

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SANDPIPER SHORES ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Pamela Popaca

SAC Chair: Mildred Strickroot

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/28/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Pamela Popaca	Bachelor of Arts in Education from University of South Florida - Elementary Education and Early Childhood Education; Master of Science in TESOL from Nova Southeastern University with Leadership add on.	12	15	Principal of Sandpiper Shores 2011-2012; Grade A, Reading Mastery 73%, Math Mastery 76%, Writing Mastery 94%, and Science Mastery 71%. Principal of Sandpiper Shores 20010-2011; Grade A, Reading Mastery 88%, Math Mastery 88%, Writing Mastery 88, and Science Mastery 83%. Principal of Sandpiper Shores 2009-2010; Grade A, Reading Mastery 90%, Math Mastery 91%, Writing Mastery 91%, and Science Mastery 77% and met AYP. Principal of Sandpiper 2008-2009: Grade A, Reading Mastery 92%, Math Mastery 90%, Writing Mastery 99%, and Science Mastery 73%. 2007-2008: Grade A, Reading Mastery 89%, Math Mastery 90%, Writing Mastery, and Science Mastery 54%. We met AYP. 2006-2007: Grade A, Reading Mastery 86%, Math Mastery 87%, and Writing Mastery 89% Science Mastery 59%. We met AYP. 2005-2006: Grade A, Reading Mastery 88%, Math Mastery 85%, and Writing

					Mastery 87%. We met AYP. 2004-2005: Grade A, Reading Mastery 88%, Math Mastery 82%, and Writing Mastery 89%. We met AYP.
Assis Principal	SheilaBoone	Bachelor of Science in Aviation Management from Daniel Webster College, Bachelor of Arts in Art History from Florida Atlantic University (FAU), Master of Science in Elementary Education from FAU, Educational Specialist in Educational Leadership from Nova Southeastern University.	11	11	AP of Sandpiper Shores 2011-2012; Grade A, Reading Mastery 73%, Math Mastery 76%, Writing Mastery 94%, and Science Mastery 71%. AP of Sandpiper Shores 2010-2011; Grade A, Reading Mastery 88%, Math Mastery 88%, Writing Mastery 88, and Science Mastery 83%. AP of Sandpiper Shores 2009-2010; Grade A, Reading Mastery 90%, Math Mastery 91%, Writing Mastery 91%, and Science Mastery 77% and met AYP. AP of Sandpiper 2008-2009 Grade A, Reading Mastery 92%, Math Mastery 90%, Writing Mastery 99%, and Science Mastery 73%. 2007-2008: Grade A, Reading Mastery 89%, Math Mastery 90%, and Writing Mastery 93% Science Mastery 54%. We met AYP. 2006-2007: Grade A, Reading Mastery 86%, Math Mastery 87%, and Writing Mastery 89% Science Mastery 59%. We met AYP. 2005-2006: Grade A, Reading Mastery 88%, Math Mastery 85%, and Writing Mastery 87%. We met AYP. 2004-2005: Grade A, Reading Mastery 88%, Math Mastery 82%, and Writing Mastery 89%. We met AYP.

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)
.5 Reading Coach/VE	Mercedes Dybass	Reading & Mentally Handicapped	1	1	Reading teacher at SR High 2011-2012; Grade A, Reading Gains with 80% of students.

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. Partnering new teachers with veteran staff 2. Inviting interested parties to visit our campus and meet with teachers 3. Referrals from community 4. Evaluate university interns as potential future employees	AP Principal Principal Principal	On-going On-going On-going On-going	

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
1 temporary computer lab para, 1 ASD, and 3 ESOL are out of field	Teachers are working to meet compliance.

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
67	1.5%(1)	17.9%(12)	43.3%(29)	38.8%(26)	34.3%(23)	98.5%(66)	7.5%(5)	3.0%(2)	68.7%(46)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maureen Giblin	Nancy Tessler	24 year veteran teacher in Kindergarten	As outlined by The District

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The principal, in conjunction with the guidance department, 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 RtI/Reading Coach 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 team will meet weekly to discuss initial referrals, review data on research based interventions that have been provided, and identify a case liaison for each student. The team will discuss the current data and begin to collect baseline data, create a goal and work together as a team to ensure the success of the interventions

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 RtI Leadership Team will meet with the School Council (SAC) and help develop the FY'13 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%, AYP and subgroups, strengthens and weaknesses of intensive programs.

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.

Reports from EDW will provide us with the data to support a need for supplemental interventions. Examples of the data include previous FCAT scores, Early Literacy Assessment data, SRI, SASSY, FBA Data, Diagnostic Reports, discipline referrals, and teacher observations. As each student is discussed, the team will identify the appropriate Tier interventions, recommend interventions, and identify assessment tools. Interventions will be provided daily. Data will be gathered to discuss at a future RtI meeting after at least 7-8 data points of data have been collected not including baseline data. Interventions can be academic, behavioral, or language.

Describe the plan to train staff on MTSS.

The school-based RtI/Reading Coach will provide in-service to the faculty on designated professional development days (PDD) or general curriculum meetings. 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.

Follow district guidelines provided by Safe Schools.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is comprised of the following members: principal, assistant principal, along with one teacher representative for each of the following, ESE, ELL, Fine Arts, Kgn., First, Second Third, Fourth, & Fifth Grade. The team works in conjunction with the School Based Team and School Wide Positive Behaviors team to implement a school wide culture and appreciation for diversity, ie Sandpiper Shining S. (safe) T. (team player) A. (accepting) R. (respectful) S. (successful)

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

The LLT is a representative group of educators who will meet the third Monday of each month to review data, trends, and research based best practices. The LLT works in conjunction with the Professional Development Team to review data, discuss best practices, and plan for professional development.

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

Best practices to meet AMOs and integration of the 57 new students (1-5) to Sandpiper this year, NCLB Choice and students from out of district. Along with this, the LLT will work with grades k-1 to implement Common Core, grades 2-3 research based strategies to fill gaps outlined by the Early Literacy Assmessment, grades 4-5 to implement The Daily Five in reading, small group inteventions and enrichment in math and writing stations to maximize individual student growth in writing.

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.

*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:	By June 2013, 90% of our students will score proficient on the SSS FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (367students)	90% 343 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
	Integration of all new students including NCLB population and changing demographics	1. Teachers in grades K-5 will utilize RRR to monitor student progress. 2. Include higher-order questions in lesson plans & post anchor charts. 3. Follow the district's instructional focus calendar and frameworks. 4. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts. 5. The school will continue to promote Reading Counts and Reading Plus. 6. The school will implement multiple benchmark assesments. 7. The children in grades K-5, who qualify for Sheltered ELL services, will participate in 90 minute uninterrupted reading block (Balanced Rotational Instruction Model) each day to	1. Administration 2. Administration 3. Administration 4. Administration 5. Administration & Media Specialist 6. Administration 7. Administration 8 All Teachers 9 All Teachers 10. RtI Team/Case Manager,ESE contact & A.R.T. 11.All teachers	1. Review data to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. 3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 5. Monthly RCs and Reading Plus printouts will be run by media specialist and reviewed by principal, then reviewed at Grade Chair meetings. 6. Review data reports to ensure teachers are assessing students	1. Printout of assessment data. 2. Classroom walkthrough log with a focus on questioning and anchors frequency. 3. Effectiveness will be determined through data review. 4. Printout of assessment data. 5. Monthly RC and Reading Plus printouts 6. Printout of assessment data. 7. Printout of assessment data. 8. Assessment data will be monitored as outlined on the Instructional Calendar to ensure progress is being made. 9. Student data will be used to determine progress toward proficiency

2		<p>include item specs, instructional focus calendar and frameworks to develop lesson plans, which will include higher-order questions and anchor charts.</p> <p>8. Tier 1: Determine core instructional needs by reviewing assessment data for all students with deficiencies. Plan differentiated instruction using evidence-based instruction/interventions within the 90 minute reading block.</p> <p>9. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Instruction will include explicit instruction, modeled instruction, guided practice and independent practice.</p> <p>10. Tier 3 Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core.</p> <p>11. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>12. The school will implement the Daily Five to foster literacy independence.</p>		<p>according to the created schedule.</p> <p>7. With knowledge of the IFC's the administration and reading coach will monitor implementation during classroom walkthroughs and at content area meetings</p> <p>8. Student progress is monitored on an ongoing basis utilizing the mini assessments from Instructional Calendar.</p> <p>9. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>10. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>11. Monthly review of IEP access points of reading goals.</p>	<p>10. Student data will be used to determine progress toward proficiency.</p> <p>11. IEPs/Data Collection</p> <p>12. SASSY Reports.</p>
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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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>By June 2013, 50% of the FAA students will score levels 4, 5, & 6 in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>40% (4 students)</p>	<p>50% (5 students)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Data provided by schools students new to	1. Pre school review of data from previous	Classroom teachers	Continuous monitoring with exit slips, Core K-12,	Exit slips, Core K-12, and teacher

1	Sandpiper.	schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.		and teacher observation.	observation.
2	Students new to Sandpiper Shores.				
3		<p>1. Teachers in grades K-5 will utilize RRR to monitor student progress.</p> <p>2. Include higher-order questions in lesson plans & post anchor charts.</p> <p>3. Follow the district's instructional focus calendar and frameworks.</p> <p>4. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts.</p> <p>5. The school will continue to promote Reading Counts and Reading Plus.</p> <p>6. The school will implement multiple benchmark assesments.</p> <p>7. Tier 3 Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core.</p> <p>8. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>9. The school will implement the Daily Five to foster literacy independence.</p>	Reading Coach, Principal, Assitant Principal, and ESE Coordinator.	<p>1. Review data to ensure teachers are assessing students according to the created schedule.</p> <p>2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis.</p> <p>3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings.</p> <p>4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings.</p> <p>5. Monthly RCs and Reading Plus printouts will be run by media specialist and reviewed by principal, then reviewed at Grade Chair meetings.</p> <p>6. Review data reports to ensure teachers are assessing students according to the created schedule.</p> <p>7. With knowledge of the IFC's the administration and reading coach will monitor implementation during classroom walkthroughs and at content area meetings</p> <p>8. Student progress is monitored on an ongoing basis utilizing the mini assessments from Instructional Calendar.</p> <p>9. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>10. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>11. Monthly review of IEP access points of reading goals</p>	<p>1. Printout of assessment data.</p> <p>2. Classroom walkthrough log with a focus on questioning and anchors frequency.</p> <p>3. Effectiveness will be determined through data review.</p> <p>4. Printout of assessment data.</p> <p>5. Monthly RC and Reading Plus printouts</p> <p>6. Printout of assessment data.</p> <p>7. Printout of assessment data.</p> <p>8. Assessment data will be monitored as outlined on the Instructional Calendar to ensure progress is being made.</p> <p>9. Student data will be used to determine progress toward proficiency</p> <p>10. Student data will be used to determine progress toward proficiency.</p> <p>11. IEPs/Data Collection</p> <p>12. SASSY Reports.</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 50% of our students in grades 3-5 will score 4 or above on the SSS FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (161 Students)	50% (130 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	Data provided by schools students new to Sandpiper.	<ol style="list-style-type: none"> 1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Integration of all new students including NCLB population and changing demographics	<ol style="list-style-type: none"> 1. Teachers in grades K-4 will utilize RRR to monitor student progress. 2. Include higher-order questions in lesson plans & post anchor charts. 3. Follow the district's instructional focus calendar and frameworks. 4. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts. 5. The school will continue to promote Reading Counts and Reading Plus. 6. The school will implement multiple Benchmark Assessments as embedded in the frameworks. 7. The school will utilize IEP goals, instructional focus calendar and frameworks to develop lesson plans. 8. Implement The Daily Five. 	<ol style="list-style-type: none"> 1. Administration 2. Administration 3. Administration 4. Administration 5. Administration & Media Specialist 6. Administration 7. Principal, ESE contact & ART 8. Administration 9. Administration 	<ol style="list-style-type: none"> 1. Review data to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. 3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 5. Monthly RCs printouts will be run by media specialist and reviewed by principal, then reviewed at Grade Chair meetings. 6. Review data reports to ensure teachers are assessing students according to the created schedule. 7. Continuous review of IEP reading goals. 	<ol style="list-style-type: none"> 1. Printout of assessment data. 2. Classroom walkthrough log with a focus on questioning and anchors frequency. 3. Effectiveness will be determined through data review. 4. Printout of assessment data. 5. Monthly RC printouts and Reading Plus. 6. Printout of assessment data. 7. IEPs & 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	By Junes of 2013, 50% of the students will score above Acheivement Level 7 in reading.
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Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4 students)	50% (5 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	Data provided by schools students new to Sandpiper.	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 4. Departmentalization of grades 3-5.	Classroom teachers.	Continuous monitoring using Early Literacy Assessment, Teacher made assessments, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores.	1. Teachers in grades K-5 will utilize RRR to monitor student progress. 2. Include higher-order questions in lesson plans & post anchor charts. 3. Follow the district's instructional focus calendar and frameworks. 4. The school will utilize item specs, instructional focus calendar and frameworks to develop higher-order questions and anchor charts. 5. The school will continue to promote Reading Counts and Reading Plus. 6. The school will implement multiple benchmark assesments. 7. Tier 3 Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core. 8. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans. 9. The school will implement the Daily Five to foster literacy independence.	Reading Coach, Principal, Assitant Principal, and ESE Coordinator.	1. Review data to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. 3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 5. Monthly RCs and Reading Plus printouts will be run by media specialist and reviewed by principal, then reviewed at Grade Chair meetings. 6. Review data reports to ensure teachers are assessing students according to the created schedule. 7. With knowledge of the IFC's the administration and reading coach will monitor implementation during classroom walkthroughs and at content area meetings 8. Student progress is monitored on an ongoing basis utilizing the mini assessments from Instructional Calendar. 9. Student progress will	1. Printout of assessment data. 2. Classroom walkthrough log with a focus on questioning and anchors frequency. 3. Effectiveness will be determined through data review. 4. Printout of assessment data. 5. Monthly RC and Reading Plus printouts 6. Printout of assessment data. 7. Printout of assessment data. 8. Assessment data will be monitored as outlined on the Instructional Calendar to ensure progress is being made. 9. Student data will be used to determine progress toward proficiency 10. Student data will be used to determine progress toward proficiency. 11. IEPs/Data Collection 12. SASSY Reports

			<p>be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>10. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>11. Monthly review of IEP access points of reading goals</p>
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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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>By June 2013, 80% of our students will make learning gains on the FCAT 2.0 Reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>69% (134 Students)</p>	<p>80% (108 Students)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data provided by schools students new to Sandpiper.	<ol style="list-style-type: none"> 1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 	Classroom teachers.	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
	Integration of all new students including NCLB population and changing demographics.	<ol style="list-style-type: none"> 1. Teachers in grades K-3 will utilize RRR to monitor student progress. 2. Include higher-order questions in lesson plans & post anchor charts. 3. Follow the district's instructional focus calendar and frameworks. 4. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts. 5. The school will continue to promote Reading Counts and Reading Plus. 6. The school will implement the mini assessments. 7. The children in grades K-5, who qualify for Sheltered 	<ol style="list-style-type: none"> 1. Administration 2. Administration 3. Administration 4. Administration 5. Administration & Media Specialist 6. Administration 7. Administration 8 All Teacher 9 All Teacher 10. RtI Team/Case Manager 11. Principal, ESE contact & ART 	<ol style="list-style-type: none"> 1. Review data to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. 3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 5. Monthly RCs printouts will be run by media specialist and reviewed by principal, then 	<ol style="list-style-type: none"> 1. Printout of assessment data. 2. Classroom walkthrough log with a focus on questioning and anchors frequency. 3. Effectiveness will be determined through data review. 4. Printout of assessment data. 5. Monthly RC printouts and Reading Plus. 6. Printout of assessment data. 7. Printout of assessment data. 8. Assessment data will be monitored as outlined on the Instructional Calendar to ensure

2		<p>ELL services, will participate in 90 minute uninterrupted reading block (Balanced Rotational Instruction Model) each day to include item specs, instructional focus calendar and frameworks to develop lesson plans, which will include higher-order questions and anchor charts.</p> <p>8. Tier 1: Determine core instructional needs by reviewing assessment data for all students with deficiencies. Plan differentiated instruction using evidence-based instruction/interventions within the 90 minute reading block.</p> <p>9. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Instruction will include explicit instruction, modeled instruction, guided practice and independent practice.</p> <p>10. Tier 3 Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core.</p> <p>11. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>12. Implements The Daily Five Fostering Literacy Independence.</p>		<p>reviewed at Grade Chair meetings.</p> <p>6. Review data reports to ensure teachers are assessing students according to the created schedule.</p> <p>7. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings</p> <p>8. Student progress is monitored on an ongoing basis utilizing the mini assessments from Instructional Calendar.</p> <p>9. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>10. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>11. Monthly review of IEP reading goals.</p>	<p>progress is being made.</p> <p>9. Student data will be used to determine progress toward proficiency</p> <p>10. Student data will be used to determine progress toward proficiency.</p> <p>11. IEPs/Data Collection</p>
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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:	
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:</p>	<p>By June 2013, 60% of FAA students making learning gains in reading.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4 Students)	60% (6 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	Data provided by schools students new to Sandpiper.	<ol style="list-style-type: none"> 1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 4. Departmentalization of grades 3-5. 	Classroom teachers.	Continuous monitoring using Early Literacy Assessment, Teacher made assessments, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores.	<ol style="list-style-type: none"> 1. Teachers in grades K-3 will utilize RRR to monitor student progress. 2. Include higher-order questions in lesson plans & post anchor charts. 3. Follow the district's instructional focus calendar and frameworks. 4. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts. 5. The school will continue to promote Reading Counts and Reading Plus. 6. The school will implement the mini assessments. 7. The children in grades K-5, who qualify for Sheltered ELL services, will participate in 90 minute uninterrupted reading block (Balanced Rotational Instruction Model) each day to include item specs, instructional focus calendar and frameworks to develop lesson plans, which will include higher-order questions and anchor charts. 8. Tier 1: Determine core instructional needs by reviewing assessment data for all students with deficiencies. Plan differentiated instruction using evidence-based instruction/interventions within the 90 minute reading block. 9. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Instruction will include explicit instruction, modeled instruction, guided practice and independent 	<ol style="list-style-type: none"> 1. Administration 2. Administration 3. Administration 4. Administration 5. Administration & Media Specialist 6. Administration 7. Administration 8 All Teacher 9 All Teacher 10. RtI Team/Case Manager 11. Principal, ESE contact & ART. 	<ol style="list-style-type: none"> 1. Review data to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. 3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 5. Monthly RCs printouts will be run by media specialist and reviewed by principal, then reviewed at Grade Chair meetings. 6. Review data reports to ensure teachers are assessing students according to the created schedule. 7. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings 8. Student progress is monitored on an ongoing basis utilizing the mini assessments from Instructional Calendar. 9. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line. 10. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line. 11. Monthly review of IEP reading goals. 	<ol style="list-style-type: none"> 1. Printout of assessment data. 2. Classroom walkthrough log with a focus on questioning and anchors frequency. 3. Effectiveness will be determined through data review. 4. Printout of assessment data. 5. Monthly RC printouts and Reading Plus. 6. Printout of assessment data. 7. Printout of assessment data. 8. Assessment data will be monitored as outlined on the Instructional Calendar to ensure progress is being made. 9. Student data will be used to determine progress toward proficiency 10. Student data will be used to determine progress toward proficiency. 11. IEPs/Data Collection

	<p>practice.</p> <p>10. Tier 3 Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core.</p> <p>11. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>12. Implements The Daily Five Fostering Literacy Independence.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 70% of our students in grades 3-5 in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (54 Students)	70% (65 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	Data provided by schools students new to Sandpiper	<ol style="list-style-type: none"> Pre school review of data from previous schools and Sandpiper. Pre-requisite skill exam. Develop secondary benchmarks based upon gaps in skills. Develop lessons based on skills needed. 	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
	Integration of all new students including NCLB population and changing demographics.	<ol style="list-style-type: none"> Teachers in grades K-5 will utilize RRR to monitor student progress. Include higher-order questions in lesson plans & post anchor charts. Follow the district's instructional focus calendar and frameworks. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts. The school will 	<ol style="list-style-type: none"> Administration Administration Administration Administration Administration & Media Specialist Administration Administration All Teachers All Teachers RtI Team/Case Manager Principal, ESE contact & ART 	<ol style="list-style-type: none"> Review data to ensure teachers are assessing students according to the created schedule. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. With knowledge of the IFC's the administration will monitor 	<ol style="list-style-type: none"> Printout of assessment data. Classroom walkthrough log with a focus on questioning and anchors frequency. Effectiveness will be determined through data review. Printout of assessment data. Monthly RC and Reading Plus printouts Printout of 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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>By June 2013, 50% of students in subgroups by ethnicity, Black, will make satisfactory progress in reading.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>39% (13 students)</p>	<p>50% (17 students)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Data provided by schools students new to Sandpiper</p>	<ol style="list-style-type: none"> 1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 	<p>Classroom teachers</p>	<p>Continuous monitoring with exit slips, Core K-12, and teacher observation.</p>	<p>Exit slips, Core K-12, and teacher observation.</p>
2	<p>Students new to Sandpiper Shores.</p>	<ol style="list-style-type: none"> 1. Teachers in grades K-4 will utilize RRR to monitor student progress. 2. Include higher-order questions in lesson plans & post anchor charts. 3. Follow the district's instructional focus calendar and frameworks. 4. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans to include higher-order questions and anchor charts. 5. The school will continue to promote Reading Counts and Reading Plus. 6. The school will implement the mini assessments. 7. The children in grades K-5, who qualify for Sheltered ELL services, will participate in 90 minute uninterrupted reading block (Balanced Rotational Instruction Model) each day to include item specs, instructional focus calendar and frameworks to develop lesson plans, which will include higher-order questions and anchor charts. 8. Tier 1: Determine core instructional needs by reviewing assessment 	<ol style="list-style-type: none"> 1. Administration 2. Administration 3. Administration 4. Administration 5. Administration & Media Specialist 6. Administration 7. Administration 8 All Teacher 9 All Teacher 10. RtI Team/Case Manager 11. Principal, ESE contact & ART. 	<ol style="list-style-type: none"> 1. Review data to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be checked during walkthroughs and will be reviewed on a monthly basis. 3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 4. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 5. Monthly RCs printouts will be run by media specialist and reviewed by principal, then reviewed at Grade Chair meetings. 6. Review data reports to ensure teachers are assessing students according to the created schedule. 7. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings 8. Student progress is 	<ol style="list-style-type: none"> 1. Printout of assessment data. 2. Classroom walkthrough log with a focus on questioning and anchors frequency. 3. Effectiveness will be determined through data review. 4. Printout of assessment data. 5. Monthly RC printouts and Reading Plus. 6. Printout of assessment data. 7. Printout of assessment data. 8. Assessment data will be monitored as outlined on the Instructional Calendar to ensure progress is being made. 9. Student data will be used to determine progress toward proficiency 10. Student data will be used to determine progress toward proficiency. 11. IEPs/Data Collection

	<p>data for all students with deficiencies. Plan differentiated instruction using evidence-based instruction/interventions within the 90 minute reading block.</p> <p>9. Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Instruction will include explicit instruction, modeled instruction, guided practice and independent practice.</p> <p>10. Tier 3 Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to the core.</p> <p>11. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>12. Implements The Daily Five Fostering Literacy Independence.</p>	<p>monitored on an ongoing basis utilizing the mini assessments from Instructional Calendar.</p> <p>9. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>10. Student progress will be monitored every 15 days to determine progress based on comparing trend line to aim line.</p> <p>11. Monthly review of IEP reading goals.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 50% of ELL students will be proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (7 students)	50% (7 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers.	Continuous monitoring with exit slips, Core K-12, and teacher observation	Exit slips, Core K-12, and teacher observation.
		7. The children in grades K-5, who qualify for	Administration		EDW reports to include benchmark

2		Sheltered ELL services, will participate in 90 minute uninterrupted reading block (Balanced Rotational Instruction Model) each day to include item specs, instructional focus calendar and frameworks to develop lesson plans, which will include higher-order questions and anchor charts.		exams and early literacy assessments.
3			7. With knowledge of the IFC's the administration and reading coach will monitor implementation during classroom walkthroughs and at content area meetings.	

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June of 2013 65% of the students in this sub-group will show growth on the FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (26 students)	65% (33 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Decrease in staff of 1 support facilitation instructor		Principal and ESE Contact	Review of multiple benchmark assessments.	Review of 0197 District Report data Florida school grades report.
3		Implementation of The Daily Five Fostering Literacy Independence.			

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 76% of economically disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61% (83 students)			76% (100 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores.	Review of multiple benchmark assessments.	Administration	Review of 0197 District Report data Florida school grades report.	Implementation of The Daily Five Fostering Literacy Independence.

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
1. Common Core and Standards based report card (k-1). 2. Small group remediation strategies (2-3.The Daily Five (4-5 reading). 4. Small group instruction for remediation and enrichment (4-5 math).	K-1 all, 2-3 reading and math, 4-5 reading and math.	LLT facilitator from each grade level.	All faculty will participate at grade level, content level, and/or cross grade level content.	Each Wednesday.	Participation by Administration, LTM agendas and minutes.	LLT members and Administration.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The Daily Five	Book	Adopt-A-Class	\$250.00
			Subtotal: \$250.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
LCD Projectors renourishment project	LCD Projectors	PTA	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Small group activities	paper, flip charts, markers, folder and books	Adopt-A-Class, rental facilities, PTA, and grants obtained by teachers ie: Golden Bell, Target Yellow Bus.	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,250.00

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:			By June 2013, 65% of students will achieve proficiency in listening and speaking as in dicated on the CELLA.		
2012 Current Percent of Students Proficient in listening/speaking:					
49% (36 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	Retirements of spanish CLF.	1. Teachers in grades K-5 will utilize ELL strategies outlined in Learning Village.	Adminstration	Ongoing moitoring.	Elementary Literacy Asssmentand Core K-12.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			By June 2013, 50% of studnets will score proficient in reading as indicated in the CELLA		
2012 Current Percent of Students Proficient in reading:					
33% (24 Students)					
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	Retirements of spanish CLF.	1. Teachers in grades K-5 will utilize ELL strategies outlined in Learning Village.	Adminstration	Ongoing moitoring	Elementary Literacy Asssmentand Core K-12.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 50% of students will achieve proficiency in writing as outlineD in the CELLA.

2012 Current Percent of Students Proficient in writing:

35% (25 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	Retirements of spanish CLF.	1. Teachers in grades K-5 will utilize ELL strategies outlined in Learning Village.	Adminstration	Ongoing moitoring.	Elementary Literacy Asssment and Palm Beach Writes.

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 40% of our students in grades 3-5 will score Level 3 or above on the FCAT SSS Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (123 students)	40% (144 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.	1. Administration & Math Coach 2. Administration, ESE contact & ART	1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 2. Monthly review of IEP math goals. Utilize Core K-12.	1. Walkthroughs. 2. Printout of assessment data 3. Walkthrough log. 4. Printout of assessment data. 5. Printout of assessment data. 6. Walkthrough log. 7. iEPs/Data Collection

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:	By June 2013 10% percent of students in grades 3-5 will score 4 or 5 on the FCAT SSS Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1 student)	10% (1 student)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Data provided by schools students new to Sandpiper.	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Individualizing instruction.	1. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans. 2. Departmentalized instruction.	1. Administration 2. Administration, ESE contact & ART.	1. With knowledge of the IFC's the administration and will monitor implementation during classroom walkthroughs and at content area meetings. 2. Review student groupings as embedded assessment data is made available at content area meetings. 3. Monthly review of IEP reading goals.	1. Walkthroughs 2. Printout of assessment data 3. IEPs/Data Collection

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:	By June 2013, 50% percent of our students in grades 3-5 will score level 4 or 5 on the FCAT SSS Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (154 students)	50% (180 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	Data provided by schools students new to Sandpiper.	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans	1. Administration & Math Coach 2. Administration, ESE contact & ART	1. With knowledge of the IFC's the administration and math coach will monitor implementation during classroom walkthroughs and at content area meetings. 2. Utilize Core K-12.	1. Walkthroughs 2. Printout of assessment data 3. IEPs/Data Collection

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:	By June, 2013, 80% of students will score at or above Achievement Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (7 students)	80% (5 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	Data provided by schools students new to Sandpiper.	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 4. Departmentalization of grades 3-5.	Classroom teachers.	Continuous monitoring using Early Literacy Assessment, Teacher made assessments, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.	1. Administration & Math Coach 2. Administration, ESE contact & ART.	1. With knowledge of the IFC's the administration and math coach will monitor implementation during classroom walkthroughs and at content area meetings. 2.Utilize Core K-12.	1. Walkthroughs 2. Printout of assessment data 3. IEPs/Data Collection

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, 80% of students in grades 3-5 will make learning gains on the FCAT SSS Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (142 students)	80% (187 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	Data provided by schools students new to Sandpiper.	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon	Classroom teachers.	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.

		gaps in skills. 4. Develop lessons based on skills needed.			
2	Students new to Sandpiper Shores.	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans. 3. Differentiated math instruction. 4. Core K-12.	1. Administration 2. Administration, ESE contact & ART	1. With knowledge of the IFC's the administration and math coach will monitor implementation during classroom walkthroughs and at content area meetings. 2. Review student groupings as embedded assessment data is made available at content area meetings. 3. Monthly review of IEP math goals.	1. Walkthroughs 2. Printout of assessment data 3. IEPs/Data Collection

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:	By June, 2013, 80% of students will make learning gains in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (7 students)	80% (8 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	Data provided by schools students new to Sandpiper.	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed. 4. Departmentalization of grades 3-5.	Classroom teachers.	Continuous monitoring using Early Literacy Assessment, Teacher made assessments, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores.	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.	1. Administration. 2. Administration, ESE contact & ART.	1. With knowledge of the IFC's the administration and will monitor implementation during classroom walkthroughs and at content area meetings. 2. Utilize Core K-12.	1. Walkthroughs 2. Printout of assessment data 3. IEPs/Data Collection

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 70% of students in grades 3-5 who are in the Lowest 25% will make Learning Gains on the FCAT SSS Mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (55 students)	70% (33 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Students new to Sandpiper Shores.	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans. 3. Utilize differentiated instruction. 4. Core K-12.	1. Administration. 3. Administration, ESE contact & ART.	1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings.	1. Printout of assessment data. 2. Printout of assessment data 3. IEPs/Data Collection

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 #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	By June 2013, 70% of students in subgroups by ethnicity, Black, will make satisfactory progress in Mathematics. By June 2013, 80% of students in subgroups by ethnicity, Hispanic, will make satisfactory progress in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (19 students) 71% (75 students)	70% (25 students) 80% (90 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June of 2013 English Language Learners not making satisfactory progress in mathematics will decrease to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (9 students)	20% (3 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers.	Continuous monitoring with exit slips, Core K-12, and teacher observation	Exit slips, Core K-12, and teacher observation.
2	Inclusive support				
3		1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.	1. Administration. 2. Administration, ESE contact & ART.	1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings. 2. Monthly review of IEP math goals. Utilize Core K-12.	1. Walkthroughs. 2. Printout of assessment data 3. Walkthrough log. 4. Printout of assessment data. 5. Printout of assessment data. 6. Walkthrough log. 7. IEPs/Data Collection

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:	By June of 2013 students with disabilities not making satisfactory progress in mathematics will decrease to 20%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (20 students)	20% (11 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
2	Decrease in staff of 1 support facilitation instructor	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.	Administration & ESE Contact	Lesson PLANS, walkthroughs, Review of FCAT Data	Florida School grades report

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:	By June of 2013 economically disadvantaged students making satisfactory progress in mathematics will decrease to 20%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (46 students)	20% (26 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	Data provided by schools students new to Sandpiper	1. Pre school review of data from previous schools and Sandpiper. 2. Pre-requisite skill exam. 3. Develop secondary benchmarks based upon gaps in skills. 4. Develop lessons based on skills needed.	Classroom teachers	Continuous monitoring with exit slips, Core K-12, and teacher observation.	Exit slips, Core K-12, and teacher observation.
	Students new to Sandpiper Shores	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will utilize	1. Administration & Math Coach 2. Administration, ESE contact & ART	1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area	1. Walkthroughs. 2. Printout of assessment data 3. Walkthrough log. 4. Printout of

2		IEP goals, access points, item specs, instructional focus calendar and frameworks to develop lesson plans.		meetings. 2. Monthly review of IEP math goals. Utilize Core K-12.	assessment data. 5. Printout of assessment data. 6. Walkthrough log. 7. IEPs/Data Collection
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1. Common Core and Standards based report card (k-1). 2. Small group remediation strategies (2-3. The Daily Five (4-5 reading). 4. Small group instruction for remediation and enrichment (4-5 math).	K-1 all, 2-3 reading and math, 4-5 reading and math	. LLT facilitator from each grade level.	All faculty will participate at grade level, content level, and/or cross grade level content.	Each Wednesday.	Participation by Administration, LTM agendas and minutes.	LLT members and Administration

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
Gizmos	Math virtual lab and home study	PTA	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

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:	By June 2013, 50% of our 5th grade students will score Level 3 or above on the FCAT SSS Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (48 students)	50% (68 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	New Science text NGSSS implementation	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will implement labs as outlined on the IFC. 3. The school encourages all students to participate in the Science Fair. Kindergarten through second grade will do a group project in class; however, they are encouraged to complete individual projects. The students in grades three through five will do individual projects. 4. Core K-12.	1. Administration 2. Administration, & 5th grade science teachers 3. Science Fair Committee	1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings 2. Journal reflection entries will be examined for evidence of content knowledge. 3. Catalogue of fair projects and rubric score from WBH AP science students.	1. Classroom walkthroughs 2. Students' science journal reviews. 3. Catalogue of fair projects

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:	By June, 2013, 50% of students will score at level 4, 5, and 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3 students)	50% (1 student)

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	New Science text NGSSS implementation	<p>1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>2. The school will implement labs as outlined on the IFC, access points.</p> <p>3. The school encourages all students to participate in the Science Fair. Kindergarten through second grade will do a group project in class; however, they are encouraged to complete individual projects. The students in grades three through five will do individual projects.</p>	<p>1. Administration</p> <p>2. Administration, & 5th grade science teachers</p> <p>3. Science Fair Committee</p>	<p>1. With knowledge of the IFC's and access points, the administration will monitor implementation during classroom walkthroughs and at content area meetings</p> <p>2. Journal reflection entries will be examined for evidence of content knowledge.</p> <p>3. Catalogue of fair projects and rubric score from WBH AP science students.</p>	<p>1. Classroom walkthroughs</p> <p>2. Catalogue of fair projects</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	By June 2013, 50% of our fifth grade students will score above proficiency, Levels 4, on the FCAT SSS Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (38 students)	50% (68 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	New Science text NGSSS implementation	<p>1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans.</p> <p>2. The school will implement labs as outlined on the IFC.</p> <p>3. The school encourages all students to participate in the Science Fair. Kindergarten through second grade will do a group project in class; however, they are encouraged to complete individual</p>	<p>1. Administration</p> <p>2. Administration, & 5th grade science teachers</p> <p>3. Science Fair Committee</p>	<p>1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings</p> <p>2. Journal reflection entries will be examined for evidence of content knowledge.</p> <p>3. Catalogue of fair projects and rubric score from WBH AP science students.</p>	<p>1. Classroom walkthrough log.</p> <p>2. Students' science journal reviews.</p> <p>3. Catalogue of fair projects</p>

	projects. The students in grades three through five will do individual projects. 4. Core K-12.		
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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:	By June, 3013 100% of students will score at level 7 or above in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3 students)	100% (2 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	New Science text NGSSS implementation	1. The school will utilize item specs, instructional focus calendar and frameworks to develop lesson plans. 2. The school will implement labs as outlined on the IFC, access points. 3. The school encourages all students to participate in the Science Fair. Kindergarten through second grade will do a group project in class; however, they are encouraged to complete individual projects. The students in grades three through five will do individual projects.	1. Administration 2. Administration, & 5th grade science teachers 3. Science Fair Committee	1. With knowledge of the IFC's and access points, the administration will monitor implementation during classroom walkthroughs and at content area meetings 2. Journal reflection entries will be examined for evidence of content knowledge. 3. Catalogue of fair projects and rubric score from WBH AP science students.	1. Classroom walkthroughs 2. Catalogue of fair projects

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
Prerequisite skill gaps						

from third and fourth grade along with content categories outlined by the 2012 FCAT 2.0.	Grade 5.	LLT Leader for 5th grade	Fifth grade science teachers	Every other Wednesday.	LLT Agendas and meeting minutes	Administration
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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
Gizmos	Science virtual labs and home studies	PTA	\$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 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.		By June 2013, 100% of our fourth grade students scoring level 3.0 or higher on the SSS FCAT Writing.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
95% (113 students)		100% (126 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
	Bell Schedule for writing.	1. Continue to implement literature into the writing curriculum.	1. Administration & Writing committee chair	1. . With knowledge of the IFC's the administration will monitor implementation	1. Palm Beach Writes & School generated prompts/lessons.

1	<p>2. The children in grades Pre-K-5 will participate in a 90 minute unified writing activity on the third Thursday of each month. School wide activities will be provided by the writing committee. These activities will then be scored by faculty members.</p> <p>3. Utilize access points, while Implementing literature into the writing curriculum.</p>	<p>during classroom walkthroughs and at content area meetings</p> <p>. 2. Prompts will be scored by two readers. Progress will be charted.</p> <p>3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings</p>	<p>2. Charted growth by student.</p> <p>3. Palm Beach Writes & School generated prompts/lessons.</p>
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By June, 2013, our students scoring a 4 or higher will remain at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 student)	100% (3 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	Bell Schedule for writing.	<p>1. Continue to implement literature into the writing curriculum.</p> <p>2. The children in grades Pre-K-5 will participate in a 90 minute unified writing activity on the third Thursday of each month. School wide activities will be provided by the writing committee. These activities will then be scored by faculty members.</p> <p>3. Utilize access points, while Implementing literature into the writing curriculum.</p>	1. Administration & Writing committee chair	<p>1. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings</p> <p>. 2. Prompts will be scored by two readers. Progress will be charted.</p> <p>3. With knowledge of the IFC's the administration will monitor implementation during classroom walkthroughs and at content area meetings</p>	<p>1. Palm Beach Writes & School generated prompts/lessons.</p> <p>2. Charted growth by student.</p> <p>3. Palm Beach Writes & School generated prompts/lessons.</p>

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
Prerequisite skill gaps from third grade as noted on Palm Beach Writes along with schoolwide non-negotiable grammar indicators.	Grade 4.	LLT Leader for 4th grade	Fourth grade writing teachers	Every other Wednesday.	LLT Agendas and meeting minutes	Administration

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
Fourth grade students will keep a writing notebook to chronicle progress and house materials and samples.	Notebooks, Theasaurus, Commonly Mispelled Words, etc.	Grant	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal #1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)		Absences (10 or more)		
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)		
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
Attendance Reports and notification requirements.	Guidance	Guidance	Guidance	Each 12 weeks/ongoing monitoring	Pull reports, meet with students	Guidance

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

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:				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School			
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School			
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						

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:		By June 2013, we will maintain 100% parental involvement in our PTA functions.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
100%		100%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A
2	New families to Sandpiper	Adopt-A-Family	PTA	Participation in our Adopt-A-Family Program	Return forms

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
Communication with school community	Flyers, website, and newsletter	PTA	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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)

Attendance: By June 2013, we will increase our overall attendance rate to 90%. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Attendance: By June 2013, we will increase our overall attendance rate to 90%. Goal			Attendance: By June 2013, we will increase our overall attendance rate to 90%. Goal #1		
Attendance: By June 2013, we will increase our overall attendance rate to 90%. Goal #1:					
2012 Current level:			2013 Expected level:		
76% 211 students with 10 or more absences.			90% 234 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	Parental support	Every 12 weeks guidance will meet with students and send letter to parents with regards to excessive absences.	Guidance	Monitoring of student absences.	EDW SASSY Report

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 Attendance: By June 2013, we will increase our overall attendance rate to 90%. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The Daily Five	Book	Adopt-A-Class	\$250.00
				Subtotal: \$250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LCD Projectors renourishment project	LCD Projectors	PTA	\$5,000.00
Mathematics	Gizmos	Math virtual lab and home study	PTA	\$3,000.00
Science	Gizmos	Science virtual labs and home studies	PTA	\$0.00
				Subtotal: \$8,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Small group activities	paper, flip charts, markers, folder and books	Adopt-A-Class, rental facilities, PTA, and grants obtained by teachers ie: Golden Bell, Target Yellow Bus.	\$4,000.00
				Subtotal: \$4,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Fourth grade students will keep a writing notebook to chronicle progress and house materials and samples.	Notebooks, Theasaurus, Commonly Mispelled Words, etc.	Grant	\$2,000.00
Parent Involvement	Communication with school community	Flyers, website, and newsletter	PTA	\$500.00
				Subtotal: \$2,500.00
				Grand Total: \$14,750.00

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 9/17/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will meet the first Wednesday of every month at 6:00 pm., to review and monitor the School Improvement Plan, Strategies and ongoing progress.

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 SANDPIPER SHORES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	88%	88%	83%	347	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	65%			137	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?	64% (YES)	67% (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					615	
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 SANDPIPER SHORES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	91%	91%	77%	349	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	75%	60%			135	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)	60% (YES)			127	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					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested