professional development for New Horizons faculty and staff.

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 NEW HORIZONS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	84%	96%	73%	335	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	74%	64%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	55% (YES)			120	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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District NEW HORIZONS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	91%	93%	65%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	79%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	83% (YES)			146	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					639	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested