

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Jim Pegg

SAC Chair: Karen Pierce & Deborah Bosis

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/30/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jim Pegg	Degree(s)/ Certification(s) B.S. Education, California University of Pennsylvania M.S. Educational Leadership, Barry University Early Childhood PK-3, elementary K-6, ESOL endorsement,	8	15	Principal of Dwight D. Eisenhower School 2011-2012-Grade A: Reading Mastery 57%, Math Mastery 61%, Writing Mastery 86%, Science Mastery 68%. 2010-2011-Grade A: Reading Mastery 76%, Math Mastery 72%, Writing Mastery 96%, Science Mastery 74%; AYP: Black, Hispanics, ED, and SWD need improvement in Reading. All sub-groups need improvement in Math. 2009-2010-Grade B: Reading Mastery 78%, Math Mastery 72%, Writing Mastery 88%, Science Mastery 60%; AYP: Black and ED need improvement in Reading. Black, ED, and SWD need improvement in Math. 2008-2009-Grade A: Reading Mastery 86%, Math Mastery 80%, Writing Mastery 86%, Science Mastery 61%; AYP: SWD did not make AYP in math. 2007-2008-Grade C: Reading Mastery 68%, Math Mastery 63%, Writing Mastery 75%, Science Mastery 41%; AYP: did not make AYP in math, Black, ED, and SWD did

		Educational Leadership K-12, principal K-12			not make AYP in Reading or Math. 2006-2007-Grade C: Reading Mastery 70%, Math Mastery 60%, Writing Mastery 91%, Science Mastery 31%; AYP: did not make AYP in math, Black and SWD did not make AYP in Reading or Math. ED did not make AYP in math. 2005-2006-Grade C: Reading Mastery 68%, Math Mastery 58%, Writing Mastery 52%; AYP: Black did not make AYP in Reading or Math. ED and SWD did not make Math.
Assis Principal	Steve Collins	B.A.E. Elementary Education, Florida Atlantic University M. Ed. Educational Leadership, Lynn University ESOL Endorsed Professional Educator Certification -Elementary Education (1-6) -Integrated Studies (5-9)	1	3	Assistant Principal of Dwight D. Eisenhower School 2011-2012-Grade A: Reading Mastery 57%, Math Mastery 61%, Writing Mastery 86%, Science Mastery 68%. 2010-2011-Grade A: Reading Mastery 76%, Math Mastery 72%, Writing Mastery 96%, Science Mastery 74%; AYP: Black, Hispanics, ED, and SWD need improvement in Reading, All sub-groups need improvement in Math. Assistant Principal of Pleasant City Elementary School, 2010-2011, Grade-A Assistant Principal of Pleasant City Elementary School, 2009-2010, Grade-F Instructional Specialist, JFK Middle and Pahokee Middle/Senior High School, 2008-2009-Grade C Instructional Specialist, Pahokee Middle/Senior High School, 2007-2008-Grade C

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Martinez	Degrees BA - Education MS - Education - Specialization TESOL Ed.S - Educational Leadership Certification Pre-Kindergarten/Primary Education (Age 2 - Grade 3) Elementary Education (Grades K-6) Exceptional Student Education (Grades K-12) English Speakers of Other Languages (Grades K-12) Educational Leadership (ALL LEVELS)	7	7	2011-2012-Grade A: Reading Mastery 57%, Math Mastery 61%, Writing Mastery 86%, Science Mastery 68%. 2010-2011-Grade A: Reading Mastery 76%, Math Mastery 72%, Writing Mastery 96%, Science Mastery 74%; AYP: Black, Hispanics, ED, and SWD need improvement in Reading, All sub-groups need improvement in Math. 2009-2010-Grade B: Reading Mastery 78%, Math Mastery 72%, Writing Mastery 88%, Science Mastery 60%; AYP: Black and ED need improvement in Reading. Black, ED, and SWD need improvement in Math. 2008-2009-Grade A: Reading Mastery 86%, Math Mastery 80%, Writing Mastery 86%, Science Mastery 61%; AYP: SWD did not make AYP in math. 2007-2008-Grade C: Reading Mastery 68%, Math Mastery 63%, Writing Mastery 75%, Science Mastery 41%; AYP: did not make AYP in math, Black, ED, and SWD did not make AYP in Reading or Math. 2006-2007-Grade C: Reading Mastery 70%, Math Mastery 60%, Writing Mastery 91%, Science Mastery 31%; AYP: did not make AYP in math, Black and SWD did not make AYP in Reading or Math. ED did not make AYP in math. 2005-2006-Grade C: Reading Mastery 68%, Math Mastery 58%, Writing Mastery 52%; AYP: Black did not make AYP in Reading or Math. ED and SWD did not

Gifted / Endorsement				make Math.
Reading / Endorsement				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meeting of new teachers with administrative staff.	Principal and/or Assistant Principal	on-going	on-going
2	2. Partnering new teachers with veteran staff.	Assistant Principal	on-going	on-going
3	3. Soliciting referrals from current employees.	Principal	on-going	on-going

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7% (4)	All "out of field" teachers are due to a lack of ELL endorsement. Those teachers are encouraged by the administration to complete their endorsement coursework.

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
57	8.8%(5)	26.3%(15)	36.8%(21)	28.1%(16)	43.9%(25)	100.0%(57)	3.5%(2)	7.0%(4)	54.4%(31)

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
Debbie Lafever	Kim Barnes	Mrs. Barnes is a beginning teacher in a second grade classroom and Ms. Lafever is an experienced teacher with successful second grade classroom experience.	Ms. Lafever models effective teaching strategies and meets regularly with Mrs. Barnes to assist in planning and to share strategies and skills.
		Ms.	

Deborah Botic	Leigh-Ann Rosenzweig	Rosenzweig is a beginning Montessori teacher. Mrs. Botic is an experienced Montessori teacher with successful classroom experience.	Mrs. Botic models effective teaching/Montessori strategies and meets regularly with Ms. Rosenzweig to assist in planning and to share strategies (including Montessori strategies) and skills.
Jennifer Incantolupo	Coleen Pertler	Ms. Pertler is a beginning ESE pre-k teacher and Mrs. Incantolupo is an experienced ESE pre-k teacher with successful classroom experience.	Mrs. Incantolupo models effective teaching strategies and specific ESE strategies and meets regularly with Ms. Pertler to assist in planning and to share strategies and skills.
Alex Bartis	Alyssa Jodzis	Ms. Jodzis is a beginning Montessori pre-k teacher and Ms. Bartis experienced Montessori pre-k teacher with successful classroom experience.	Ms. Bartis models effective teaching/Montessori strategies specific pre-k strategies and meets regularly with Ms. Jodzis to assist in planning and to share strategies (including Montessori strategies) and skills.
Lori Dudden	Kim Latson	Ms. Latson is an experienced pre-k CDA but a beginning pre-k classroom teacher. Mrs. Dudden is an experienced pre-k teacher with successful classroom experience.	Mrs. Dudden models effective teaching strategies and strategies and meets regularly with Ms. Latson to assist in planning and to share strategies and skills.

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

Dwight D. Eisenhower utilizes certified staff to provide supplementary in-school instruction to the lowest 25% of the students or any student struggling with a particular concept. In addition, we offer after school tutorial to third-fifth grade students who may need even more supplementary reading, writing, and/or math time.

School-wide Professional Development is organized and monitored, and sometimes conducted by our Title I funded Reading Coach. The Reading Coach will be conducting professional development on Targeting AMO Subgroups /Differentiated Instruction. Other professional development that may be provided by Title I funding is for student portfolios, SAL-P/Individualized student conferences, Readers Workshop/Literacy Block, a book study on boys and reading, our standards-based report cards, and Common Core Standards. Individual professional development is provided to classroom teachers, as needed.

Dwight D. Eisenhower also offers a variety of parent trainings and student performances to encourage families to become more involved in our school. For example, we urge parents to join our School Advisory Council and PTO. We offer FCAT Family Night, Reading and Math Strategy Night, and Curriculum Nights to keep our parents informed and involved.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

District receives supplemental funds for improving basic education programs for on-going professional development.

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. We have a full-time ELL teacher, a full-time Spanish CLF, and a part-time Creole CLF.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI will be used to support intensive reading instruction for the lowest 25% in grades 2-4.

Violence Prevention Programs

Dwight D. Eisenhower teaches a district sponsored program about and against bullying.

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

Nutrition Programs

Throughout the school year, Dwight D. Eisenhower offers free breakfast to all students and free and reduced lunch through a federally funded program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Dwight D. Eisenhower provides Voluntary Pre-k. We also provide Required Instruction listed in 1003.42(2) F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The core MTSS/ RtI Leadership Team is:

- Principal, Jim Pegg
- Exceptional Student Education (ESE) Coordinator, Amy Baron
- Reading Coach, Jennifer Martinez
- Supplemental Academic Instruction (SAI) Teacher, Diane Testa

- Exceptional Student Education (ESE) Teachers, Tamara Sweeny and Jill Bail
- School Psychologist, Zinta Pederson
- Speech Language Pathologists, Michelle Tori, Cortesa Pruner, Marquita Hall
- Guidance Counselor, Cindy Okun

Also included when necessary is:

- Deaf Hard of Hearing Teachers, Lori DiRoberto and Diana Nichols
- Classroom teacher
- English Language Learner (ELL) teacher, Cindy Davies
- Crisis Intervention Teacher (CIT), Ashley Gulick
- Assistant Principal, Steven Collins

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

The school-based MTSS/RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the effective learning environments needs of the children. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets.

The RtI Leadership Team and the School Based Team function as one. They meet at least on a bi-weekly basis, but more frequently as potential problems arise

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

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

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

- FCAT scores with the lowest 25%
- Subgroup scores
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

- The MTSS/RtI Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of need and appropriate research-based interventions to address these needs. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Reading Coach, SAI Teacher, ESE Teacher, Guidance Counselor,) and report back on all data collected for further discussion at future meetings. These MTSS needs are taken into consideration when writing the strategies for the SIP.

MTSS Implementation

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

Baseline data:

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

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
 Palm Beach County Winter Diagnostics

Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator and the RtI Facilitator will provide in-service to the faculty on designated professional development days (PDD) and/or Learning Team Meetings. These in-service opportunities will include, but are not limited to, the following:

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

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

Describe the plan to support MTSS.

Professional Development will be provided during Learning Team Meetings and a faculty meeting. Individual teacher assistance will be provided on an as needed basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal, Jim Pegg
- Assistant Principal, Steve Collins
- Reading Coach, Jennifer Martinez
- SAI Teacher, Diane Testa
- ELL teacher, Cindy Davies

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

The LLT meets twice per month to analyze data and devise new strategies and student grouping as needed. The meetings are typically lead by the principal, but may also be lead by a team member sharing a training experience with the other members.

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

The major initiative of the LLT will be to increase the percentage of students reading and writing on or above grade level. Another major initiative will be to increase the percentage of students making learning gains.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/16/2012)

*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.

Dwight D. Eisenhower Elementary School is pre-k (Special Needs & Montessori VPK) through fifth grade. Even though many of our pre-K students do not transition into our k-5 elementary school, we are keenly aware of the transition needs of a pre-k student into a regular school population.

Our pre-k staff and kindergarten staff collaborated to develop a brochure for parents explaining essential readiness skills for all entering kindergarten students. At our spring "Kindergarten Round-up," this pamphlet is furnished and explained to the parents. If parents do not attend the spring "Round-up," the pamphlet is given to the parents when the kindergarten student is registered.

To ease the transition for parent of kindergarten or pre-k students, we offer school tours. Many of these are in conjunction with our Montessori VPK program, but many are for the parents of our regular pre-k and entering kindergarten students.

To ease the entering kindergarten students into their school career, we stagger the start date of the students. The kindergarten students are started in small groups with each group starting on one of three days and then all returning on the fourth day of school. With the staggered start, each group of students is given the opportunity for a more intimate, less overwhelming start to school.

At the beginning of each school year, the incoming Kindergarten students are evaluated on school readiness using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS consists of two subsets, the Early Childhood Observation System (ECHOs) and the Florida Assessment in Reading (FAIR). The data will be used to plan academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core curriculum. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Re-screening will take place mid-year and at the end of the year to determine student learning gains and the need for changes to instruction and/or intervention.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	At least 32% of the 3rd, 4th, and 5th grade students will achieve FCAT Level 3. Our students performed as well as the district and state.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (39)	32% (60)

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	Poor attendance and/or tardiness -Lack of adequate technological resources -Lack of funding -Adequate time for professional development	. All k-5 classroom teachers will implement a Balanced Literacy Program through a 90 min. uninterrupted reading-block utilizing both whole group and small group guided reading and meaningful literacy centers that incorporate various resources including multicultural libraries.	Principal and Reading Coach	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT
2	Poor attendance and/or tardiness	All k-5 classroom teachers will continue to provide direct instruction in and opportunities for authentic response to literature (book reports, Reading Response Journals, text talks, etc...).	Principal and the Reading Coach	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT
3	Poor attendance and/or tardiness	Media Specialist will provide student support during classroom center time for research projects as needed.	Principal and Reading Coach	Review Common Assessments and District SSS Diagnostics	Review Common Assessments and District SSS Diagnostics

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Sixty-one (35%) of our tested students scored above grade level on the 2012 FCAT. We scored at the same levels as the district and state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (61)	45% (84)

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	Poor attendance and/or tardiness	Additional resources for the high-achieving population for grades k-5 will include enrichment sessions with additional personnel.	Principal and Reading Coach	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT.

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2012 FCAT, 77% (71) of our fourth and fifth grade students made learning gains. Those numbers are higher than the state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (71)	82% (153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support.	Student Achievement Chats will be conducted with all students following Fall and Winter District SSS Diagnostic testing utilizing portfolios of student work and the Student Assessment Literacy Project (SAL-P).	Principal and classroom teacher	Administrators will review log for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
2	Poor attendance and/or tardiness	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues).	Principal, Reading Coach, and classroom teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT.

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2012 FCAT, 66% of the lowest 25% made learning gains. We will increase it to at least 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%	70%

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	Poor attendance and/or tardiness -Scheduling conflicts -availability of additional personal	Utilizing RtI, additional resources for reading interventions will include research-based strategies, additional personnel, Supplemental Educational Services (SES) and Immediate Intensive Intervention (iii).	Principal and Reading coach	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT.

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 # Within six years, we will reduce the percentage of students underachieving in reading by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	63%	67%	71%	74%	

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:	All ethnic subgroups will achieve proficiency or the percentage of underachieving will decrease on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 37% Black: 58% Hispanic: 34% Asian: 27% American Indian: N/A	White: 27% Black: 55% Hispanic: 35% Asian: 17% American Indian: 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
	Poor attendance and/or	Using student data to	Principal, Reading	Review common	Common

1	tardiness -Students missing the necessary parental/home support.	match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues).	Coach, ESE teacher, and SAI teacher	assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students	Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students not achieving proficiency decrease by 15% or more on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	40%

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	Poor attendance and/or tardiness -Students missing the necessary parental/home support. -Scheduling conflicts -availability of additional personal	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues).	Principal, Reading Coach, ELL teacher, ESE teacher, and/or SAI teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, CELLA, and FY13 FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of SWD students not achieving proficiency decrease by 1% or more on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (23)	68%

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	Poor attendance and/or tardiness -Students missing the necessary parental/home support.	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and	Principal, Reading Coach, ESE teacher, and/or SAI teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT

-Scheduling conflicts -availability of additional personal	visual cues).	to determine groupings to target the needs of students.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of ED students not achieving proficiency decrease by 5% or more on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (63)	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance and/or tardiness -Students missing the necessary parental/home support. -Scheduling conflicts -availability of additional personal	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues).	Principal, Reading Coach, ESE teacher, and SAI teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT

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
Differentiated Instruction	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Administration and Reading Coach
iObservation	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal
CHAMPS & SwPBS	k-5/all subjects	Jim Pegg, Principal	All teachers and some support personnel	Profession Development Days	Classroom Walkthroughs	Principal
Portfolio Training/ SAL- P/Individualized Student Conferences	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings Student meetings 	Administration

Readers Workshop and Support for the Literacy Block	k-5 Reading Teachers	Jennifer Martinez, Reading Coach	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Administration and Reading Coach
Book Study of Swagger by Lisa Bloom	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal
Standards-Based Report Cards	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal and Reading Coach
Common Core Standards	k-1	Jim Pegg, Principal	All k-1 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing RTI, additional resources for reading interventions will include research-based strategies, additional personnel, Supplemental Educational Services (SES) and Immediate Intensive Intervention (iii).	Reading Coach	Title I	\$63,644.00
			Subtotal: \$63,644.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues.	Reading A-Z	Title I	\$839.40
			Subtotal: \$839.40
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
Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues	Reading Tutoring	Title I	\$3,000.00
Utilizing RTI, additional resources for reading interventions will include research-based strategies, additional personnel, Supplemental Educational Services (SES) and Immediate Intensive Intervention (iii).	National Geographic For Kids	School Improvement	\$136.00
			Subtotal: \$3,136.00
			Grand Total: \$67,619.40

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		There will be a 7% (statistically significant) increase, in the number of ELL students who have mastered listening and speaking in English as shown on the CELLA testing.			
2012 Current Percent of Students Proficient in listening/speaking:					
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	Poor attendance and/or tardiness -Students missing the necessary parental/home support.	Use student data to individualize listening and speaking goals and provide small-group situations including shared reading, oral presentations, following verbal directions, etc...	ELL teacher, classroom teacher, and Principal	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT & CELLA testing

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		At 43% or more of our k-5 ELL students will achieve proficiency in reading on the 2013 CELLA testing.			
2012 Current Percent of Students Proficient in reading:					
33% (20)					
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	Poor attendance and/or tardiness -Students missing the necessary parental/home support.	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues).	Principal, Reading Coach, and ELL teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostics, K-4 Literacy Assessment, and FY13 FCAT & CELLA testing

Students write in English at grade level in a manner similar to non-ELL students.					
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3. Students scoring proficient in writing. CELLA Goal #3:		At 40% or more of our 2-5 ELL students will achieve proficiency in reading on the 2013 CELLA testing.			
2012 Current Percent of Students Proficient in writing:					
30% (18)					
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	Poor attendance and/or tardiness -Students missing the necessary parental/home support.	Additional resources including tutoring and small group/individualized instruction and ELL teacher will be implemented for additional writing differentiated/tailored instruction.	Principal, Classroom Writing Teacher, and ELL Teacher	Review of writing samples and assessments to determine progress.	Writing Common Assessments and 2013 FCAT Writing

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	On the 2013 FCAT, 43% of the grade 3-5 students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (58)	43% (80)

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	Poor attendance and/or tardiness -Students missing the necessary parental/home support. -Adequate supplemental materials to address students lacking basic math computational skills.	All k-5 classroom teachers will implement daily activities to address the benchmarks and standards of computational skills then collect and chart interval achievement data.	Administration and classroom teacher	Review common assessment, District SSS Diagnostic data reports, and math facts Student Achievement Chats during walkthroughs.	Math Facts Drill Chart, Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
2	Adequate supplemental materials to address students lacking basic math computational skills.	All k-5 classroom teachers will implement basic math fact drills using various materials such as Montessori materials, Math Minutes, Math 4 Today, Fast Track to FCAT, etc...	Administration and classroom teacher	Review common assessment, District SSS Diagnostic data reports, and math facts Student Achievement Chats during walkthroughs.	Math Facts Drill Chart, Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2013 FCAT, 38% of the grade 3-5 students will achieve Level 4 & 5 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (49)	38% (71)

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	-Poor attendance and/or tardiness. -adequate technology	To differentiate instruction, all k-5 classroom teachers will continue the implementation of computerized mathematics software.	Principal and classroom teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Computer Software results, Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT, 82 (83%) of our fourth and fifth grade students made learning gains. On the 2013, we want at least 87 % of the tested students to make learning gains.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (82)	87%

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	Poor attendance and/or tardiness -Students missing the necessary parental/home support.	All k-5 classroom teachers will incorporate math manipulatives in small group instruction and centers which include Montessori materials and Hands-On Equations (as grade appropriate).	Administration and classroom teacher	Review common assessment, District SSS Diagnostic data reports, and math facts Student Achievement Chats during walkthroughs.	Math Facts Drill Chart, Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
2	Poor attendance and/or tardiness -Students missing the necessary parental/home support.	All k-5 classroom teachers will implement daily activities to address the benchmarks and standards of computational skills then collect and chart interval achievement data.	Administration and classroom teacher	Review common assessment, District SSS Diagnostic data reports, and math facts Student Achievement Chats during walkthroughs.	Math Facts Drill Chart, Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

On the 2012 FCAT, 81% of our lowest 25% of students made learning gains. At least 86% of the lowest 25% of students will make learning gains on the 2013 FCAT.

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

81%					86%
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	Poor attendance and/or tardiness	To differentiate instruction, all k-5 classroom teachers will continue the implementation of remedial small-groups and computerized mathematics software.	Principal and classroom teacher	Review common assessment and District SSS Diagnostic data reports to ensure teachers are assessing students according to the created schedule and to determine groupings to target the needs of students.	Computer Software results, Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

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 # Within six years, the percentage of students not reaching proficiency in math, will decrease by at least 16%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	59%	63%	67%	71%	

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:	All ethnic subgroups will show an increase of percentage profient by 9% or more on the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 31% Black: 49% Hispanic: 46% Asian: 18% American Indian: N/A	White: 32% Black: 58% Hispanic: 42% Asian: 17% American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support.	Using data to identify areas for differentiated instruction; teachers will provide small-group instruction and classroom centers.	Principal, ESE teacher, and classroom teacher.	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
2	Poor attendance and/or tardiness -adequate technology -adequate personnel and scheduling conflicts	Utilize resources including ESE teachers, SES, FCAT tutoring, pullout instruction, word wall, and manipulatives.	Principal and ESE teacher	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

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:	We will decrease the number of ELL students not achieving proficiency by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	43%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support. -Scheduling conflicts -availability of additional personal	Additional resources, including ELL support, SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated instruction of the ELL students.	Administration, ELL teacher, and classroom teacher	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
2	Poor attendance and/or tardiness	Using data to identify areas for differentiated instruction; teachers will provide small-group instruction and classroom centers.	Administration, ELL teacher, and classroom teacher	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

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:	We will increase the number of Students with Disabilities achieving proficiency by at least 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support. -Scheduling conflicts -availability of additional personal	Additional resources, including ESE teachers, SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated instruction of SWD.	Principal, ESE teacher, and classroom teacher	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
	Poor attendance and/or tardiness	Using data to identify areas for differentiated	Principal, ESE teacher, and	Frequent review of student data to	Common Assessments,

2	instruction; teachers will provide small-group instruction and classroom centers.	classroom teacher	determine groupings to target the needs of students.	District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percent of the Economically Disadvantaged students achieving proficiency will increase by at least 3% on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support. -Scheduling conflicts -availability of additional personal	Additional resources, including SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated instruction of ED students.	Principal, SES Coordinator, and classroom teacher	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test
2	Poor attendance and/or tardiness	Using data to identify areas for differentiated instruction; teachers will provide small-group instruction and classroom centers.	Administration, ELL teacher, and classroom teacher	Frequent review of student data to determine groupings to target the needs of students.	Common Assessments, District SSS Diagnostic Tests, 2013 FCAT Mathematics Test

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs & SwPBS	k-5/all subjects	Jim Pegg, Principal	All teachers and some support personnel	Profession Development Days	• Classroom Walkthroughs	Principal
Differentiated Instruction	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	• Lesson Plans • Classroom Walkthroughs • Learning Team Meetings	Administration and Reading Coach
iObservation	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	• Lesson Plans • Classroom Walkthroughs • Learning Team Meetings	Principal

Portfolio Training/ SAL- P/Individualized Student Conferences	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings Student meetings 	Administration
Standards- Based Report Cards	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs 	Principal and Reading Coach
Common Core Standards	k-1	Jim Pegg, Principal	All k-1 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
			Subtotal: \$0.00	
Technology				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data	No Data	No Data	\$0.00	
			Subtotal: \$0.00	
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
	Additional resources, including SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated instruction of ELL, SWD, and ED students.	Differentiated Instruction	Title I	\$1,100.00
			Subtotal: \$1,100.00	
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
	Additional resources, including SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated instruction of ELL, SWD, and ED students.	Tutoring	Title I	\$3,000.00
			Subtotal: \$3,000.00	
			Grand Total: \$4,100.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2013 FCAT Science test, 50% or more of the 5th graders would score Level 3.

2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (23)	50% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are weak in data analysis	All teachers will provide direct instruction on interpreting information (graphs, diagrams, pictures, text, etc...) utilizing various resources including Gizmos computer program.	Principal and classroom teacher	Review common assessment and District SSS Diagnostic data reports to determine progress.	Common Assessments, 2013 FCAT, and District SSS Diagnostic tests.
2	Poor attendance and/or tardiness	Students will be engaged in the nature of science, the scientific method, and scientific analyses by utilization of the Science Oriented Activities and Resources (SOAR) Room for hands-on scientific activities/investigations for a minimum of 30 min/wk.	Principal and Science Resource Teacher	Review common assessment and District SSS Diagnostic data reports to determine progress.	Common Assessments, 2013 FCAT, and District SSS Diagnostic tests.

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At least 38% of the 5th grade students will achieve Science FCAT Level 4 or 5.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
28% (16)			38% (25)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support.	Additional resources including cooperative learning groups and hands-on instruction will be implemented for additional science differentiated instruction.	Principal, classroom teacher.	Review common assessment and District SSS Diagnostic data reports to determine progress.	Common Assessments, 2013 FCAT, and District SSS Diagnostic tests.

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:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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
Differentiated Instruction	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Administration and Reading Coach
				Profession	<ul style="list-style-type: none"> Lesson Plans 	

iObservation	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Development Days and Learning Team Meetings (min. 2/month)	• Classroom Walkthroughs • Learning Team Meetings	Principal
CHAMPs & SwPBS	k-5/all subjects	Jim Pegg, Principal	All teachers and some support personnel	Profession Development Days	• Classroom Walkthroughs	Principal
Portfolio Training/ SAL-P/Individualized Student Conferences	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	• Lesson Plans • Classroom Walkthroughs • Learning Team Meetings • Student meetings	Administration
Standards-Based Report Cards	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	• Lesson Plans • Classroom Walkthroughs • Learning Team Meetings	Principal and Reading Coach
Common Core Standards	k-1	Jim Pegg, Principal	All k-1 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	• Lesson Plans • Classroom Walkthroughs • Learning Team Meetings	Principal

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
Additional resources including pullout tutoring, cooperative learning groups, and hands-on instruction will be implemented for additional science differentiated instruction.	After-school tutoring	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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:	At least 91% of the 4th grade students will achieve FCAT writing proficiency scoring 4 or above.

2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (49)	91% (55)

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	Poor attendance and/or tardiness.	Continue use of Writers' Workshop by Lucy Calkins in the k-4 classrooms.	Principal and Classroom Writing Teacher	Review of writing samples and assessments to determine progress.	Writing Common Assessments and 2013 FCAT Writing
2	Poor attendance and/or tardiness	As aligned with the NGSSS/CCSS, k-4 classrooms will practice grammar skills daily.	Principal and Classroom Writing Teacher	Review of writing samples and assessments to determine progress.	Writing Common Assessments and 2013 FCAT Writing
3	Students missing the necessary parental/home support.	Continue handwriting program at all grade levels.	Principal and Classroom Teacher	Review of writing samples and assessments to determine progress.	Handwriting samples

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:	At least 35% of the 4th grade students will achieve FCAT writing proficiency scoring 4 or above.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (14)	35% (21)

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	Poor attendance and/or tardiness. Students missing the necessary parental/home support.	Additional resources including tutoring and small group/individualized instruction will be implemented for additional writing differentiated/tailored instruction.	Principal and Classroom Writing Teacher	Review of writing samples and assessments to determine progress.	Writing Common Assessments and 2013 FCAT Writing

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
Differentiated Instruction	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Administration and Reading Coach
iObservation	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal
CHAMPs & SwPBS	k-5/all subjects	Jim Pegg, Principal	All teachers and some support personnel	Profession Development Days	<ul style="list-style-type: none"> Classroom Walkthroughs 	Principal
Portfolio Training/ SAL-P/Individualized Student Conferences	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings Student meetings 	Administration
Common Core Standards	k-1	Jim Pegg, Principal	All k-1 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal
Standards-Based Report Cards	k-5/all subjects	Jim Pegg, Principal	All k-5 teachers	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal and Reading Coach
Lucy Calkin's Writers' Workshop	k-5 Teachers of Writing	Jim Pegg, Principal & Marcia Bedase	Teachers of Writing	Profession Development Days and Learning Team Meetings (min. 2/month)	<ul style="list-style-type: none"> Lesson Plans Classroom Walkthroughs Learning Team Meetings 	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional resources including tutoring and small group/individualized instruction will be implemented for additional writing differentiated/tailored instruction.	After-school tutoring	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The 2012 Attendance Rate was 61% and included students from our Pre-Kindergarten programs. The FY13 attendance will increase to 80% or more.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
61% (471)	80% (527 including pre-k)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
302 (includes pre-k)	250 (including pre-k)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
165 (includes pre-k)	100 (including pre-k)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing the necessary parental/home support.	Give recognition to celebrate outstanding and improved individual student attendance.	Assistant Principal	Analysis of monthly attendance reports.	Attendance reports
2	Students missing the necessary parental/home support.	School-Based Team (SBT) meetings will be held to assist students and families with academics, behavioral, and social concerns.	Administration and SBT Coordinator	Analysis of attendance and academic performance records	Attendance reports, common assessments, FY13 FCAT.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS & SwPBS	k-5/all subjects	Jim Pegg, Principal	All teachers and some support personnel	Profession Development Days	• Classroom Walkthroughs	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Give recognition to celebrate outstanding and improved individual student attendance.	Perfect Attendance Certificate supplies	Internal Accounts	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

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:	Suspensions FY13 will decrease by 20%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
7	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	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	Students missing the necessary parental/home support.	Continued Single School Culture utilization of CHAMPS Expectations and	Assistant Principal	Monthly analysis of both in-school and out-of-school suspensions	Suspension/Discipline Records
2	Poor attendance and/or tardiness	Teachers and staff will reinforce expected behaviors and monthly character traits using School-Wide Positive Behavior System (SwPBS) and celebrate students' outstanding or improved citizenship.	Principal	Monthly analysis of both in-school and out-of-school suspensions	Suspension/Discipline Records
3	Students missing the necessary parental/home support.	School-Based Team (SBT) meetings will be held to assist students and families with academic, behavioral, and social concerns.	School-Based Team	Monthly analysis of both in-school and out-of-school suspensions	Suspension/Discipline Records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS & SwPBS	k-5/all subjects	Jim Pegg, Principal	All teachers and some support personnel	Profession Development Days	•Classroom Walkthroughs	Principal

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
Teachers and staff will reinforce expected behaviors and monthly			

character traits using School-wide Positive Behavior (SWPB) and celebrate students' outstanding or improved citizenship.	Positive Behavior Certificates & supplies	Internal Accounts	\$50.00
			Subtotal: \$50.00
			Grand Total: \$50.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	At least 50% (unduplicated) of our families will attend at least 50% of our offered Family Activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
270% (pre-k through 5th grade-duplicated)	300% duplicated parental attendance

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to attend.	School Advisory Council (SAC) meetings discuss data to help children at home in particular subject area.	Principal and SAC Chair/Co-Chair	Number of parents regularly attending SAC meetings	SAC sign-in sheets
2	Parents unable to attend.	FCAT Family Night is a trainings for parents in FCAT strategies, Literacy strategies, Math strategies, Science and Writing strategies.	Principal and Classroom teachers	Number of parents attending the meeting	FCAT Family Night sign-in sheet
3	Parents unable to attend.	Reading and Math Strategy Night is to show parents how to use reading strategies and how to use books and tapes they can check out from Library or Resource Room.	Principal and Classroom teacher	Number of parents attending	Reading and Math Strategy Night sign-in sheet
4	Parents unable to attend.	The Annual Measurable Objective (AMO) meeting explains the AMO process.	Principal	Number of parents attending	AMO annual meeting sign-in sheet.
5	Parents unable to attend.	The Title I Night informs parents of Title I budget and allocations and includes other Title I information.	Principal and Title I Coordinator	Number of parents attending	Title I Information Night Sign-in sheet
	Parents unable to attend.	During Curriculum Night, classroom	Principal and classroom teacher	Number of parents attending	Curriculum Night sign-in sheet.

6		teachers will share strategies for academic success with parents to use with children.			
7	Schedules are conflicting with work.	The warm, friendly, cooperative atmosphere of Dwight D. Eisenhower Elementary aids in the recruiting and maintaining of business partners and volunteers. The recruitment of volunteers and business partners begins with the parents of our students and extends to the community members and organizations such as The Jewish Coalition and AARP.	Volunteer Coordinator, Business Partner Coordinator, & Principal	Number of volunteers in the school and number of business partners	Business Partner applications and volunteer hours through VIPS sign-in

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

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

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

Parent Involvement Budget:

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

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilizing RtI, additional resources for reading interventions will include research-based strategies, additional personnel, Supplemental Educational Services (SES) and Immediate Intensive Intervention (iii).	Reading Coach	Title I	\$63,644.00
				Subtotal: \$63,644.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues.	Reading A-Z	Title I	\$839.40
				Subtotal: \$839.40
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Additional resources, including SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated instruction of ELL, SWD, and ED students.	Differentiated Instruction	Title I	\$1,100.00
				Subtotal: \$1,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using student data to match students to instructional-level text and provide small-group instruction in the reading process (comprehension, sentence structure, and visual cues	Reading Tutoring	Title I	\$3,000.00
Reading	Utilizing RtI, additional resources for reading interventions will include research-based strategies, additional personnel, Supplemental Educational Services (SES) and Immediate Intensive Intervention (iii).	National Geographic For Kids	School Improvement	\$136.00
Mathematics	Additional resources, including SES, FCAT tutoring, pullout instruction, word wall, cooperative learning groups, and manipulatives, will be implemented for k-5 daily differentiated	Tutoring	Title I	\$3,000.00

	instruction of ELL, SWD, and ED students.			
Science	Additional resources including pullout tutoring, cooperative learning groups, and hands-on instruction will be implemented for additional science differentiated instruction.	After-school tutoring	Title I	\$1,000.00
Writing	Additional resources including tutoring and small group/individualized instruction will be implemented for additional writing differentiated/tailored instruction.	After-school tutoring	Title I	\$1,000.00
Attendance	Give recognition to celebrate outstanding and improved individual student attendance.	Perfect Attendance Certificate supplies	Internal Accounts	\$50.00
Suspension	Teachers and staff will reinforce expected behaviors and monthly character traits using School-wide Positive Behavior (SWPB) and celebrate students' outstanding or improved citizenship.	Positive Behavior Certificates & supplies	Internal Accounts	\$50.00
				Subtotal: \$8,236.00
				Grand Total: \$73,819.40

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

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

At the moment, our SAC is heavy with school board employees and we are recruiting parents to join. We are were recruiting at Meet the Teacher at the beginning of the school year. During the training sessions for our school volunteers, we announced that we were still looking for volunteers to help at SAC meetings. We will also be placing a notice in our school newsletter.

Projected use of SAC Funds	Amount
SAC funds will be spent on supplemental instructional materials and training as needed.	\$136.00

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

Our School Advisory Council's job is to look at aspects of our school and to develop a written plan for school improvement. First, our council examines all our school's performance data and decides which areas need improvement. Then the SAC must decide which needs are most pressing and most important. Next, the group will develop strategies for improving the areas most important to our school. Finally, we decide how to measure the results of our plan.

This School Improvement Plan (SIP) is the culmination of this work. We have addressed our goals for this year, the strategies to accomplish these goals, a budget, training needed, instructional materials, technology, staffing, and student support services. This plan will be examined throughout the year and updated when necessary.

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 DWIGHT D. EISENHOWER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	72%	98%	74%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	68%			132	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?	57% (YES)	67% (YES)			124	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					576	
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 DWIGHT D. EISENHOWER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	72%	88%	60%	298	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	67%	51%			118	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?	47% (NO)	53% (YES)			100	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					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested