

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: CITRUS COVE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Laura Green

SAC Chair: Colette Ceparano

Superintendent: Wayne Gent

Date of School Board Approval: December

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Laura Green	BA Elementary Education MS – Educational Leadership Prek-3 ESOL Endorsement School Principal	1	8	08-09 A - Indian Pines Elementary 09-10 B - Indian Pines Elementary 10-11 B - Indian Pines Elementary 11-12 A - Citrus Cove Elementary
Assis Principal	Bernadette Standish	BS Education, Indiana University MS Educational Leadership, FAU Gifted Endorsement Certifications: Exceptional Student Education, Elementary Education &			

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)
None at this time					

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 with ESP Team and Coordinator.	Assistant Principal	Ongoing.	
2	2. Partnership of new teachers with experienced educators on campus	Assistant Principal and mentors.	Ongoing.	
3	3. Conduct book studies and provide differentiated PDD to meet individual professional development needs.	Principal & Assistant Principal.	June 2013	

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
None at this time.	

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
71	4.2%(3)	26.8%(19)	36.6%(26)	32.4%(23)	26.8%(19)	100.0%(71)	7.0%(5)	8.5%(6)	73.2%(52)

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

Collette Ceperano	Victoria DeSantis	Experienced Mentor	District Beginning Teacher Program
Jeanne Ippolito	Alexandria Wilkinson	Experienced Mentor	District Beginning Teacher Program.
Cheryl Converse	Christine Zoumis	Same grade level and experienced mentor.	District Beginning Teacher Program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Required instruction listed in Florida Statute 1003.42 (42), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: will oversee the process of MTSS/RTI and share a vision for the use of data-based decisions, ensure the school based team is implementing MTSS/RTI, appropriate staff development to support its implementation, and have open communication, ie. SAC, Newsletters, evening and Saturday events, with all parents regarding activities. Select General Education Teachers (Primary and Intermediate) to share and provide student data collection as well as information about the core instruction, deliver Tier 1 instruction/intervention, provide and collaborate with other staff (School Based Team, ESOL and ESE teachers), to implement Tier 2 and Tier 3 interventions.

Exceptional Student Education (ESE) Teachers: will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.

Exceptional Student Education Coordinator will participate in student data collection, and collaborate with general and exceptional student education teachers. ESE coordinator will facilitate meetings for ESE students going through the RTI process.

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

Speech Language Pathologist will collaborate with SBT to identify language disorders. Develop and implement language interventions for the RTI process. Conduct language evaluations for students not progressing on Tier 2. Explain to the team the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the guidance counselor will continue to link the community agencies to the school and home to support the child's academic, emotional, behavioral and social success.

MTSS/RTI Facilitator will facilitate Tier 2 interventions and provide direct instruction to Tier 3 students. Facilitates and supports data collection activities, assists in data analysis, monitors interventions for fidelity, provides professional development for teachers with tier level students.

ESOL teacher will attend all meetings involving ESOL students to explain ESOL strategies and best practices for implementation

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 team will meet weekly to discuss the following:

Review screening data and connect to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will identify professional development and resources. The team will share effective practices, make decisions, evaluate implementation and collaborate regularly to determine new processes and skills needed.

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

The RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear goals and expectations for instruction (Rigor, Relevance, Relationship) and aligned processes and procedures.

MTSS Implementation

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

Baseline data: Florida Comprehensive Assessment Test, Fall Diagnostic, Fountas/Pinnell K-4 Assessment, SRI, School Wide Behavior Plan, FAIR & ECHOS(Kindergarten only), CELLA.

Progress Monitoring: FCAT Simulation, Fountas/Pinnell K-4 assessment, Fluency probes

Midyear: Winter Diagnostics, Fountas/Pinnell K-4 Assessment, SRI, Common Assessments.

End of Year: Florida Comprehensive Assessment Test, Spring Diagnostic, Fountas/Pinnell K-4 Assessment, SRI.

Describe the plan to train staff on MTSS.

Professional development will be provided during Learning Team, Grade Level, Departmental meetings and on PD days. Training will be on-going throughout the year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Laura Green, Assistant Principal - Bernadette Standish, Kindergarten- Michele White and Lynn Shultis, First Grade - Jessica Brown and Annette CruzNelson, Second Grade - Victoria Francisco, Jeannine Ippolito, Mimi Richards, and Margo Ferrailo, Third Grade - Maryann Cain and Lanina Lawson, Fourth Grade - Maryellen Larkin and Diane Martini, Fifth Grade - Diana White and Adina Kerr, ESE/RTI - Sandra Correia, Fine Arts - Nicole Lee and Meghan Cilley, SAI Resource - Cheryl Converse

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

The Literacy Leadership Team (LLT) creates the format and support of the teaching of reading knowledge within the school building and focuses on areas of literacy concern across the school. The team meets monthly. 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, ie., the new teacher evaluation system, 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 LLT plays an vital role in developing a rich literacy environment at the school for all students and staff. The team builds professional conversations; collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school. Based on AYP, specific attention will be paid to developing strategies targeted for concerns across the sub-group spectrum. All members report to team members and facilitate continuous conversation relative to planning for student achievement in literacy.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

We offer tours for the parents of prospective students.
We offer staggered start for kindergarten, which means each class is divided into 3 even groups, each group attends one day, and then on the fourth day, all students attend together.
The members of the kindergarten team have no p.m. duty until the sixth week of school. This allows them to closely monitor and model afternoon dismissal procedures.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [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:	There will be an increase of 3 % of students achieving proficiency in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (381) of students were proficient in reading, scoring a level 3 or above on the 2012 FCAT.	80 %(396)of students will meet proficiency in reading, scoring a level 3 or above on the 2013 FCAT.

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	Maintaining proficiency as rigor of curriculum intensifies.	Indepth differentiated instruction and use of authentic assessments while closely monitoring classroom performance.	Principal Assistant Principal Classroom Teachers	Utilization of Data Binders, Data Chat Records and LTM student achievement analysis	FCAT 2013
2	Providing reading opportunities that appeal to varied student interests.	Utilization of supplemental on-line reading program: Ticket To Read	Principal Assistant Principal Classroom Teachers	Lesson Plans and Administrative Walk Throughs.	FCAT 2013
3	Providing a variety of literary reading material in classroom libraries and media center.	Develop student centered classroom libraries with a variety of literary genre.	Principal Assistant Principal Classroom Teachers	Lesson Plans and Administrative Walk Throughs.	FCAT 2013

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	All students were administered the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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:	There will be a 2% increase in students scoring Levels 4 & 5 on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(238)	50%(248).

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	Providing varied enriched opportunities to infuse technology with curriculum.	Utilization of targeted technology programs and implementation of iPad Learning Lab.	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013.
2	Student interest in reading has decreased	Incentives such as certificates, recognition within the classroom and school wide from Reading Counts and Ticket to Read.	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	All students were administered the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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:	85% of all students tested will make learning gains on FCAT 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(347)of students made learning gains in reading on the 2012 FCAT.	85%(421) of students will make learning gains in the area of reading on the 2013 FCAT.

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	Aligning student data for effective implementation of differentiated instruction.	Learning Teams will closely analyze student data to plan daily instruction and determine goals	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013
2	Students who struggle with proficiency in reading are limited to exposure of literary technology programs.	Computer Labs will be utilized before and after school to target struggling readers. School wide incentives and recognition will promote attendance.	Principal Assistant Principal	Student Usage Data Reports	FCAT 2013

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	All students were administered the FCAT 2.0
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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:	80%(99)of the lowest 25th percentile will make learning gains on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(86) of the lowest 25th percentile made learning gains on the 2012 FCAT.	80%(99)of the lowest 25th percentile will make learning gains on the 2013 FCAT.

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	Targeting the lowest 25th percentile and providing resources to properly differentiate instruction and meet student needs.	Tutorial services will be provided for the students identified in the lowest 25th percentile	Principal Assistant Principal	Analyze and review data analysis, walkthroughs and student attendance records	Monitor tutorial lesson plans, analyze district diagnostic results and FCAT 2013

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 Citrus Cove will reduce our achievement gap by 50%. 5A :				
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 reading. Reading Goal #5B:	86% (260) Black and Hispanic students will achieve proficiency on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(89) of Black Students and 71%(147)Hispanic students were proficient on the 2012 FCAT.	86% (260) of Black and Hispanic students: 86% (113)Black students and 86% (147)Hispanic students will achieve proficiency on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All subgroups are currently not achieving proficiency	Encourage increased participation of school activities which promote diversity and strengthen the home school connection.	Principal Assistant Principal	Parent/Student Sign In Sheets	FCAT 2013

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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	Provide effective communication between the home and school.	Utilize CLFs to for translation of written and verbal communication to families.	Principal Assistant Principal ESOL Teachers	Parent/Student Participation and Sign In Sheets SEQ Parent Survey	FCAT 2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	86%(69) of Students With Disabilities will score proficient in reading on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(43)students with Disabilities scored proficient on the 2012 FCAT.	86%(69)of Students With Disabilities will score proficient in reading on 2013 FCAT.

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 do not utilize student data effectively for differentiating instruction.	Provide professional development on effective inclusion practices and utilization of data to determine best practices.	Principal Assistant Principal Classroom Teachers	Classroom Walkthroughs,LTM Agenda & Notes, Informal Observations, and Formal iObservations,	FCAT 2013

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	86% (206) of Economically Disadvantage students will be score level 3 or higher on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(160) of students were proficient on the 2012 FCAT.	86%(206)of Economically Disadvantage students will be score level 3 or higher on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not spend adequate amounts of time engaged in independent reading.	Students have access to media center and computer labs before school hours to engage in independent reading.	Principal Assistant Principal Media Specialist	Media circulation logs and computer lab attendance records.	FCAT 2013.
2	Students do not have access to resources to supplement needs.	Students will be provided after school tutorial with opportunities for small group instruction and technology enriched	Principal Assistant Principal Media Specialist	Diagnostics, SRI Scores and RRR	FCAT 2013.

lessons.

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of on-line resources: purchase of school wide Ticket to Read Program	Ticket To Read Technology Program		\$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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	80% of the students who will take the CELLA Assessment will score proficient in listening/speaking portion of the assessment.

2012 Current Percent of Students Proficient in listening/speaking:

55% of the students who took the CELLA Assessment scored proficiency in listening/speaking portion of the 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	Providing research based interventions and instruction to meet the needs of all English Language Learners	Effective implementation of differentiated instruction supported by the Passport Series.	Principal Assistant Principal ESOL Teachers	Classroom Walkthroughs, Lesson Plans, Observations and Diagnostic Results	FCAT 2013

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:

80% of ELL students will be proficient in reading based on the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

36% of students were proficient in reading based 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	Students do not spend an adequate amount of time independent reading.	Increase media center open hours and classroom library variety of literary texts	Principal Assistant Principal Classroom Teacher Media Specialist	Classroom Walkthroughs, Circulation Reports,	FCAT 2013

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

3. Students scoring proficient in writing.

CELLA Goal #3:

80% of ELL Students will score proficient on the CELLA 2013

2012 Current Percent of Students Proficient in writing:

25% of the ELL Students were proficient in writing based 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
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No Data Submitted

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	There will be an increase of 6% of students scoring Level 3 on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(380) scored proficient on the 2012 FCAT.	86%(409) of students will score a level 3 on the 2013 FCAT.

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	Maintaining proficiency as rigor of curriculum intensifies.	Indepth differentiated instruction and use of authentic assessments while closely monitoring classroom performance.	Principal Assistant Principal Classroom Teachers	Utilization of Data Binders, Data Chat Records and LTM student achievement analysis	FCAT 2013
2	Technology is not utilized to support the mathematics curriculum.	Implementation of Reflex Math Program school wide with incentives to support student academic progress.	Principal Assistant Principal Classroom Teachers	Utilization of Data Binders, Data Chat Records and LTM student achievement analysis	FCAT 2013

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	All students were administered the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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.	There will be a 2% increase in students scoring Levels 4 & 5
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Mathematics Goal #2a:	on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(242).	53%(253)of students will increase in scoring Levels 4 & 5 on FCAT 2013.

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	Providing varied enriched opportunities to infuse technology with curriculum.	Utilization of targeted technology programs and implimentation of iPad Learning Lab.	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013.
2	Students lack comprehension and application of mathematics vocabulary	Implementation of school wide Math Journals to increase connections with math vocabulary and application of terms.	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All students were administered the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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:	There will be an increase of 22% in students making learning gains on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(205) made learning gains on the 2012 FCAT.	86%(275)of students will increase in students making learning gains on FCAT 2013.

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	Aligning student data for effective implementation of differentiated instruction.	Learning Teams will closely analyze student data to plan daily instruction and determine goals	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013
2	Parents lack resources to support their children in the home.	Host a Math Night for students and families to take away fun hands on activities that can be implemented in the home to support math standards.	Principal Assistant Principal Classroom Teachers	Lesson Plans, Data Chat Record Log, Walkthroughs, Formal/Informal iObservations	FCAT 2013

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	All students were administered the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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:	There will be an increase of 22% in Lowest 25% making learning gains on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(79)of students scored proficient on the 2012 FCAT.	86%(106)students will make learning gains in math on the 2013 FCAT.

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
	Targeting the lowest 25th percentile and	Tutorial services will be provided for the students	Principal Assistant Principal	Analyze and review data analysis, walkthroughs	Monitor tutorial lesson plans,

1	providing resources to properly differentiate instruction and meet student needs.	identified in the lowest 25th percentile		and student attendance records	analyze district diagnostic results and FCAT 2013
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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, Citrus Cove will reduce our achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	81	

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:	86% of Black and Hispanic Students will score proficiency on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(104) black 73% (96) Hispanic	86% (89) black students 86% (126)hispanic 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	All subgroups are currently not achieving proficiency	Encourage increased participation of school activities which promote diversity and strengthen the home school connection.	Principal Assistant Principal	Parent/Student Sign In Sheets	FCAT 2013

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	80% of ELL students will meet proficiency on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of ELL Students were proficient on FCAT 2012	80% of ELL students will meet proficiency on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Provide effective communication between the home and school.	Utilize CLFs to for translation of written and verbal communication to families.	Principal Assistant Principal ESOL Teachers	Parent/Student Participation and Sign In Sheets SEQ Parent Survey	FCAT 2013
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Eighty-six percent of students with disabilities will make adequate yearly progress on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(48).	86%(56).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Effective transition and implementation of Common Core standards	Utilize student oriented language, ICAN statements and anchor charts.	Principal Assistant Principal	Lesson Plans, Walkthrough, LTM Notes & iObservations	FCAT 2013.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	There will be an 16% increase in Economically Disadvantaged students making AYP based on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(167)	86%(194)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not spend adequate amounts of time engaged in independent reading.	Students have access to media center and computer labs before school hours to engage in independent reading.	Principal Assistant Principal Media Specialist	Media circulation logs and computer lab attendance records.	FCAT 2013.
2	Students do not have access to resources to supplement needs.	Students will be provided after school tutorial with opportunities for small group instruction and technology enriched lessons.	Principal Assistant Principal Media Specialist	Diagnostics, SRI Scores and RRR	FCAT 2013.

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						

Mathematics 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 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. Science Goal # 1a:	There will be a 2% increase students achieving proficiency on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(93).	67%(110).
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of science resource teacher.	Classroom teacher is responsible for planning and implementing weekly science experiments and regular usage of science lab.	Classroom Teachers, Administration	Lesson plans, science lab rotation schedule and science diagnostic testing Grades 3, 4, & 5.	FCAT 2013
2	Limited opportunities to build real world connections with science curriculum.	Students will attend science based field trip that focuses on science application in real world experience.	Classroom Teachers, Administration	Lesson plans and science diagnostic testing Grades 3, 4, & 5.	FCAT 2013

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	All students were administered the FCAT 2.0
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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0	0
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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
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:	There will be a 2% increase in students achieving above proficiency (level 4 & 5) on FCAT 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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27%(39).	29%(48).
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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	Providing science enrichment opportunities after school hours.	Utilize The Science Education through Communication, Mathematics and Engineering (SECME) Program to provide fifth grade students	Administration & SECME Chairperson	District SECME Olympiad results, Grade 5 science diagnostic results, and benchmark assessments.	FCAT 2013

	with instruction after school.		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	All students were administered the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will attend science based field trip that focuses on science application in real world experience.	Utilization of local communities that offer real world science experiences.	School Improvement & District Funds.	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
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: \$500.00

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:	91% percent will achieve Adequate Yearly Progress in writing on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(149)	91% (158)

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	Comprehension-lack of understanding of writing prompt.	Scheduling extended writing period for fourth grades.	Fourth Grade Writing Teachers	Palm Beach Writes	FCAT 2013
2	Mechanics and Conventions will be equally evaluated relative to previous parameters of assessment.	Rigorous practice of mechanics and conventions.	Fourth Grade Writing Teachers	Palm Beach Writes	FCAT 2013
3	A percentage of students do not complete the assessment within the allotted time.	School wide participation in "Citrus Cove Writes" the first day of the Month.	Principal Assistant Principal Classroom Teachers	Palm Beach Writes, in-class assessments.	FCAT 2013
4	Inadequate scoring by untrained staff.	Have fourth grade teachers attend scoring seminars.	Fourth Grade Teachers	Citrus Cove Writes	Citrus Cove Writes EDW
5	Inadequate collection of student data and specific feedback for improvement.	Write Score LLC	Principal Assistant Principal Fourth Grade teachers	Citrus Cove Writes Palm Beach Writes Write Score prompts	Write Score prompts and feedback

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.	All students were administered the FCAT 2.0 Writing
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Writing Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0	0			
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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use a Write Score company to provide detailed feedback and compare to teachers scoring	Write Score LLC	School Improvement Money	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Citrus Cove will lower its average daily absentee rate from 4% to 3.5% or a total of 34 students for school year FY13. Number of tardies will decrease by 1% in school year FY13.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The percent of students absent on average was 4% or 37 students each day.		The percent of students absent on average will be 3.5% or 35 students.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
5.2% or (48)		4.3% or (40).			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
15.4% or (142).		13% or (129).			
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	Student Health.	Committ to Be Fit program for Grades 3-5 and the statewide mandate of 30 minutes of physical education per day for al students.	Attendance Clerk, Assistant Principal, Principal	Daily Attendance	FCAT 2013.
2	Parental Cooperation	Communication from school to home, ie., letters, phone calls, conferences.	Attendance Clerk, Classroom Teachers & Administration	Daily Attendance	FCAT 2013.
3	District transportation issues.	Administration will stay in close contact with bus compound to help resolve issues.	Administration.	Daily bus arrival log.	FCAT 2013.

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:	The number of in In-School suspensions will drop to 1 and remain at less than 1 >% of student population. The number of Out-of-School suspensions will drop to 2 or >1% of the student population.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
>1% (3)	>1% (1)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
>1% (3)	>1% (1)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

>1% or (5)	>1% or (2)				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
>1% (2)	>1% (1)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student decision making regarding personal conduct.	School Wide Positive Behavior Plan.	School Wide Positive Behavior Plan Team.	Number of students earning tickets and rewards, number of referrals and suspensions.	Percentage of students attending Positive Panther Reward Parties and District data for suspensions.
2	Students including kindergarten and transfers new to the school who do not know current behavior plan.	All classes tour the school during first two weeks of school and teachers model behavioral expectations based on School Wide Positive Behavior Plan.	Classroom teacher, School Wide Behavior Plan Team.	Rewards and consequences as documented by teacher on the monthly tally sheets.	Percentage of students attending Positive Panther Reward Parties.

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						

Suspension Budget:

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

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

End of Suspension Goal(s)

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>	At least one parent of fifty percent of all students will attend curriculum night.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25(2.5%)	498(50%) This number represents the amount of students who have a least one parent attend curriculum night.

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	Family availability and time constraints relative to the provided yearly schedule of activities.	By doing a yearly schedule parents are afforded the opportunity to attend multiple events.	Administration and scheduling personnel.	Parent Survey.	Sign In Sheets.
2	Need for better understanding of science curriculum and methods to reinforce standards in the home.	All parents are encouraged to attend Curriculum Night.	Classroom Teachers, Administration	FCAT 2013	Sign In Sheets.
3	Lack of opportunities to support science curriculum in the home.	Host a Science Night where students and their families will generate a better understanding of Science Big Ideas and take home activities that reinforce a rigorous science curriculum.	Classroom Teachers, Administration	Analysis of attendance Parent Survey	Sign In Sheets Science Diagnostic & FCAT results of Grades 3, 4, & 5.

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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Goal:

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						

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 Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilization of on-line resources: purchase of school wide Ticket to Read Program	Ticket To Read Technology Program		\$1,000.00
Science	Students will attend science based field trip that focuses on science application in real world experience.	Utilization of local communities that offer real world science experiences.	School Improvement & District Funds.	\$500.00
Writing	Use a Write Score company to provide detailed feedback and compare to teachers scoring	Write Score LLC	School Improvement Money	\$1,500.00
				Subtotal: \$3,000.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,000.00

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 11/7/2012)

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

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 CITRUS COVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	82%	90%	65%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	64%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	64% (YES)			131	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					584	
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 CITRUS COVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	85%	94%	69%	334	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: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	52% (YES)			114	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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested