

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: HIDDEN OAKS ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Sari S. Myers

SAC Chair: Janyyn Robinson

Superintendent: Wayne Gent

Date of School Board Approval: January 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Bachelor of Arts			<p>Principal of Hidden Oaks Elementary 2005 - 2012</p> <p>2011-2012 Grade A 62% met high standards in Reading 2.0, 62% met high standards in Math 2.0, 61% met high standards in Science. 64% of students made learning gains in reading and 71% of students made learning gains in math. 56% of students in the lowest 25% made learning gains in Reading and 59% of the lowest 25% made learning gains in Math.</p> <p>2010-2011 Grade A 83% of students met high standards in Reading, 84% met high standards in Math, 85% met high standards in Writing, 72% met high standards in Science. Black, Hispanic, and Economically Disadvantaged did not make AYP in reading. Black and Economically Disadvantaged did not make</p>

Principal	Sari S. Myers	<p>Degree in Exceptional Student Education and Elementary Education, FAU</p> <p>Master of Arts Degree in Educational Leadership, FAU</p> <p>Certified: Elem Education, Exceptional Student Education K-12, School Principal Educational Leadership ESOL Endorsement</p>	8	19	<p>AYP in Math. 2009-2010 Grade A 80% of students met high standards in Reading, 81% met high standards in Math, 88% of students met high standards in Writing and 60% of students met high standards in Science. All Subgroups made AYP in Reading. Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Mathematics. 2008- 2009 Grade: A 79% of students met high standards in Reading, 77% met high standards in Math, 92% of students met high standards in Writing and 48% of students met high standards in Science. Students with Disabilities did not make AYP in Reading. English Language Learners did not make AYP in Math. 2007 – 2008 Grade A 75% of students met high standards in Reading, 76% met high standards in Math, 88% of students met high standards in Writing and 47% of students met high standard in Science. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Reading. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Math. 2006-2007 Grade: A 70% of students met high standards in Reading. 68% met high standards in Math. 88% met high standards in Writing. 53% met high standards in Science. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities did not make AYP in Reading. All subgroups met AYP criteria in Math.</p>
Assis Principal	Michelle Bushouse	<p>Bachelor of Arts Degree in Psychology Education, University of South Florida;</p> <p>Master of Arts in Special Education, University of South Florida</p> <p>Educational Leadership Certification Program, Florida Atlantic University</p> <p>Certified: Elementary Education K – 6, Exceptional Student Education K-12, School Principal, Educational Leadership, ESOL Endorsement and Reading Endorsement</p>	1	1	<p>2011-2012 Grade A 62% met high standards in Reading 2.0, 62% met high standards in Math 2.0, 61% met high standards in Science. 64% of students made learning gains in reading and 71% of students made learning gains in math. 56% of students in the lowest 25% made learning gains in Reading and 59% of the lowest 25% made learning gains in Math.</p>

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	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and
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			School	Coach	AMO progress along with the associated school year)
n/a					

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. Establishing partnerships with local Universities to have interns work at Hidden Oaks that could be potential teachers at our school. 2. Partnering new teachers with veteran staff members 3. Funding for Trainings and Professional Development 4. Regular meetings of new teachers with the Assistant Principal and mentors.	Principal Assistant Principal Reading Resource Teacher RTI Teacher	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
0 All instructional staff and paraprofessionals are highly qualified.	Assuring that all teachers are highly qualified during interview process. If not we would encourage teachers to take the course to prepare for the certification exam. We would also encourage teachers to take the certification exam to become highly qualified.

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
68	10.3%(7)	33.8%(23)	48.5%(33)	7.4%(5)	29.4%(20)	100.0%(68)	4.4%(3)	0.0%(0)	52.9%(36)

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
		Mrs. Melvin is an experienced 3rd grade teacher with extensive experience in meeting diverse	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a

Kelly Melvin	Jennifer Dery	student needs. She is also very knowledgeable in the area of school's Single School Culture for Academics and Behavior.	means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Dawn Balliet	Christina Tofini	Ms. Balliet is an experienced Primary teacher and is knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Dawn Balliet	Kimberly Robb	Ms. Balliet is an experienced Kindergarten teacher who is currently teaching Pre-K ASD. She is knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Arielle Rosner	Allison Riordan	Ms. Rosner is an experienced 4th grade teacher who has extensive experience in making data driven decisions and aligning instruction to meet student needs. She is knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Marie Smith	Cynthia Fakoury	Mrs. Smith is an experienced teacher who has extensive experience working with all grade level students. Her knowledge in reading instruction and meeting student academic needs will be an asset to her mentee. She is knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
		Mrs. Smith is an experienced teacher who has extensive	

Marie Smith	Stefanie Beach	experience working with all grade level students. Her knowledge in reading instruction and meeting student academic needs will be an asset to her mentee. She is knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Jacquelyn Jones	Michelle Kieves	Ms. Jones is an experienced teacher who has been a Kindergarten teacher for many years. She has extensive experience in meeting diverse student needs. She is also very knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Lorraine Sotelo	Ashley Walker	Mrs. Sotelo is an experienced 2nd grade teacher who has extensive experience in meeting diverse student needs in the classroom. Her expertise in teaching reading assists students in making learning gains. She is also very knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Jacquelyn Jones	Alexander Leith	Ms. Jones is an experienced teacher in multiple grade levels with extensive experience in meeting diverse student needs. She is also very knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).

Michele Kramer	Kathleen Schellhorn	Ms. Kramer is an experienced 5th grade teacher with extensive experience in meeting diverse student needs. She is also very knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).
Chrystal Daniels-Hutchings	Danielle Thorn	Mrs. Hutchings is an experienced 3rd grade teacher with extensive experience in meeting diverse student needs. She is also very knowledgeable in the area of school's Single School Culture for Academics and Behavior.	The mentor and mentee will make contact at the beginning of the school year. In addition, the mentor will review school wide expectations and procedures, establish a means for weekly communication, visit the classroom to discuss room arrangements, and debrief after school to review components of the Educator Support Program (ESP).

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 1 funds will be utilized to purchase a RtI/ Reading teacher to assist in implementation of RtI as well as assisting in providing additional assistance with research based reading instruction and support literacy at Hidden Oaks. Title I funds will be used to purchase Lucy Calkins Units of Study, Grades 3-5 for Reading Workshop and Writing Workshop. Title 1 will also be used to fund professional development as well as 2012 Summer Institutes and professional development in Reading Workshop. Books have also been purchased for parents in dual languages that contain both Spanish and English so that parents can read with their child at home. Title 1 money will be used to purchase items for Parent events that promote reading at school. Funding is also used to provide tutorial services to ensure students requiring additional remediation are assisted through after school tutorial programs. Additional funding is utilized to provide enrichment services to maintain proficiency levels of students. Additional Title I funds will be used to purchase classroom sets of books as well as big books for our primary and classroom novels for our intermediate grades. Math and Science manipulatives will be purchased for all classrooms in grades K-5.

Title I, Part C- Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Services are provided to ensure students requiring additional remediation are assisted through after-school tutorial programs.

Title II

The District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI teacher is an experienced teacher that holds a Master's Degree in reading and who is also a Reading Endorsed Educator. She will provide 30-45 minutes of reading support to 2nd and 3rd grade students. Priority will begin with all 2nd grade students based on Reading Running Records. Next,retained third grade students who scored Level 1 on FY12 FCAT Reading 2.0. Last,third grade students with Reading deficiencies that are receiving 30 minutes of intensive reading outside of the 90 minute Literacy Block. For instruction, she will utilize District resources.

Violence Prevention Programs

Hidden Oaks educates students and parents on bullying awareness. We support the Zero Tolerance Policy and teach Character Education through SWPBS,CHAMPS,and Guidance Services. Hidden Oaks has a Crisis Response Team that is trained in Vital and PCM.

Hidden Oaks implements a Single School Culture that is embedded in our learning experience. Single school Culture and Appreciation for Multicultural Diversityis also embedded in our school learning experience.

Nutrition Programs

Hidden Oaks provides a free healthy breakfast to all students K-5.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Required instruction listed in 1002.42(42) F.S., as applicable to appropriate grade levels.

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Members of the School Based Leadership team consists of the RTI-Resource teacher , Administration, Guidance Counselor, School Psychologist, School Nurse, Speech Language Pathologist and ESE Contact. The team meets every Thursday to address RtI and School Based team needs.

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

The school-based RTI-Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify

students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team.

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

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 inform the School Advisory Council (SAC) and will be asked to provide input on the School Improvement Plan. 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 should include but are not limited to FCAT scores and lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring and other services.

MTSS Implementation

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

Baseline , Midyear and End of Year data: FCAT, FCAT Writes, Curriculum Based Measurement, FAIR, Palm Beach County Fall Diagnostics, Palm Beach Writes, K-5 Literacy Assessment System, Diagnostic Assessment for Reading, Progress Monitoring and Report Network, Comprehensive English Language Learning Assessment, Office Discipline Referrals, Retentions, Absences.

Describe the plan to train staff on MTSS.

Professional Development will be offered to our Title 1 Resource Teacher/ESE Coordinator on how to provide RTI/Inclusion by district staff. She will then provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following : Problem Solving Model, consensus building , Positive

Behavioral Intervention and Support, 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 the classroom teachers, as needed.



Describe the plan to support MTSS.

The Administration is involved on all RTI meetings and play an active role in the process. SBT/RTI Professional development is made available to all faculty members. New teachers are assigned mentors that assist them with identifying students that are at-risk or may be in need of the MTSS. Administration and SWPBS team are actively involved in working on School wide expectations and promoting a safe and positive school environment. A teacher trained in RTI is available on staff to assist in MTSS and RTI processes school wide.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team is composed of Administrators, Reading Resource Teacher, RTI/Inclusion Facilitator, Media Specialist, ESOL Teacher and one teacher representative from each grade level.

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

We meet on the last Wednesday of every month. There is at least one representative from each grade level. The Reading Resource Teacher works with administration on the needs of our school and presents the data/information to the LLT team. The team will also have book/lesson studies and will share the info with their grade level teams. As a Reading Workshop school, our representatives attend Workshop conferences and training attend the Reading Leadership Meetings to disseminate information. This information will then presented by grade level representatives to their teams.

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

Our main initiative will be to create a Reading Workshop model school with making literacy and independent reading a goal for all students. One area that we want to work on is to see implementation of the workshop model in every classroom. We will also work to promote collaboration between grade levels on "growing readers." We are also working to align the Common Core standards with our reading instruction for all grade levels.

We would like to increase reading proficiency school wide with a focus on the lowest 25%, Black, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities. We will also Target level 4 and 5 students to increase and maintain proficiency levels by facilitating reading independence with Reading Workshop and increasing their ability to be active readers while enhancing their cognitive processing of reading.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

In the Spring we will have a Kindergarten Round Up where we will offer school tours, classroom visits with presentations by the teachers, and distribute Kindergarten Readiness Packets. We will also collaborate with surrounding Pre-Schools by sending out flyers and inviting pre-schoolers and their parents to Round-Up. We will collaborate with our local community Pre-schools in January to welcome new Kindergarten students, provide those facilities with information on Common Core Standards in grade K and discuss our Single School Culture as well as Hidden Oaks' expectations for students. Administration and a Kindergarten representative will also attend local Pre-school Parent Nights to provide parents of incoming students information about Kindergarten at Hidden Oaks.

Prior to the beginning of school, students entering Kindergarten will be given a screening to determine appropriate instructional placements. In August we will continue Staggered Start with all Kindergarten students.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	On the 2013 Reading FCAT 2.0, 70% of students in grades 3-5 will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (278) of students in grades 3-5 were proficient in reading, scoring a level 3 or above on the 2012 FCAT Reading 2.0.	70% of students in grades 3-5 will meet proficiency in reading scoring a level 3 or above on the 2013 FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is students are not performing at proficiency based on the 2012 FCAT 2.0.	Implement a tutorial program targeting students that dropped in proficiency due to changes on FCAT 2.0 as well as all other students that are below proficiency.	Principal Assistant Principal Tutorial Coordinator	Data Driven Decisions on students entered into HATS Program. Strategic tutorial groups based on student needs. Pre-and Post Tests.	Diagnostics FCAT 2.0
2	The anticipated barrier is that the comprehensive support services for English Language Learners are limited.	Increase professional development for general education teachers to support/instruct their English Language Learners. Increase collaboration between ESOL and general education teachers.	Principal Assistant Principal PDD Team Reading Resource Teacher ESOL Teacher	Lesson Plan Monitoring Classroom Visits Pre and Post Test (teachers)	2013 Reading FCAT 2.0
3	The anticipated barrier is providing a variety of leveled reading materials.	Provide leveled classroom libraries including all genres with instructional guidelines for student use.	Principal Assistant Principal Reading Resource Teacher Classroom Teachers	Classroom Visits Informal Observations	2013 Reading FCAT 2.0
4	The anticipated barrier is the lack of "Just Right" books for all grades.	Provide "Just Right Books" for all grades to support Reading Workshop.	Principal Assistant Principal Reading Resource Teacher Classroom Teachers	Classroom Visits Informal Observations	2013 Reading FCAT 2.0
5	The anticipated barrier is that many students lack the ability to respond critically to literature and be active readers.	Implement Lucy Calkins' Reading Workshop in all grade levels.	Principal Assistant Principal Reading Resource Teacher Classroom Teachers	Lesson Plan Monitoring Classroom Visits Pre and Post Test (teachers) Observations	2013 Reading FCAT 2.0
6	The anticipated barrier is new staff and teachers lack experience with RRR assessments and K-8 Continuum.	Training opportunities will be provided on RRR and K-5 assessments at school and through district professional development.	Principal Assistant Principal Reading Resource Teacher	EDW reports LTM meetings Planning meetings Diagnostics	2013 Reading FCAT 2.0
	The anticipated barrier is	In order to increase	Principal	classroom visits	2013 Reading FCAT

7	many students are not avid readers.	excitement for reading, we will implement fun reading programs such as K-2 Secret Book Club, Trade-a-Book Tuesday, Hawk's Hideaway, Reading Rocks, and Battle of the Books.	Assistant Principal Reading Resource Teacher Classroom Teachers	Schedules	2.0
8	The anticipated barrier is that students are limited in using technology with reading.	Continue to implement Reading Plus program. Students will be able to utilize the before/After School Reading Lab to incorporate reading instruction through technology, Tumblebooks, Edline and on-line textbooks.	Principal Assistant Principal Reading Resource Teacher ITSA	Classroom visits Computer program reports	2013 Reading FCAT 2.0
9	The anticipated barrier is the ability to make a connection between reading at home and school.	Implement a monthly Library night where parents, students and teachers can meet at the public library to read and promote literacy in the community and at home.	Principal Assistant Principal Reading Resource Teacher	Attendance logs	2013 Reading FCAT 2.0
10	The anticipated barrier is making a connection between reading at home and school	Implement daily school-wide independent reading log.	Classroom Teachers	Reading logs	2013 Reading FCAT 2.0, Diagnostics, RRR.
11	The anticipated barrier is that many teachers are unfamiliar with the Common Core Standards	Provide PDD and Curriculum Trainings that are about the common core standards. Focus LTM on aligning instruction to standards.	Principal Assistant Principal Reading Resource Teacher PDD Team	Classroom visits, Walkthroughs, Lesson Plan checks.	2013 Reading FCAT 2.0, Diagnostics, RRR.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	On the 2013 Florida Alternate Assessment, 48% of students will score a level 4,5,or 6 level of proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Florida Alternate Assessment, 43% of students (9 students) scored a level 4, 5 or 6 level of proficiency.	48% of students will be proficient on 2013 Florida Alternate Assessment based on a score of 4, 5, or 6 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that instruction is not standard based.	Teachers will implement instruction based on Access Points.	Principal Assistant Principal ESE Teachers Classroom Teachers	Team planning notes Classroom observations and walkthroughs, Lesson Plans	2013 FAA
2	All ESE teachers are not trained in "Unique Learning Systems Program."	Utilize "Unique Learning Systems Program" for instruction in all ESE classrooms.	ESE Teachers Classroom Teachers with students on Access Points.	Lesson Plans Classroom observations	2013 FAA
3					

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:	On the 2013 Reading FCAT 2.0, 40% of students in grades 3-5 will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(124) of students in grades 3-5 were proficient in reading scoring a level 4 or 5 on the 2012 FCAT Reading.	40% of students in grades 3-5 will exceed proficiency in reading scoring a level 4 or 5 on the 2013 FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is the lack of enrichment programs to increase and maintain proficiency levels.	When planning HATS Tutorial, data will be used to create tutorial sessions that will provide enrichment for students in reading, math, and science grades 3-5.	Principal Assistant Principal HATS Lead Teachers.	LTMS Pre/Post Assessment Diagnostics	2013 FCAT 2.0
2	The anticipated barrier is inconsistency in the use of high complexity Webb's Depth of Knowledge levels 3 & 4 questions in lesson plans and lesson plan implementation.	Provide professional development on Differentiated Instruction using Webb's Depth of Knowledge and developing Literacy Centers through Professional Learning Communities (PLC), offering opportunities for CRISS training.	Principal Assistant Principal PLC Facilitator	Lesson Plan Monitoring Classroom Walkthroughs Pre and Post Test (teachers)	2013 Reading FCAT 2.0
3	The anticipated barrier is that teachers face the challenge of utilizing data for differentiating instruction and best practices.	Professional development trainings on enrichment strategies including but not limited to Webb's Depth of Knowledge levels 3 & 4 questions.	Principal Assistant Principal	Classroom Walkthroughs Professional Development meeting notes and agendas	2013 Reading FCAT 2.0
4	The anticipated barrier is lack of teachers with gifted endorsement.	Students are clustered into enrichment classes (K-5) based on data with Gifted endorsed teachers.	Principal Assistant Principal Classroom teachers	Reading Diagnostics Comprehension Progress Checks	On-going Assessments 2013 Reading FCAT 2.0
5	The anticipated barrier is inconsistency of student attendance in the Enrichment Afterschool Tutorial programs as well as Reading Clubs.	After School Literacy Enrichment Tutorial Program and Reading Clubs will focus on providing strategies for targeted students with incentives for attendance.	Principal Assistant Principal Tutorial Coordinator	Pre and Post Assessments Attendance	2013 Reading FCAT 2.0
6	The anticipated barrier is many students lack a sophisticated academic vocabulary.	Implement "Get to the Root of It" program school wide. Administration and highly visible personnel have vocabulary white board word walls and talk about the root of words daily.	Principal Assistant Principal Classroom teachers	Lesson Plan Monitoring Classroom Walkthroughs Pre and Post Test (teachers)	2013 Reading FCAT 2.0
7	The anticipated barrier is many students lack the ability to respond critically to literature and be active readers.	Implement Lucy Calkin's Reading Workshop in all grade levels.	Principal Assistant Principal Classroom teachers	Lesson Plan Monitoring Classroom Walkthroughs Pre and Post Test (teachers)	2013 Reading FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	On the 2013 FAA , 26% of students will score at or above achievement level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Florida Alernate Assessment, 24% (5) students scored level 7 and above proficiency.	26% of students will score a level of 7 and above proficiency based on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is ESE teachers need training on enrichment of students that are proficient.	Provide opportunities for teachers with students that take FAA to have trainings on providing enrichment to students tha are proficient.	Principal Assistant Principal Teachers	Team Meetings Walkthroughs	2013 FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2013 Reading FCAT 2.0, 70% of students in 4th, 5th and retained 3rd graders will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(171) of retained 3rd graders, 4th and 5th grade students made learning gains on 2012 Reading FCAT 2.0.	70% of students, retained 3rd graders, 4th and 5th grade students will make learning gains on 2012 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that students and teachers are not aware of the changes of FCAT 2.0 and what constitutes learning gains.	Provide professional development with teachers to assist teachers to set goals with students to monitor their progress and increase their learning gains based on FCAT 2.0.	Assistant Principal Principal Teachers	SALP LTMS Diagnostic Scores	2013 FCAT 2.0
2	The anticipated barrier is that the students do not set goals in engaging in independent reading for adequate amounts of time.	Continue development of the Reading Counts incentive program focused on individual student goals.	Classroom Teacher Media Specialist Assistant Principal	Reading Counts reports Scholastic Achievement Manager	2013 Reading FCAT 2.0
3	The anticipated barrier is effective scheduling to meet student needs.	Reading Resource Teacher will provide small group instruction to targeted students including Reading Workshop strategies.	Principal Assistant Principal	Reading Diagnostic monitoring Scholastic Reading Inventory K-5 Running Reading Records Observation	2013 Reading FCAT 2.0

4	The anticipated barrier is students lack a "balanced literature diet", meaning students do not choose from a variety of genres.	Teachers will integrate a variety of genres into weekly shared reading. Genre will be based on Units of Study and Grade level text.	Principal Assistant Principal Reading Resource Teacher	Reading Diagnostic monitoring Scholastic Reading Inventory K-5 Running Reading Records	2013 Reading FCAT 2.0
5	The anticipated barrier is students who arrive early and who are parent pick up do not utilize time effectively.	Teachers make book baskets accessible for students so they can read during these identified periods of time. Media Center is open and available before school. Students read their just right books at parent pick up.	Classroom Teachers	Reading Diagnostic monitoring Scholastic Reading Inventory K-5 Running Reading Records	2013 Reading FCAT 2.0
6	Students are not exposed to enough Genre throughout the school day.	Teachers will embed instruction of reading by exposing students to various genre throughout all subject areas.	Classroom Teachers	Reading Diagnostic Monitoring	2013 Reading FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	On the 2013 FAA, 32% of students in grades 3-5 will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% of students (6) made learning gains, based on the Florida Alternate Assessment.	32% of students in grades 3-5 will make learning gains in reading based on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is teachers of FAA do not have experience with measuring learning gains for students.	Work with teachers in LTM's and Team meetings to assist them in monitoring student progress and making learning gains.	Principal Assistant Principal Teachers	Team Notes	2013 FAA

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:	On the 2013 Reading FCAT 2.0, 61% of students in 4th and 5th grades and retained 3rd graders in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (44) of students in 4th and 5th grades and retained 3rd graders in the lowest 25% made learning gains on the 2012 FCAT 2.0 reading test.	61% of students in 4th and 5th grades and retained 3rd graders in the lowest 25% will make learning gains on the 2013 FCAT 2.0 reading test.

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is teachers are having difficulty targeting the lowest 25% and differentiating instruction to meet their needs.	Provide professional development disaggregating data and implementing strategies to differentiate instruction and meet the needs of lowest 25%.	Principal Assistant Principal Reading Teacher Math Teachers	LTM's Diagnostics Pre-Post Tests	2013 FCAT 2.0
2	The anticipated barrier is inconsistency of student participation in the tutorial program.	After School Tutorial Program will focus on providing additional remediation strategies for targeted students. Teachers will contact parents when a pattern of absences develop. Student incentives and contests will be implemented for attending the tutorial program.	Principal Assistant Principal Tutorial Coordinator	Pre and Post Assessments Attendance	2013 Reading FCAT 2.0 results
3	The anticipated barrier is interpreting student data and using it to drive instruction.	Providing professional development on interpreting data and implementing data driven instruction. Administration/Teacher Data Chats.	Principal Assistant Principal Classroom Teachers	Data Chats/SAL-P Reports/ Individual Goal Forms Learning Team Meeting Notes and Student Data Observation	2013 Reading FCAT 2.0 results
4	The anticipated barrier is academic data available for the mentors participating in the Mentor and Me program.	Mentoring Program will include Hawk's Hideaway and Brain Stimulating Activities. Mentors will use interest inventories and academic data to meet student needs.	Principal Assistant Principal Classroom Teachers	Data Over Time Results	2013 Reading FCAT 2.0 results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In six years our school will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	70%	73%	76%	79%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Black, Hispanic, and White. The following subgroups met 2012 Reading Targets: Asian. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 18%, Black 57%, and 33% Hispanic did not make satisfactory progress in reading.	By 2013, 16% White, 48% Black, and 29% Hispanic will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all sub-groups of students are meeting high standards based on the FCAT 2.0.	Increase proficiency by using data based decisions and planning instruction to meet needs of all students.	Principal Assistant Principal	Data based decisions LTMS Diagnostics	2013 FCAT 2.0 Results
2	The anticipated barrier is inconsistency of student participation in tutorial programs.	Afterschool tutorial will be focused on students needs for remediation. Incentives will be provided for students in the program.	Principal Assistant Principal Tutorial Coordinator.	Pre-Post assessments Diagnostics Attendance	2013 Reading FCAT 2.0
3	The anticipated barrier is loss of instructional reading time throughout the school day.	Books are available at wait times, in morning and in afternoon when waiting in car line. Reading is embedded in activities such as announcements, "Daily Administration Word of the Day", and on word walls throughout the school. "Trade a Book Tuesday" where kids can bring a book and trade new books at lunch.	Principal Assistant Principal Reading Resource Teacher.	Reading Diagnostics Scholastic Reading Inventory k-5 Running Records Observations	2013 Reading FCAT 2.0
4	The anticipated barrier is parents need additional resources, support, and training to academically assist their children at home.	Institute trainings throughout the year that focus on parents assisting their child at home. Develop a parent room where parents can come to receive information on helping their child at home will be established. Implement family activities such as "Donuts with Dad" Granola and Grandparents and Moms and Muffins." Parents can come with their child to eat breakfast and read with them. Tips will be provided to parents on questioning techniques as well. All information will be communicated to parents in English, Spanish, and Creole.	Principal, Assistant Principal	Parent Surveys, Diagnostics, Sign In Sheets.	2013 Reading FCAT 2.0
5	The anticipated barrier is implementing a 90 minute uninterrupted reading block that is research based and is differentiated to meet all student needs in the classroom.	Implement Lucy Calkins' Reading Workshop in all grade levels.	Principal Assistant Principal Reading Resource Teacher SAI Teacher PDD Team	Lesson Plan Monitoring Classroom Visits LTM Meetings Observations	2013 Reading FCAT 2.0
6	The anticipated barrier is teachers have limited ability in disaggregating student data and forming necessary teaching groups based on student needs.	Weekly LTM to review data and ensure instruction is driven by student needs. Conduct Data Chats with students.	Principal Assistant Principal Reading Resource Teacher	LTM Meetings Attendance Observation Data Chats Reading Diagnostics	2013 Reading FCAT 2.0

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.

67% of ELL are not making satisfactory progress in reading

Reading Goal #5C:	based on 2012 Targets. ELL will meet the 2013 Target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of ELL are not making satisfactory progress in reading.	By 2013, 54% of ELL will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is language and communication between ELL, parents and teachers	Increase use of CLF's to assist parents in Spanish and Creole.	Principal Assistant Principal ELL Teacher	LTM's observations Diagnostics SAL-P	2013 FCAT 2.0 Results
2	The anticipated barrier is language and communication between ELL parents and teachers.	Implement a Parent Power Night in Spanish and Creole.	Principal Assistant Principal ELL Teacher Classroom Teachers	Attendance Logs Notices, Call outs and News Letters in Three Languages.	Training Surveys
3	The anticipated barrier is aligning instruction to meet the needs of all ELL during the 90 minute Literacy block.	ELL teacher will implement the Reading workshop model for 60 minutes with the other combined 30 minutes she will utilize word work and and other strategies to meet student needs.	Principal Assistant Principal ELL Teacher	Data Chats Diagnostics LTM Meetings	2013 Reading FCAT 2.0 Results
4	The anticipated barrier is inconsistency of ELL participation in tutorial program.	School will service as SES Center and Tutorial Program. Programs will target ELL students and work to connect with families and encourage enrollment in tutorial. Incentives will be provided for students attending tutorial consistently.	Principal Assistant Principal ELL Teacher Tutorial CoordinatOr	Pre and Post assessments Data Chats Attendance Records	2013 Reading FCAT 2.0 results
5	The anticipated barrier is that parents lack the ability to read English and assist their child at home.	School will purchase books in dual languages so that students can take them home to read with their parents.	Principal Assistant Principal ELL teachers	Check out of books Parent suggestions	2013 Reading FCAT 2.0 Results

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:	SWD did not meet 2012 reading targets SWD will meet the 2013 reading targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of SWD are not making satisfactory progress in reading.	By 2013, 39% of SWD will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The anticipated barrier is that Classroom teachers need support in differentiating instruction for ESE Students.	Provide support pertaining to Inclusion and meeting the needs of diverse learners.	Principal Assistant Principal PDD Team	LTM's Planning Meetings Review of Teacher Plans Diagnostics SAL-P	FCAT 2.0 Results
2	The anticipated barrier is that teachers need professional development to assist in differentiating instruction for all learners during the 90 minute reading block.	Provide training focusing on Reading Workshop model which involves differentiating instruction by "just right books" and involved grade level instruction during mini-lesson and read aloud.	Assistant Principal Classroom & ESE Teachers	Data Chats LTM's Classroom Observations and walkthruhs	2013 FCAT 2.0
3	The anticipated barrier is the lack of professional development on working with ESE students and Inclusion.	Provide training focusing on Inclusion, meeting the needs of diverse learners and problem solving meetings throughout the year to promote Inclusion.	Principal Assistant Principal Classroom Teachers ESE Coordinator	Professional Development Trainings Meeting Notes	2013 FCAT 2.0

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:	Economically disadvantaged student did not meet the 2012 reading Target. Economically disadvantaged students will meet the 2013 reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% of economically disadvantaged students did not make satisfactory progress in reading.	By 2013, 37% of the economically disadvantaged students will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is parents need additional training to academically assist their children at home.	Provide training opportunities for parents to learn how to assist their children at home.	Principal Assistant Principal	Parent feedback Diagnostics	2013 FCAT 2.0
2	The anticipated barrier is lack of time throughout the day to provide sufficient remedial instruction in reading.	Implement morning and afternoon reading lab. Tutorial Programs will also be available to meet remediation needs of students before and after school.	Principal Assistant Principal Coordinator Reading Resource Teacher	K-5 Reading Running Records Diagnostic Reading Scholastic Reading Inventory	2013 Reading FCAT 2.0
3	The anticipated barrier is to implementation of reading instruction that is research based and meets the needs of all students.	Implement Lucy Caulkins' Reading Workshop in all classrooms.	Principal Assistant Principal Reading Resource Teacher	Classroom observations Lesson Plans Diagnostics K-5 Reading Running Records	2013 Reading FCAT 2.0

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of Reading Workshop	R-5	PDD Team, Juanita Lips, Lorraine Sotello	K-5	2012-13 School Year	Classroom observations, LTM Meetings, Lesson Plans	Principal, Assistant Principal
Planning and implementation of differentiated instruction	K-5	PDD Team	K-5	2012-13 School year	Curriculum Meetings, PDD days	Principal, Assistant Principal
RRR Implementation of assessment and K-8 Continuum	K-5	PDD Team	K-5	Monthly Reading Leadership, PDD, Team Meetings	RRR Checks	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue development of Reading Counts incentive program with individual student goals.	Books and bookmarks to be used as Reading Counts incentives	General Activites	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to implement Reading Plus Program. Students will be able to utilize the before/after school reading lab as well as at home to incorporate reading instruction through technology	Reading Plus Software	Leasing 3rd year of a 3 year license.	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hire a .5 PD resource teacher to provide support for Response to intervention and reading strategies to assist below level students	Salary for classroom /resource teacher	Title 1	\$31,822.00
Provide Professional Development for Reading Workshop	Travel out of state including registrations. Teacher and Adminstrator attended k-2, and 3-5 training on Reading Workshop at Teacher's College in NYC. Air Fare, Hotel, Per Diem, Taxi.	Title 1	\$4,000.00
Provide Professional Development materias for trainings	Books, paper, ink for EDW Reports, training materials	Title	\$2,000.00
			Subtotal: \$37,822.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide "Just right books" to support Reading Workshop.	Leveled Classroom Libraries, "Just Right Books", Mentor Text K-5	Title 1	\$8,000.00
Implement Reading Workshop in grades K-5.	Paper, Ink, Chart Paper, Post-its.	Title 1	\$1,600.00
After school tutorial program will focus on providing additional remediation and enrichment strategies for target students.	Part- Time In -System	Title 1	\$12,550.00
After school tutorial program will focus on providing additional remedation strategies for targeted students.	Tutorial/Enrichment supplies (paper, pencils, folders, markers, charts, resource books, Sunshine State Readers.)	Title 1	\$400.00

In order to increase excitement for reading, we will implement fun reading programs such as K-2 Secret Book Club, Hawk's Hideway, Trade a Book Tuesday and Reading Rocks.	Paperback picture books	SAC and PTA	\$800.00
Hire a .5 resource teacher to work with targeted below grade level students in reading.	Salary for classroom/resource teacher.	Title 1	\$31,822.00
			Subtotal: \$55,172.00
			Grand Total: \$93,494.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		67% of students will score proficient in listening/speaking based on the 2012 CELLA.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
62% (65) of students were proficient in listening/speaking based on the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that the majority of ELL are below proficiency according to LAS LINKS and/or prior year's CELLA scores.	Provide identified students with 90 minutes of sheltered Language Arts instruction.	Principal Assistant Principal ESOL Teacher	Data summit to monitor progress of the ELL and continue to adjust instruction to meet students need.	Reading Running Records Teacher Observation CELLA
2	The anticipated barrier is that the sheltered instructional time is limited to 90 minutes per day.	Provide classroom teachers with strategies to implement oral language in the classroom.	Principal Assistant Principal ESOL Teacher Classroom teachers	LTM Co-planning between Classroom teachers and ESOL teacher	Reading Running Records Teacher Observation CELLA
3	The anticipated barrier is that the students have limited or no English language support at home.	Increase the % of student talk vs. teacher talk in the classroom to increase oral language development.	Principal Assistant Principal ESOL Teacher Classroom Teachers	Classroom observations Lesson Planning	Reading Running Records Teacher Observation CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	41% of students will be proficient in reading based on the 2013 CELLA.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
36% (37) of students were proficient in reading based on the 2012 CELLA.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that many ELL students are not reading independently on grade level because of limited or no English background.	Incorporate digital media, visuals, and building background strategies to increase vocabulary. Teachers will scaffold instruction of grade level text.	Principal Assistant Principal ESOL Teacher Classroom Teachers	Co-planning between grade level and ESOL teacher Walk-throughs Classroom observations	Scholastic Reading Inventory Reading Running Records Diagnostics CELLA
2	The anticipated barrier is making a connection between reading at home and at school.	Teachers will provide daily reading homework on the student's independent reading level. Provide dual language reading materials for students to read at home.	ESOL Teacher Classroom teachers	Consistent monitoring and use of Independent Reading Logs.	SRI Reading Running Records Independent Reading Logs Diagnostics CELLA
3	The anticipated barrier is that many ELL students are not avid readers.	Meet with students to determine individual reading goals.	ESOL Teacher Classroom Teachers	Reading Workshop conferences	Scholastic Reading Inventory Reading Running Records Diagnostics CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	29% students will be proficient in writing based on the 2013 CELLA.
2012 Current Percent of Students Proficient in writing:	
24% (25) of students were proficient in writing based on the 2012 CELLA.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that ELL have limited grammar knowledge.	Provide targeted grammar lessons that are focused on individual student needs.	ESOL Teacher Classroom Teachers	Grade level/team scoring and analysis of writing pieces to ensure consistency in evaluating and planning instruction.	Palm Beach Writes FCAT CELLA
2	The anticipated barrier is that ELL have limited vocabulary background.	Implement activities for vocabulary development. Consistent implementation of "Get to the Root of It" program.	ESOL Teacher Classroom Teachers	Co-planning between grade level teachers and ESOL teacher	Palm Beach Writes FCAT CELLA

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	On the 2013 Mathematics FCAT 2.0, 70% of students in grades 3-5 will meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (255) of students in grades 3-5 were proficient in math scoring a level 3 or above on the 2012 FCAT Mathematics 2.0.	70% of students in grades 3-5 will meet proficiency in math scoring a level 3 or above on the 2013 FCAT Mathematics 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is students are not performing at proficiency based on the 2012 FCAT 2.0.	Implement a tutorial program targeting students that dropped in proficiency due to changes on FCAT 2.0 as well as all other students that are below proficiency.	Principal Assistant Principal Tutorial Coordinator	Data Driven Decisions on students entered into HATS Program. Strategic tutorial groups based on student needs. Pre-and Post Tests.	Diagnostics FCAT 2.0
2	The anticipated barrier is that homeroom teachers have limited teacher math resources.	The school will provide "Math At Hand" (3 per class), "Math On Call", and "Algebra To Go" for 3rd through 5th grade math teachers for resources to assist math instruction.	Principal Assistant Principal	Classroom Walkthroughs Lesson Plans	2013 Mathematics FCAT 2.0
3	The anticipated barrier is that technology is not being fully utilized in our math instruction.	Provide professional development for implementing technology resources.	Principal Assistant Principal	Classroom Walkthroughs	2013 Mathematics FCAT 2.0
4	The anticipated barrier is that homeroom teachers are limited in math resources for students.	Promote and increase leveled, and non-fiction math libraries for classroom teachers.	Principal Assistant Principal	Classroom Walkthroughs Lesson Plans	2013 Mathematics FCAT 2.0
5	The anticipated barrier is that the school is not utilizing "before school" for academic reinforcement.	Teachers will provide enriched math activities available for use during "before school" hours.	Principal Afterschool Director Morning hallway monitors	Math Diagnostics	2013 Mathematics FCAT 2.0
6	The anticipated barrier is that teachers are not familiar with the Common Core standards.	Provide trainings and PDD for growth on current K-1 standards and future standards for all other grades.	Principal Assistant Principal PDD Team	LTMs, Classroom Walkthroughs	FCAT Mathematics 2.0, Diagnostics, Lesson Plans

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:	51% of ESE students will score proficient at level 4, 5, and 6 on the 2013 FAA math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (10) of ESE Students scored proficient at level 4,5, and 6 on the 2012 FAA math .	51% of ESE students will score proficient at levels 4,5,and 6 on the 2013 FAA math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that instruction is not standard based.	Teachers will implement instruction based on Access Points.	Principal Assistant Principal ESE Teachers Classroom Teachers	Team planning notes Classroom observations and walkthroughs, Lesson Plans	2013 FAA
2	All ESE teachers are not trained in "Unique Learning Systems Program."	Utilize "Unique Learning Systems Program" for instruction in all ESE classrooms.	ESE Teachers Classroom Teachers with students on Access Points.	Lesson Plans Classroom observations	2013 FAA
3	All teachers are not implementing the SRA Number Worlds Program.	Implement SRA "Number Worlds" for teaching math and aligning Access Points to Standards.	ESE Teachers	Lesson Plans Classroom Observations	2013 FAA

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:	On the 2012 Mathematics FCAT 2.0, 57% of students in grades 3-5 will score a level 4 or 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (180) of students in grades 3-5 were proficient in math scoring a level 4 or 5 on the 2012 FCAT Mathematics portion.	57% of students in grades 3-5 will exceed proficiency in math scoring a level 4 or 5 on the 2013 FCAT 2.0 Mathematics portion.

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	An anticipated barrier is the lack of enrichment programs to increase and maintain proficiency levels.	When planning HATS Tutorial, data will be used to create tutorial sessions that will provide enrichment for students in reading, math, and science grades 3-5.	Principal Assistant Principal HATS Lead Teachers.	LTMS Pre/Post Assessment Diagnostics	2013 FCAT 2.0
2	The anticipated barrier is that students are not taking advantage of computer based programs.	Teachers will implement FastMath and Destination Math program for grades 2-5.	Principal Assistant Principal	Math Diagnostics Computer Lab Walkthroughs	2013 Mathematics FCAT 2.0
3	The anticipated barrier is that students who exhibit above average academic behavior are not having their specific needs met.	Students are clustered into enrichment classes (K-5) based on data with Gifted endorsed teachers.	Principal Assistant Principal Classroom teachers	Math Diagnostic Comprehension Progress Checks	2013 Mathematics FCAT 2.0
4	The anticipated barrier is that the school is not utilizing the students' time at school to their fullest.	Implement a Morning Math Lab (Gizmos and Fastmath) for enrichment activities with a selected group of	Principal Assistant Principal RTI Facilitator	Math Diagnostic	2013 Mathematics FCAT 2.0

students.

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:	27% of students in grades 3-5 will score at or above achievement level 7 in mathematics based on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (5) students were at or above achievement level 7 in mathematics on the 2012 FAA.	27% of ESE students in grades 3-5 will score at or above achievement level 7 in math on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is ESE teachers need training on enrichment of students that are proficient.	Provide opportunities for teachers with students that take FAA to have trainings on providing enrichment to students that are proficient.	Principal Assistant Principal Teachers	Team Meetings Walkthroughs	2013 FAA

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:	On the 2013 Mathematics FCAT 2.0, 76% of students in grades 4-5 and retained 3rd graders will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (190) of students in grades 4-5 and retained 3rd graders made learning gains on 2012 Mathematics FCAT 2.0.	76% of students in grades 4-5 and retained 3rd graders will make learning gains on 2013 Mathematics FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that students and teachers are not aware of the changes of FCAT 2.0 and what constitutes learning gains.	Provide professional development with teachers to assist teachers to set goals with students to monitor their progress and increase their learning gains based on FCAT 2.0.	Assistant Principal Principal Teachers	SALP LTMS Diagnostic Scores	2013 FCAT 2.0
2	The anticipated barrier is limited time for students to apply math to real world scenarios.	The school will establish a banking system for students in which they will establish an account and make weekly transactions, implement Math Moments with Principal, Daily Math White boards.	Principal Assistant Principal Community Business Partner	Math Diagnostics Comprehension Progress Checks	2013 Mathematics FCAT 2.0
	The anticipated barrier is	The school will utilize the	Principal	Math Diagnostic	2013 Mathematics

3	the utilization of all staff members helping students to achieve throughout the entire school day.	fine arts team and other resource teachers to pull "Best Bet" groups on a weekly basis.	Assistant Principal	Classroom Assessments	FCAT 2.0
4	The anticipated barrier is that there is not a visible correlation between the arts and math.	Additional math instruction will be provided by the Fine Arts team that targets algebra and fractions through music integration. Math and Science word walls will be updated throughout the school.	Principal Assistant Principal Music Teacher PE Teacher Science Teacher	LTM notes Math Diagnostic Classroom Assessments	2013 Mathematics FCAT 2.0

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:	On the 2013 Mathematics FAA, 32% of student in grades 3-5 will make gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (6)students in grades 3-5 made gains on the 2012 FAA.	32% of ESE students in grades 3-5 will make gains in math based on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is teachers of FAA do not have experience with measuring learning gains for students.	Work with teachers in LTM's and Team meetings to assist them in monitoring student progress and making learning gains.	Principal Assistant Principal Teachers	Team Notes	2013 FAA

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:	On the 2013 Mathematics FCAT 2.0, 65% of students in grades 4 and 5 and retained 3rd graders in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (43) of students in grades 4 and 5 and retained 3rd graders in the lowest 25% made learning gains on the 2012 FCAT Mathematics 2.0.	65% of students in grades 4 and 5 and retained 3rd graders in the lowest 25% will make learning gains on the 2013 FCAT 2.0 Mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is teachers are having difficulty targeting the lowest 25% and	Provide professional development disaggregating data and implementing strategies	Principal Assistant Principal Reading Teacher Math Teachers	LTM's Diagnostics Pre-Post Tests	2013 FCAT 2.0

	differentiating instruction to meet their needs.	to differentiate instruction and meet the needs of lowest 25%.			
2	The anticipated barrier is inconsistent student participation in the tutorial program.	After School Tutorial Program will focus on providing additional remediation strategies for targeted students. Incentives for participation will be provided.	Principal Assistant Principal	Pre and Post Assessments Attendance	2013 Mathematics FCAT 2.0
3	The anticipated barrier is that our Mentor program does not address academic needs of the mentees.	The school will utilize available personnel to implement a Mentoring Program which will include Brain Stimulating Activities and individualized tutoring based on student data.	Principal Assistant Principal	Data Over Time Results	2013 Mathematics FCAT 2.0
4	The anticipated barrier is insufficient time to incorporate math instruction through technology.	Continue to utilize Before/After School Math Lab (Gizmos and Fastmath) and classroom instruction to incorporate math instruction through technology.	Principal Assistant Principal	Math Diagnostic On-going monitoring	2013 Mathematics FCAT 2.0
5	The anticipated barrier is a lack of professional development for ESE and General Ed. teachers.	Continue monthly Inclusion/Collaboration meeting with Gen. Ed. and ESE Teachers. Provide professional development on Grade Level Access Points.	Principal Assistant Principal RTI/Inclusion Facilitator ESE Contact	Agendas Attendance Sign Ins Meeting Minutes	2013 Mathematics FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 6 years our school will decrease their achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	70%	73%	76%	79%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math Targets. White Black, Hispanic and Asian. All subgroups will meet the 2013 Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% White, 51% Black, 40% Hispanic, and 18% Asian where not making satisfactory progress in mathematics.	By 2013, 18% White, 46% Black, 33% Hispanic and, 5%Asian will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Not all sub-groups of students are meeting high standards based on the FCAT 2.0.	Increase proficiency by using data based decisions and planning instruction to meet needs of all students.	Principal Assistant Principal	Data based decisions LTMS Diagnostics	2013 FCAT 2.0 Results
2	The anticipated barrier is a gap between school and home connection due to cultural or language differences.	Establish/emphasize school activities which promote diversity and multicultural awareness. Communication between home and school will be distributed in 3 languages.	Principal Assistant Principal Principal Multicultural Committee	Mathematics Diagnostics Parent Trainings Minutes/Sign in	2013 FCAT Mathematics 2.0 SEQ-Parent Survey Results
3	The anticipated barrier is that students are not familiar with math vocabulary.	School will continue "Math Moments With Mrs. Myers" which will present math vocabulary words on morning news.	Principal Assistant Principal Staff Members	Informal Discussions and Assessments	2013 FCAT Mathematics 2.0
4	The anticipated barrier is that students are experiencing challenges regarding math "word problems".	Explicit instruction on problem-solving strategies, identifying key words, and understanding vocabulary.	Principal Assistant Principal Teachers	Mathematics Diagnostics Informal and formal classroom assessments	2013 FCAT Mathematics 2.0

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:	ELL did not meet the 2012 mathematics target. ELL will meet the 2013 mathematics target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% of ELL students were not satisfactory progress in mathematics.	By 2013, 43% of ELL will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is language and communication between ELL, parents and teachers	Increase use of CLF's to assist parents in Spanish and Creole.	Principal Assistant Principal ELL Teacher	LTM's observations Diagnostics SAL-P	2013 FCAT 2.0 Results
2	The anticipated barrier is limited resources for parents in their native language.	Implement a Math Training in Spanish, English, and Creole.	Principal Assistant Principal ELL Teacher Teachers	Attendance Logs	Parent Survey Results
3	The anticipated barrier is lack of math vocabulary of ELL.	Provide instruction with vocabulary words translated.	Principal Assistant Principal ELL Teacher Regular Teachers	Diagnostics	2013 FCAT 2.0 Results

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:	SWD did not meet the 2012 Mathematics target. SWD will meet the 2013 Mathematics targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

51% of SWD did not make satisfactory progress in mathematics.	By 2013, 42% of SWD will not make satisfactory progress in mathematics.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that Classroom teachers need support in differentiating instruction for ESE Students.	Provide support pertaining to Inclusion and meeting the needs of diverse learners.	Principal Assistant Principal PDD Team	LTM's Planning Meetings Review of Teacher Plans Diagnostics SAL-P	FCAT 2.0 Results

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically disadvantaged students did not meet 2012 mathematics target. Economically disadvantaged students will meet the 2013 mathematics target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of the economically disadvantaged students are not making satisfactory progress in mathematics.	By 2013, 38% of Economically disadvantaged students will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is parents need additional training to academically assist their children at home.	Provide training opportunities for parents to learn how to assist their children at home.	Principal Assistant Principal	Parent feedback Diagnostics	2013 FCAT 2.0
2	The anticipated barrier is a gap in the home/school connection.	Provide resources to parents/families to assist with home learning by establishing a Parent Resource Room. All communications will be sent home in 3 languages: English, Creole, and Spanish. We will continue to utilize the "One Voice" call out system to communicate to families in all 3 languages.	Principal Assistant Principal Classroom Teachers	Parent Evaluations Attendance sheets/sign-in	SEQ-Parent Survey Results 2013 Mathematics FCAT 2.0
3	The anticipated barrier is limited opportunities to provide extension math activities for parents.	Order and distribute to parents "Math & Science Connection" (A newsletter that shows parents how to help their children develop a better understanding of math and science). This is sent in all three languages: English, Creole, and Spanish.	Principal Assistant Principal Classroom Teachers	Parent Conferences	2013 Mathematics FCAT 2.0 SEQ Parent Survey Results
4	The anticipated barrier is parents do not understand the strategies involved in the	Offer parent trainings to assist parents with strategies.	Principal Assistant Principal Classroom Teachers	Parent Evaluations Attendance sheets/sign-in	SEQ-Parent Survey Results 2013 Mathematics FCAT 2.0

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
Integrating a workshop model approach to teaching math.	K-5 Teachers	PDD	K-5 Teachers	2012-13 School year.	PDD, LTM, Walkthroughs.	Principal, Assistant Principal
Integrating Common Core Standards for math K-5	K-5 Teachers	PDD, Curriculum Meetings	K-5	2012-13 School Year.	PDD, LTMs	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a morning math lab for programs such as the Research based program "FAST Math"	FASTT math program, Computers	Purchased by school district	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement a Morning Math Lab for Gizmos, FASTT Math and Go Math for activities for selected students.	Computerized programs.	Purchased by school district.	\$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
After school tutorial program will focus on providing additional remediation strategies for targeted students. Incentives for participation will be provided	Part- Time In-System Tutorial/Enrichment grades 2-5	Title 1	\$6,250.00
Promote and increase leveled, and non-fiction libraries for classroom teachers.	non-fiction math libraries	Title 1	\$3,500.00
Provide materials for workshop model teaching in math.	math station materials, resources, manipulatives, ink, paper, notebooks.	Title 1	\$2,000.00
Math & Science Connection" (A newsletter that shows parents how to help their children develop a better understanding of math and science	Monthly News Letter for Parents and Students.	Title 1	\$500.00
			Subtotal: \$12,250.00
			Grand Total: \$12,250.00

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:		During the 2013 Science Portion of FCAT, 36% of the fifth grade students will achieve proficiency (Level 3).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
31% (39) of students in grade 5 achieved proficiency (Level 3) in the Science portion of FCAT in 2012.		36% of students in grade 5 will achieve proficiency (Level 3) in the Science portion of the 2013 FCAT 2.0.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the lack of student application with the scientific process.	The science lab teacher will utilize hands-on experiments focusing on Big Idea 1 in K-5, Hawk's Eye Science and the ARM book in 5th grade.	Principal Assistant Principal Science Lab Resource Teacher 5th grade Science Teachers	Science Notebooks Evaluations Science Diagnostics (3rd - 5th Grades) Science Lab informal assessments SECME Math/Science Fair	2013 Science FCAT 2.0
2	The anticipated barrier is that students are not making connections between real world problems and science.	Students in K-5 will participate in hands-on real world applications and experiments.	Principal Assistant Principal Science Lab Resource Teacher Classroom Teachers	Informal Assessments SECME Math/Science Fair	2013 Science FCAT 2.0
3	The anticipated barrier is that students have not received enough instruction in observational skills.	Utilize one combined Science Notebook for class and Science Lab usage. Students will also participate in various types of Scientific methods using controlled experiments, repeated observations, and making models.	Classroom Teachers Science Lab Teacher	Lesson Plans Classroom Walkthroughs Science Notebooks Science Diagnostics (5th Grade) Science Lab informal assessments	2013 Science FCAT
4	The anticipated barrier is that there are gaps in standards	A Parent Power Night for awareness of the NGSSS will be given. Hawk Eye Science will be developed for each grade level.	Principal Assistant Principal Science Committee Classroom Teachers	Lesson Plans Classroom Walkthroughs Science Notebooks Science Diagnostics (5th Grade) Science Lab informal assessments	2013 Science FCAT
5	The anticipated barrier is that some teachers do not have a deep understanding of various science concepts.	Science teacher and fifth grade teachers will create a science curriculum map focused for all grade levels to teach in order to assure that they	Principal Assistant Principal Science Committee Classroom Teacher	Lesson Plans Classroom Walkthroughs Science Notebooks Science Diagnostics (5th Grade) Science Lab informal	2013 Science FCAT

	are covering all science tested areas in fifth grade. In-house and district Science PDD's will be attended.	assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	On the 2013 FAA, 60% of students taking FAA will score at levels 4,5, and 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4) students taking the 2012 FAA, scored at levels 4, 5, and 6 in science.	60% of student in grades 3-5 taking 2013 FAA will meet proficiency in science by scoring levels 4, 5 and 6.

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	ESE Teacher will use align the curriculum to match the regular classroom curriculum.	Utilize Science Notebooks in the classroom and Science Lab. Give teachers the scope and sequence for each grade level to be followed.	Principal Assistant Principal ESE Teachers	ESE Teacher lesson plans and scope. Team planning notes. Classroom observations and walkthroughs.	2013 FAA

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:	During the 2013 Science Portion of FCAT 2.0 ,35% of the fifth grade students will achieve a Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (38) of students in grade 5 achieved a Level 4 or 5 in the Science portion of FCAT 2012.	35% of students in grade 5 will achieve a Level 4 or 5 in the Science portion of 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the amount of time spent conducting hands-on experiments.	Conduct hands-on experiments in the Science Lab and in the classroom.	Principal Assistant Principal Science Lab Resource Teacher	Science Diagnostic Testing Science Lab Informal Assessments	2013 Science FCAT Results
2	The anticipated barrier is a need to provide additional science support outside of the school day.	The Science, Engineering, Communication, Mathematics and Enrichment (SECME) co-chairs will target students in 4th and 5th grades to enrich science instruction through after school	Principal Assistant Principal SECME Co-Chairpersons	District SECME Olympiad results Informal assessments	2013 Science FCAT Results

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:	During the 2013 Science portion of FAA, 25% of students will score achievement level 7 or above in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1) of students in grade 5 achieved a level 7 or above in the Science Portion of FAA 2012.	25 %of students in grade 5 will score a level 7 or above on the science portion of the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school remedial and enrichment tutorials for third through fifth graders.	Part-Time In System	Title 1	\$5,000.00
Provide science materials for classroom use and science lab.	science manipulatives, ink paper, supplies for experiments, teacher resources, science center materials.	Title 1	\$2,000.00
			Subtotal: \$7,000.00
			Grand Total: \$7,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 writing FCAT, 95% of students will meet proficiency by score a level 3 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (125) students in grade 4 were proficient in writing scoring a level 3 and above on the 2012 FCAT Writes.	95% of students in grade 4 will meet proficiency in writing scoring a level 3 and above on the 2013 FCAT Writes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the home/school connection with continuous vocabulary building/exposure.	Increase the knowledge of word origins through daily participation in "Get to the Root of It" program.	Principal, Assistant Principal Classroom Teachers	Lesson Plans Writing Samples Observations	2013 FCAT Writes
2	The anticipated barrier is that teachers are not using resources that are research based.	Continue implementation of Lucy Calkins' Units of Study to reinforce Writing Workshop Grades K-5.	Principal, Assistant Principal Classroom Teachers	Team notes Palm Beach Writes Study Sessions notes Authentic Writing Samples Observations	Palm Beach Writes
3	The anticipated barrier is the opportunity to learn from colleagues.	Teachers observe, model and reflect on peer instruction.	Assistant Principal District Writing Resource Teacher	Relections Modeled Writing samples Classroom visits Peer Observations Observation	Palm Beach Writes 2013 FCAT Writes
4	The anticipated barrier is a need to extend writing instruction and practice beyond the school day.	To provide an afterschool Writing Club for 4th grade "Best Bet" students.	Assistant Principal Reading Resource Teacher	Palm Beach Writes Authentic Writing Samples	2013 FCAT Writes
5	The anticipated barrier is teachers having insufficient professional development in how to conference with students.	Provide Professional Development on effective teacher/student writing conferences Lucy Calkins' videos and	Principal Assistant Principal PLC Facilitator	Classroom Walkthroughs Observations Authentic Writing Samples and Response Logs	Palm Beach Writes

		books, setting goals with students and teaching how to monitor and assess writing.		Observations	
6	The anticipated barrier is teachers have insufficient training on writing instruction in response to reading. (Common Core Standards.)	Provide professional development on the changes in Common Core Standards with writing.	Principal Assistant Principal PDD Team	Classroom Walkthroughs Observations Authentic Writing Samples and Response Logs Observations	Palm Beach Writes Writing Samples
7	The anticipated barrier is that there is a need for parent training on appropriate grade level writing.	Provide parent training including grade level specific writing samples and strategies.	Principal Assistant Principal	Observations Authentic Writing	Palm Beach Writes 2013 FCAT Writes

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:	On the 2013 FAA, 90% of students will score a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4) students scored a 4 or above on the writing 2012.	90% of students will score a 4 or higher in writing based on 2013 FAA.

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	ESE Teachers have not received adequate training in teaching the Access Points.	Attend trainings on Access Points.	Principal Assistant Principal ESE Teachers Classroom Teachers	Team planning notes Classroom observations and walkthroughs.	2013 FAA

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
Provide Professional Development on Common Core Standards in Writing.	K-5	PDD Team	K-5	2012-13 School year	LTMs Review of lesson plans and team planning Palm Beach Writes	Principal Assistant Principal
					LTMs	

Professional Development on new units of study.	K-5	PDD Team	K-5	2012-2013 school year	Review of lesson plans and team planning Palm Beach Writes	Principal Assistant Principal
Professional Development through district grade level trainings.	K-5	PDD Team	K-5	2012-2013 school year	LTMs Review of lesson plans and team planning Palm Beach Writes	Principal Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Lucy Caulkins Writing Workshop.	Units of Study, mentor texts, chart paper, ink, pens, publishing supplies,stickies	Title 1	\$4,618.00
			Subtotal: \$4,618.00
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
Implement trainings on Common Core Writing Standards.	Professional Development Training	SAC, General Activites	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Writing Club for Fourth grade targeted groups.	Tutorial Afterschool program	Title 1	\$1,250.00
			Subtotal: \$1,250.00
			Grand Total: \$5,868.00

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:	In 2012-13 88% of students will attend school on a regular basis.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
84% (720) of students attended school on a regular basis.	In 2013 88% of students, will atend school on a regular basis.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, we had 16 %(138) students with excessive absences.	In 2013, we expect that no more than 12% of students will have excessive absences not withstanding administrative review of extenuating circumstances.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
In 2012, we had 15% (168) students with excessive tardies.	In 2013, we expect that no more than 12% of students will have excessive absences not withstanding administrative review of extenuating circumstances.				
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	Attendance: The anticipated barrier is the ability to contact parents.	Staff members will send written communication as well as conduct home visits, One Voice Call-out System and a letter will be mailed to the parent.	Guidance Counselor Principal	Attendance and Tardy reports Conference Notes	EDW Reports
2	Tardies: The anticipated barrier is a majority of our students are parent drop off.	Parents must come into the office and sign their children in when they arrive after 8:00am.	Guidance Counselor Attendance Clerk	Monitor attendance data	EDW Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy and Teachers	K-5	Guidance Counselor	School Wide	October 2012	Attendance Rosers	Classroom Teachers, Attendance Clerk Guidance Counselor

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	In 2013, 0% of students will be suspended In-School and Out-of-School.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012 we had 2 student suspended In- school.	In 2013 0% of students will be expected to be suspended In-School.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012 2 studenedt were suspended In-School.	In 2013 2 students are expected to be suspended In-School.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012 0 students were Suspended out of school.	In 2013 0% students are expected to have Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012 we had 0 students suspended Out-of- School.	In 2013, we expect 0% of students to be 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
1	The anticipated barrier is sometimes students make poor choices.	Continue using the RTI/Inclusion Facilitator as a mentor to teachers/students to beproactive with individual student's behavior plans. CHAMPS, SWPBS, and the Mentor Program as well as Guidance/small groups will be utilized to help students.	Principal Assistant Principal	Schoolwide Positive Behavior Supprt Meetings Classroom Walkthroughs	Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In 2013 75% of parents will participate and or attend school activities and events.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on sign in sheets approximately 70% of our families attended and/or participated in school activities and/ or events in the 2011-12 school year.	75% of Hidden Oaks' families will participate and or attend school activities and events.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is that there is a need for parent training to facilitate academic gains.	1. Provide monthly newsletters 2. Parent Power Night 3. Technology training for parents. 4. Reading, Math, Science and Writing training nights for parents. 5. Standards Based Report Card Training will be offered for parents new to Hidden Oaks. 6. Title I Annual Parent Meeting will be held.	Guidance Counselor ESOL Teacher Classroom Teachers Science Lab Resource Teacher RTI/Inclusion Facilitator	Sign in sheets Agendas Meeting Minutes	SEQ Survey Title I Survey
2	The anticipated barrier is that there is inconsistent parental attendance at meetings.	1. Offer different dates and times 2. Provide Child Care during meetings. 3. Offer Incentives for attending meetings 4. Provide all information to parents in 3 languages: English, Creole, and Spanish.	Principal Assistant Principal	Invitations Agendas Sign in sheets Evaluations	SEQ Survey Title I Survey
3	The anticipated barrier is that there is a need for parents to be more involved in school-wide decision making.	1. SAC members will help to design and monitor the SIP. 2. Title I compliance regulations will be disseminated to parents at our annual meeting. 3. Report Card Training will provide opportunities and strategies for parents.	Principal Assistant Principal Teacher Report Card Representatives	SAC Agendas and Minutes Title I Meeting Agendas, Sign-in sheets and Minutes Report Card Powerpoint, Sign in Sheets, Agenda and Minutes	Evaluation Forms Title I Survey
4	The anticipated barrier is that parents need help in learning to assist their children in choosing "just right books" as well as questioning techniques.	Provide training for parents so that they can help their children pick "just right books" and help them with questioning at home	Principal Assistant Principal Teacher Report Card Representatives	Sign In Sheets Agendas Parent Surveys	Parent Survey Teacher evaluation forms
5	The anticipated barrier is parents need help in assisting their students in questioning techniques to assist in comprehension of text.	Provide Trainings for Parents. Donuts with Dads and Muffins with Moms, where parents are given tips and strategies to assist in questioning and conferencing with their child.	Principal Assistant Principal Reading Coach Reading Leadership Team	Sign In Sheets Agendas Parent Surveys	Parent Surveys, Attendance sheets
6	The anticipated barrier is that Parents of ESE Students need more information on Access Points.	Implement a ASD Parent Training to assist parents in helping their child at home.	Principal Assistant Principal ESE Teachers.	Sign In Sheets Agendas Parent Surveys	Parent Surveys, Attendance Sheets.
7	The anticipated barrier is that new teachers need assistance for utilizing the assistance of parents and volunteers in the classroom	Provide training by Volunteer coordinator in utilizing assistance of volunteers	Principal Assistant Principal Teacher	Sign Sheets Evaluations	Evaluations

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
Staff Training on increasing Family Involvement	K-5	PD Facilitator	All staff	Faculty Meetings	Evaluations Teacher Feed back	Principal Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
We will provide parent trainings in the reading, math, science and writing	supplies Ink, paper, toner, books, taining materials, refreshments for trainings.	Title 1	\$2,968.00
			Subtotal: \$2,968.00
			Grand Total: \$2,968.00

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue development of Reading Counts incentive program with individual student goals.	Books and bookmarks to be used as Reading Counts incentives	General Activites	\$500.00
Mathematics	Implement a morning math lab for programs such as the Research based program "FAST Math"	FASTT math program, Computers	Purchased by school district	\$0.00
Writing	Implement Lucy Caulkins Writng Workshop.	Units of Study, mentor texts, chart paper, ink, pens, publishing supplies,stickies	Title 1	\$4,618.00
				Subtotal: \$5,118.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue to implement Reading Plus Program. Students will be able to utilize the before/after school reading lab as well as at home to incorporate reading instruction through technology	Reading Plus Software	Leasing 3rd year of a 3 year license.	\$0.00
Mathematics	Implement a Morning Math Lab for Gizmos, FASTT Math and Go Math for activities for selected students.	Computerized programs.	Purchased by school district.	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire a .5 PD resource teacher to provide support for Response to intervention and reading strategies to assist below level students	Salary for classroom /resource teacher	Title 1	\$31,822.00
Reading	Provide Professional Development for Reading Workshop	Travel out of state including registrations. Teacher and Adminstrator attended k-2, and 3-5 training on Reading Workshop at Teacher's College in NYC. Air Fare, Hotel, Per Diem, Taxi.	Title 1	\$4,000.00
Reading	Provide Professional Development materias for trainings	Books, paper, ink for EDW Reports, training materials	Title	\$2,000.00
Writing	Implement trainings on Common Core Writing Standards.	Professional Development Training	SAC, General Activites	\$0.00
				Subtotal: \$37,822.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide "Just right books" to support Reading Workshop.	Leveled Classroom Libraries, "Just Right Books", Mentor Text K-5	Title 1	\$8,000.00
Reading	Implement Reading Workshop in grades K-5. After school tutorial	Paper, Ink, Chart Paper, Post-its.	Title 1	\$1,600.00

Reading	program will focus on providing additional remediation and enrichment strategies for target students.	Part- Time In -System	Title 1	\$12,550.00
Reading	After school tutorial program will focus on providing additional remediation strategies for targeted students.	Tutorial/Enrichment supplies (paper, pencils, folders, markers, charts, resource books, Sunshine State Readers.)	Title 1	\$400.00
Reading	In order to increase excitement for reading, we will implement fun reading programs such as K-2 Secret Book Club, Hawk's Hideway, Trade a Book Tuesday and Reading Rocks.	Paperback picture books	SAC and PTA	\$800.00
Reading	Hire a .5 resource teacher to work with targeted below grade level students in reading.	Salary for classroom/resource teacher.	Title 1	\$31,822.00
Mathematics	After school tutorial program will focus on providing additional remediation strategies for targeted students. Incentives for participation will be provided	Part- Time In-System Tutorial/Enrichment grades 2-5	Title 1	\$6,250.00
Mathematics	Promote and increase leveled, and non-fiction libraries for classroom teachers.	non-fiction math libraries	Title 1	\$3,500.00
Mathematics	Provide materials for workshop model teaching in math.	math station materials, resources, manipulatives, ink, paper, notebooks.	Title 1	\$2,000.00
Mathematics	Math & Science Connection" (A newsletter that shows parents how to help their children develop a better understanding of math and science	Monthly News Letter for Parents and Students.	Title 1	\$500.00
Science	Provide after school remedial and enrichment tutorials for third through fifth graders.	Part-Time In System	Title 1	\$5,000.00
Science	Provide science materials for classroom use and science lab.	science manipulatives, ink paper, supplies for experiments, teacher resources, science center materials.	Title 1	\$2,000.00
Writing	Implement Writing Club for Fourth grade targeted groups.	Tutorial Afterschool program	Title 1	\$1,250.00
Parent Involvement	We will provide parent trainings in the reading, math, science and writing	supplies Ink, paper, toner, books, taining materials, refreshments for trainings.	Title 1	\$2,968.00
Subtotal: \$78,640.00				
Grand Total: \$121,580.00				

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 10/2/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Assist in provide funding for Professional Development and books to support implementation of Reading Workshop.	\$1,000.00

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

Assist in making academic decisions for Hidden Oaks for the 2012-13 School year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District HIDDEN OAKS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	85%	72%	324	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	70%	67%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	70% (YES)			136	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					597	
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 HIDDEN OAKS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	88%	60%	309	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	71%	63%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	68% (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					574	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested