

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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School Name: PAHOKEE ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dr. Karen P. Abrams

SAC Chair: Lawanda Harper

Superintendent: Wayne Gent

Date of School Board Approval: August 2011

Last Modified on: 9/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BA- Buisness			2011-2012 Grade C: Percentage of students meeting High Standards: Reading 32%, Math 50%, and Writing 92%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 52% made Learning Gains in Reading, and 64% made Learning Gains in Math. 2010-2011: Grade B: Percentage of students meeting High Standards: Reading 64%, Math 61%, and Writing 86%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 67% made Learning Gains in Math.

Principal	Dr. Karen Abrams	Administration - Florida A&M University. Masters - Educational Leadership NOVA Southeastern University. EdD - Educational Leadership NOVA Southeastern University. Certifications - Marketing 6-12, Business Education 6-12, Educational Leadership K-12, School Principal K-12	2	7	<p>2009-2010: Grade A: Percentage of students meeting High Standards: Reading 62%, Math 62%, and Writing 89%. Reading Proficiency was not met with all subgroups: White, Black, Hispanic, Asian, American Indian, Economically Disadvantaged, English Language Learners, and Students with Disabilities. Math Proficiency was not met for all subgroups except White. From the lowest 25% of students tested, 65% made Learning Gains in Reading, and 74% made Learning Gains in Math.</p> <p>2008-2009: Grade: B, Reading Mastery: 59%, Math mastery: 59%, Science Mastery: 40%, Writing Master: 94%, AYP: 87% of criteria satisfied. Blacks did not make AYP in Reading; ELL and Hispanics did not make AYP in math.</p> <p>2007-2008: Grade: C, Reading Mastery: 56%, Math Mastery: 56%, Science Mastery: 20%, Writing Master: 90%, AYP: 72% of criteria satisfied. Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.</p> <p>2006-2007: Grade: C, Reading Mastery: 51%, Math Mastery: 54%, Science Mastery: 24%, Writing Mastery: 87%, AYP: 69% of criteria satisfied. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged, ELL, and SWD did not make AYP in Math.</p>
Assis Principal	Bruce Hightower	Bachelors Degree in Education (Youngstown State; Masters Degree in Instructional Technology (American Continental University); Educational Leadership Certification (Florida Atlantic University); Reading Endorsement	2	2	<p>2011-2012 Grade C: Percentage of students meeting High Standards: Reading 32%, Math 50%, and Writing 92%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 52% made Learning Gains in Reading, and 64% made Learning Gains in Math.</p> <p>2010-2011 Grade A; High Standards in Reading (74%); High Standards in Math (78%); High Standards in Writing (95%) High Standards in Science (76%); Learning Gains in Reading (69%); Learning Gains in Math (61%); Lowest 25% making learning gains in reading (83%); Lowest 25% making learning gains in math (77%); AYP Met</p> <p>2010 -Current school grade of "C". 2009-2010 Sixty (60%) High Standard in Reading; Seventy One (71%) High Standards in Math; Seventy Four (74%) High Standards in Writing; Fifty Three (53%) in Science; 59% Learning Gains in Read; 51% Learning Gains in Math; 53% of lowest 25% LG in Math; 53% of lowest 25% LG in Read. 1st year we did not meet AYP. Three (3) Consecutive years of AYP.</p> <p>2008-2009 achieved 68% at or above grade level in Reading, 68% of students made a year's worth of progress in reading, 73% of struggling students made a year's worth of progress in reading, 73% at or above grade level in Math, 63% of students made a year's worth of progress in Math, 80% of struggling students made a year's worth of progress in math, 94% of students met state standards in writing, 46% of Students at or above grade level in Science</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current 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	Donna Cohick	BS - Elementary Education 1-6 NOVA Southeastern University. MS - Elementary Education K-6 NOVA Southeastern University. Certification - Elementary Education K-6. ESOL Endorsement, Reading Endorsement,	2	23	<p>2011-2012 Grade C: Percentage of students meeting High Standards: Reading 32%, Math 50%, and Writing 92%. Reading and Math Proficiency Targets were not met with all subgroups: White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities. From the lowest 25% of students tested, 52% made Learning Gains in Reading, and 64% made Learning Gains in Math.</p> <p>2010-2011: Grade B, Reading Mastery: 52%, Math Mastery: 75%, Writing Mastery: 86%, Science Mastery: 37%, Only subgroup that did not make AYP was Black in Reading.</p> <p>2009-2010: Grade C, Reading Mastery: 49%, Math Mastery: 60%, Writing Mastery: 85%, Science Mastery: 25%, AYP: 72% Only ELL Math made AYP.</p> <p>2008-2009: Grade: A, Reading Mastery: 51%, Math Mastery: 61%, Writing Mastery: 100%, Science Mastery: 36%, AYP: 97%, ELL did not make AYP in math.</p> <p>2007-2008: Grade: D, Reading Mastery: 40%, Math Mastery: 52%, Writing Mastery 91%, Science Mastery: 19%; AYP: 72%, Total, Black, Hispanic, Economically Disadvantaged, and ELL did not make AYP in Reading or Math.</p> <p>2006-2007 Grade: D, Reading Mastery: 41%, Math Mastery: 49%, Writing Mastery: 93%, Science Mastery: 17%; AYP: 67%, Total, Black, Hispanic, Economically disadvantaged, and ELL did not make AYP.</p>

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. Glades Supplement	Principal	Ongoing	
2	2. Professional Development	Principal	Ongoing	
3	3. Mentoring/Planning	Instructional Coaches	Ongoing	
4	4. Learning Team Meetings	Learning Team Facilitator	Ongoing	
5	5. Professional Learning Communities	Magnet Coordinator	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
33	0.0%(0)	9.1%(3)	39.4%(13)	51.5%(17)	39.4%(13)	100.0%(33)	18.2%(6)	0.0%(0)	57.6%(19)

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
N/A	N/A	Teachers are paired using similar content areas, grade levels and/or experiences.	Teachers will meet weekly to collaborate to develop and monitor content focused initiatives and State mandated requirements.
N/A	N/A	Teachers are paired to discuss the new teacher observations.	LTM's to discuss Marzano's Art & Science of Teaching.

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

Pahokee Elementary School (PES) students receive support from federal and state services by providing 25 hours of tutorial to some students who qualify. PES also receives services from Title I providing support at least monthly and on an as needed basis. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Additional support is provided through instructional coaches, professional development, family involvement, instructional support, materials, and supplies.

Title I, Part C- Migrant

Migrant Education provides staff and funding for eight-teen three and four year old local students to attend a Pre-K program.

Migrant also provides teacher support for the Pahokee Elementary School tutorial program to ensure level 1 and 2 Migrant students receive small group tutorial support.

Title I, Part D

The District receives funds to provide support services. These services are coordinated with the district Drop-out Prevention Programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III

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

Title X- Homeless

Area Attendance Specialists provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are provided to support students performing below grade level in reading.

Violence Prevention Programs

The school offers non-violence, anti-bullying, and anti-drug programs to students that incorporate community service and counseling.

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

Nutrition Programs

The school offers a Commit-To-Be-Fit program which monitors students nutrition and exercise on a daily basis through the students' agenda. Snacks provided by the school are a healthy choice.

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult Education ESOL classes are provided on campus through the Beacon/HUB program. Adults learn to speak, read and write English. Child care is provided for parents.

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

The School-based Rti Leadership Team is comprised of the following members: Assistant Principal, ESE Contact, ELL Contact, School Psychologist, classroom teachers, Reading Coach, Rti/Inclusion Facilitator, Learning Team Facilitator (LTF), and

Guidance Counselor.

The Principal provides a common vision for the use of the data-based decision-making to ensure: a sound, effective academic program is in place. A process to address to monitor subsequent needs is created, the School Based Team (SBT) is implementing the RtI process, assessment of RtI skills of school staff is conducted. Fidelity of implementation of intervention support is documented, adequate professional development to support RtI implementation is provided effective communication with parents regarding school-based RtI plans and activities occurs.

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

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

The SBT will use the Problem Solving Model* to conduct all meetings. Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies. 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, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention design & Implementation involves selecting or developing evidence-based intervention based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem Solving & Response to Intervention Project 2008

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

Members of the School-Based RtI Leadership Team will meet with the Academic Leadership team to develop strategies that are approved by the School Advisory Council (SAC). The team will develop strategies that Utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion include, but are not limited to, the following: FCAT scores and the lowest 25% and subgroups strengths and weaknesses of intensive programs mentoring, tutoring, counseling and other services.

The SBT leader will provide professional development for the SAC members on the RtI process.

MTSS Implementation

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

The following are used to summarize data for each tier.

Baseline data:

Florida Comprehensive Assessment Test (FCAT)

Curriculum Based Measurement

Florida Assessment for Instruction in Reading (FAIR)

Scholastic Reading Inventory (SRI)

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)

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)

Scholastic Reading Inventory (SRI)

Florida Comprehensive Assessment Test (FCAT)

FCAT Writes

ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:

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

Describe the plan to train staff on MTSS.

Professional development will be offered to SBT leader by district staff during SY12/13.

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

RtI process

Problem Solving Model

Consensus building

Positive Behavioral Intervention and Support (PBIS)

Data-based decision-making to drive instruction

Progress monitoring

selection and availability of research-based interventions

tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

Weekly meetings are held by the SBT/CST leaders to discuss students at risk as determined by data from the classroom teacher or parent/guardian. Classroom performance is reviewed by team and strategies/interventions are developed. Students progress is monitored using weekly assessments and parents are notified of their progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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The Literacy Leadership Team at Pahokee Elementary School includes the following: Dr. Karen Abrams-Principal, Bruce Hightower-Assistant Principal, Donna Cohick-Reading Coach, Lawanda Harper-Magnet Coordinator, Dorothy Rhodes-SAI teacher, Christine Boldin-Gifted teacher, Carolyn Long Shacrea Pace, Deloris Garry, Telica Abrams, Syrenthia Boldin, and Melvia Williams-grade level representatives, Cathy Levy-ESE teacher, Detrice Clayton-ELL teacher.

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

The school-based Literacy Leadership Team (LLT) meets monthly. The LLT meetings are conducted by the principal and reading coach. Team members are provided an opportunity to interpret current literacy related articles, continue professional development, disaggregate student data and monitor student progress. The LLT will also be conducting Literacy Walks for self assessment in order to provide peer feedback for continued growth and monitoring.

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

The LLT major initiatives include word study, small group instruction, and readers workshop.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Set up and conducted Kindergarten Roundup activities with local day care and head start programs to inform them of the expectations of the state and district. Parents were given access to the district website and a packet of information which included expectations for kindergarten students. Pre-K students were given a staggered start schedule during the first week of school. They are also encouraged to visit classrooms prior to enrollment. Parents are provided a Kindergarten readiness sheet and activities to work with students at home. Information regarding parent meetings is provided to all local preschools.

At Pahokee Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Students will be assessed using ECHOS or FAIR. The assessments will be used to assess basic academic skill development and academic school readiness of incoming students. Students may also be assessed with the Bracken Basic Concept Scale-Revised (BBCS-R) to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment may also be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) may be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, incoming Kindergarten students may be assessed in the area of social/emotional development. The Ages and Stages Questionnaire may be completed by the parent/guardian of incoming Kindergarten Students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-efficacy.

Screening data will be collected and aggregated prior to September 9, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. 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.

Screening tools such as FAIR, Oral Language Assessments and Reading Running Records will be re-administered as required in order to determine student learning gains. The re-administered tools may be used at mid-year and at the end-of-the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs

*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:	Based on 2012 FCAT data, 32% of students in 3rd-5th grades, scored a level 3 or higher in reading. By June 2012, at least 50% of students will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 32% (50) of students scored a Level 3 or higher on FCAT reading.	By June 2012, 50% of students will score a Level 3 or higher in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Readers Workshop Philosophy implemented without fidelity.	Implement Readers Workshop during the 90 minute literacy block.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, Biweekly Assessments, FAIR and SRI
2	Limited funding for resources and training.	Read aloud to students daily to improve vocabulary and investigate a word study philosophy (Words Their Way).	Administration, Reading Coach, Learning Team Facilitator	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments
3	Analyzing reading log data to differentiate instruction.	Confer with students, monitor reading selections, and monitor reading logs for rate and fluency.	Administration, Reading Coach, District Personnel	FCIM, Reading Logs, Lesson Plans, LTM's, Classroom Walkthrough	Conferring notebooks, SRI, FCAT, District Diagnostic Assessments, Biweekly Assessments
4	Time to collaborate and share ideas that can be used in the classroom with peers.	Increase the amount of children's literature read by faculty & staff.	Administration, Reading Coach, District Personnel	FCIM, Reading Logs, Lesson Plans, LTM's, Classroom Walkthrough	Conferring notebooks, SRI, FCAT, District Diagnostic Assessments, Biweekly Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Based on 2012 FAA data, 100% of students in 3rd-5th grades, scored a level 7 or higher in reading. By June 2013, at least 100% of students will score a level 7 or higher in reading Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 100% (5) of students scored a Level 7 or higher on the Alternative Assessment | By June 2013, 100% of students will score a Level 5 or higher in Reading on the Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Readers Workshop Philosophy implemented without fidelity.	Implement Readers Workshop during the 90 minute literacy block.	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Limited Sight Vocabulary & the ability to comprehend during independent reading.	Read aloud to students daily to improve vocabulary and investigate a word study philosophy (Words Their Way)	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
3	Analyzing reading log data to differentiate instruction	Confer with students, monitor reading selections, and monitor reading logs for rate and fluency	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI

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:	Based on 2012 FCAT data, 11% (18) of students in 3rd-5th grades scored a level 4 or higher in reading. By June 2013, 22% of students will score a Level 4 or higher on the 2012-2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 11% (18) of students scored a Level 4 or higher on FCAT reading	By June 2013, 22% of students will score a Level 4 or higher in reading on the 2012-2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of "Just Right" Text.	Provide students with a variety of leveled text by genre, series, author, etc. in classroom libraries.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments, Conferring notebooks
2	Multiple copies of high interest text.	Implement Book Clubs.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	SRI, Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, and FAIR
3	Knowledge and experience of incorporating technology during literacy.	Incorporate individual and group reading projects utilizing technology during the literacy block.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, and FAIR

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:	Based on 2012 FAA data, 100% (5) of students in 3rd-5th grades scored a level 7 or higher in reading. By June 2013, 95% of students will score a Level 7 or higher on the 2013 FAA Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% (5) of students scored a Level 7 or higher on FAA reading	By June 2013, 95% of students will score a Level 7 or higher in reading on the 2013 FAA Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of "Just Right" Text.	Provide students with a variety of leveled text by genre, series, author, etc. in classroom libraries.	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Multiple copies of high interest text.	Access high interest leveled books written at a lower level based on the students RRR level	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI

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:	Based on 2012 FCAT data, 48% of students in 3rd-5th grades, made learning gains in reading. By June 2012-2013, 65% percent of students will make learning gains on FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 48% (38) of students made learning gains on FCAT Reading.	By June 2013, 65% of students in grades 3rd-5th will make learning gains on FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilization of data to individualize instruction.	Provide an additional SAI teacher for 30 minutes of in-school tutoring daily (SAI) outside of the literacy block.	Administration, Reading Coach, and District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, Biweekly Assessments and FAIR
	Ensuring fidelity of Differentiation of	Provide differentiated instruction during small	Administration, Reading Coach,	FCIM, Focus Calendar, Lesson Plans, Classroom	FCAT, District Diagnostic

2	instruction to address all students needs within the regular classroom	group work.	Learning Team Facilitator, District Personnel	Walkthrough,LTM's	Assessments, Biweekly Assessments, SRI,FAIR
3	Time to adequately meet with all students.	Assess students below grade level twice monthly.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough,LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, and FAIR

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:	Based on 2012 FAA data, , Percentage of students making learning gains in reading were N/A. (No prior data) . In June 2013, 95% percent of students will make learning gains on FAA Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the Percentage of students making learning gains in reading were N/A. (No prior data)	By June 2013, 95% of students in grades 3rd-5th will make learning gains on FAA Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilization of data to individualize instruction.	Provide additional instruction outside of the Literacy block to accommodate students with an IEP	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Ensuring fidelity of Differentiation of instruction to address all students needs within the regular classroom	Provide differentiated instruction during small group work. ESE provides support through push-in.	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI

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:	Based on 2012 FCAT data, 49% of students in the Lowest 25% in 3rd-5th grades made learning gains in reading. By June 2013, 62% of students in the Lowest 25% in grades 3rd-5th will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49% of students in the Lowest 25% made learning gains	By June 2012, 62% of students in the Lowest 25% will make learning gains.

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	Available technology	Utilize technology to improve comprehension and fluency.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, SRI, FAIR
2	Adequate and meaningful literacy activities.	Differentiate literacy center activities.	Administration, Reading Coach, Learning Team Facilitator	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments, Mini Assessments
3	Lack of funding.	Provide targeted subgroups of students including the lowest 25% after school tutoring.	Assistant Principal & Reading Coach	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Attendance Logs, Bi-weekly Assessments, FCAT, and District Diagnostic Assessments, Curriculum Associates tutorial materials

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on 2012 FCAT data, 29% of Black & 35% Hispanic students in 3rd-5th grades scored Level 3 or higher on FCAT Reading. By June 2013, 45% of Black & 50% Hispanic students will score a Level 3 or higher and Proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% of Black & 35% Hispanic students in grades 3rd-5th scored Level 3 or higher on FCAT Reading.	By June 2013, 50% of students will a score a level 3 or higher on FCAT Reading or 45% of Black % 50% the Hispanic students will score a level 3 or higher on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of implementation.	Increase higher order questions	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, SRI and FAIR
	Limited strategies for low performing students.	Provide immediate, intensive intervention	Administration and Reading Coach	Continuous monitoring of assessments and	Fountas & Pinnell Assessments,

2		(iii).		instruction	FCAT, District Diagnostic Assessments, and FAIR
3	Ability to disaggregate data.	Utilize data to establish secondary benchmark.	Administration and Reading Coach	Continuous monitoring of reading logs and instruction. Student reading levels will increase as a result of reading independently on a daily basis.	Utilize conferring notebooks to monitor progress during independent reading

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:	Based on 2012 FCAT data, 13% of students in 3rd-5th grade scored a level 3 or higher on FCAT Reading. By June 2013, 50%% of the students who are English Language Learners will score a level 3 or higher and become Proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 13% of students who are English Language Learners in 3rd-5th grade scored a level 3 or higher on FCAT Reading.	By June 2013, 50% of students will a score a level 3 or higher on FCAT Reading and beome proficient.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring fidelity of Differentiation of instruction to address all students needs within the ELL classroom	Provide differentiated instruction during small group work.	Administration, Reading Coach, Learning Team Facilitator, ESOL Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough,LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments, SRI,FAIR
2	Students difficulty learning new Reading concepts	Use Reading Strategies, visuals, and internet tools when learning and practicing a new concept	Administration, Reading Coach, Learning Team Facilitator, ESOL Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough,LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments, SRI,FAIR

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:	Based on 2012 FCAT data, 26% of students in 3rd-5th grade scored a level 3 or higher on FCAT Reading. By June 2013, 40%% of the students with disabilities will score a level 3 or higher and become Proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 26% of students with disabilities in 3rd-5th grade scored a level 3 or higher on FCAT Reading..	By June 2013, 40% of students will a score a level 3 or higher on FCAT Reading and become proficient.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Multiple copies of high interest text.	Implement Book Study, Take home books & Reading Family Night.	Administration,Reading Coach, District Personnel, ESE	FCIM,Focus Calendar, Lesson Plans, Classroom Walkthrough,LTM's	SRI, Fountas & Pinnell Assessments,

1			Teacher		FCAT, District Diagnostic Assessments, LLI, and FAIR
2	Students have difficulty learning new Reading concepts	Use Reading Strategies, visuals, and internet tools when learning and practicing a new concept	Administration, Reading Coach, Learning Team Facilitator, ESE Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments, LLI, SRI, FAIR
3	Lack of Motivation	Reward System, Special Recognition, & Scaffolding instruction	Administration, Reading Coach, District Personnel, ESE Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	SRI, Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, LLI, and FAIR

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:	Based on 2012 FCAT data, 31% of students in 3rd-5th grades scored a level 3 or higher on FCAT Reading. By June 2013, 45% of students who are economically disadvantaged will become proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% of Economically Disadvantaged students in 3rd-5th grade made a level 3 or higher on FCAT Reading.	By June 2013, 45% of Economically Disadvantaged students will score a level 3 or higher on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Multiple copies of high interest text.	Implement Book Clubs & Reading Family Night.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	SRI, Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, LLI, and FAIR
2	Lack of Motivation	Reward System, Special Recognition, & Scaffolding instruction with gradual release as needed.	Administration, Reading Coach, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	SRI, Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, LLI, and FAIR
3	Students difficulty learning new Reading concepts	Use Reading Strategies, visuals, and internet tools when learning and practicing a new concept	Administration, Reading Coach, Learning Team Facilitator, ESOL Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, District Diagnostic Assessments, Biweekly Assessments, LLI, SRI, FAIR

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
Readers Workshop Teachers College at Columbia University	K-5 All Reading Teachers	Dr. Jane Bean- Folkes & Lindsay Mann	K-5 All Reading Teachers	September 2012 - June 2013	The Literacy Leadership Team will monitor Readers Workshop implementation through classroom walkthroughs, lesson plans, Learning Team Meetings and collaborative planning notes.	Administration, Reading Coach, and District Personnel
Fountas & Pinnell Assessment Training	K-5 All Reading Teachers	District Personnel	K-5 Reading Teachers	September 2012 - May 2013	Assessment Data will be monitored during LTM, by the reading coach using EDW reports and RRR folders.	Administration, Reading Coach, and District Personnel
(LLI) Leveled Literacy Intervention	K-3 Reading Teachers	District Personnel	K-3 Reading Teachers	September 2012- May 2013	Assessment Data will be monitored bi-weekly, by the reading coach using LLI folders.	Administration, Reading Coach, and District Personnel
International Reading Academy for current research	K-5 All Reading Teachers	Conference Presenters	Reading Coach and Principal	April 2012	Presentation to faculty and implementation of strategies	Administration and Reading Coach
Reading Strategies/Training	K-5 All Reading Teachers	District Personnel	K-5 All Reading Teachers	September- November 2012		Administration, Reading Coach, and District Personnel

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide After-school tutorial for level 1 and 2 students	Highly qualified tutors	Title I	\$5,970.00
Helping students on skills & strategies to become better students with the necessities that are needed to increase learning.	School Supplies	Title 1	\$2,500.00
			Subtotal: \$8,470.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students achievement by analyzing the data. EDW Repots, Grade Level Meeting, Learning team Meetings with Administrators and team leaders	Printers: EDW Repots, Grade Level Meeting	Title 1	\$495.25
			Subtotal: \$495.25
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Readers/Writers Consultant	Readers/Writers Workshop Consultant	Title 1	\$10,000.00
Current best practices for literacy and learning	International Reading Association	Title I	\$2,500.00
Book Study	Professional Literature	Title 1	\$1,000.00
Readers/Writers workshop and IRA	Release Time for teachers' substitutes	Title 1	\$5,000.00
			Subtotal: \$18,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Providing coverage for teachers during Reading professional	Substitutes	Title 1	\$3,260.00

Development	Employee .5 reading Coach to provide professional Development to all teachers	Reading Coach	Title 1	\$61,200.00
				Subtotal: \$64,460.00
				Grand Total: \$91,925.25

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Based on 2012 CELLA data, 32% of students in English Language Learners (ELL) were proficient in listening/speaking. In June 2013, 50% percent of students will meet proficiency criteria in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 32% (21) of the English Language Learners (ELL) students were proficient in listening/speaking					
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	Language barriers through parental involvement.	Bilingual homework/information and Language Facilitator.	Administration, ELL Coordinator, Language Facilitator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM, Parent Leadership Council	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Teacher communication rate with English Language Learners	Teachers are informed of the benefits/damage their communication rate has on English Language Learners.	Administration, ELL Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM, Parent Leadership Council	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
3	Limited strategies for English Language Learners students with listening/speaking.	Provide interventions based on ELL plan & CELLA scores.	Administration, ELL Coordinator, District Personnel	FCIM, Lesson Plans, Classroom Walkthrough, LTM, Parent Leadership Council	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	Based on 2012 CELLA data, 14% of students in English Language Learners (ELL) students made satisfactory

CELLA Goal #2:		progress in reading. In June 2013, 35% percent of students will make satisfactory progress in reading			
2012 Current Percent of Students Proficient in reading:					
In 2012, 14% (33) of our English Language Learners (ELL) students made satisfactory progress in reading.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring fidelity of Differentiation of instruction to address all students needs within the regular classroom	Provide differentiated instruction during small group work. ELL provides support through pull-out.	Administration, ELL Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM,	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Ensuring fidelity of Differentiation of instruction to address all students needs within the regular classroom	Provide differentiated instruction during small group work. ELL provides support through pull-out.	Administration, ELL Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
3	Language barriers through parental involvement.	Bilingual homework with step-by-step-instructions	Administration, ELL Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM,	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.		Based on 2012 CELLA data, 12% of students in English Language Learners (ELL) were proficient in writing. In June 2013, 30% percent of students will meet proficiency criteria in writing			
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
In 2012, 12% (8) of our English Language Learners (ELL) students made satisfactory progress in writing					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Language barriers through parental involvement	Bilingual homework with step-by-step-instructions	Administration, ELL Coordinator, District Personnel	FCIM, Lesson Plans, Classroom Walkthrough, LTM, Parent Leadership Council	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000,

1					District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Limited strategies for English Language Learners students in writing.	Provide interventions based on ELL plan, CELLA scores and differentiated instruction during small group work.	Administration, ELL Coordinator, District Personnel	FCIM, Lesson Plans, Classroom Walkthrough, LTM, Parent Leadership Council	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
3	Ensuring fidelity of Differentiation of instruction to address all students needs within the regular classroom.	Provide differentiated instruction during small group work.	Administration, ELL Coordinator, District Personnel	FCIM, Lesson Plans, Classroom Walkthrough, LTM, Parent Leadership Council	Fountas & Pinnell Assessments, CELLA, LAS Links, Pre LAS 2000, District ESE created Assessments, Biweekly Assessments, FAIR and SRI

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:	Based on 2012 FCAT 28% (47) of students in grades 3rd-5th scored a Level 3 or higher in math. By June 2013, 50% of students will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% (47) of students scored a Level 3 or higher on FCAT Math.	By June 2013, 50% of students will score a Level 3 or higher

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	Monitoring of instructional pacing of benchmarks.	Utilize and monitor use of District Instructional Focus Calendar for mathematics.	Administration, District Personnel, Learning Team Facilitator (LTF), math Coach	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer
2	Training in use of the CRA Model.	Implement the CRA Model; Concrete, Representational and Abstract.	Administration, District Personnel, LTF, Math Coach	Review of lesson plans and focused walkthroughs by administration.	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer
3	Planning for cooperative group instruction.	Group students cooperatively and deliver instruction and practice each week with classroom tasks and assessments that are the format and rigor of FCAT.	Administration, District Personnel, LTF, Math Coach	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer

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:	Based on 2012 FAA data, 40% (2) of students in 3rd-5th grades scored a level 4 or higher in math. By June 2013, 70% of students will score a Level 5 or higher on the 2013 FAA Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 40% (2) of students in 3rd-5th grades scored a level 4 or higher in math	By June 2013, 70% of students will score a Level 5 or higher on the 2013 FAA Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Monitoring of instructional pacing of benchmarks.	Utilize and monitor use of District Instructional Focus Calendar for mathematics,	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigrance.

		incorporating access points in lessons.			
2	Planning for cooperative group instruction.	Group students cooperatively and deliver instruction and practice each week with classroom tasks and assessments that are in the format of FAA.	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigrance
3	Training in use of the SRA Number World.	Implement SRA Number World.	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigrance

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:	Based on 2012 FCAT 20% (33) of students in grades 3rd-5th scored a Level 4 or higher in math. By June 2013, 35% of students will score a Level 4 or higher on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 20% of students scored a Level 4 or higher on FCAT math.	By June 2013, 35% of students will score a Level 4 or higher on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pacing of instruction and benchmarks.	Provide pull-out enrichment activities twice weekly.	Administration, District Personnel, Learning Team Facilitator (LTF), Math Coach	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer
2	Ability to provide higher order thinking questions.	Provide opportunities for higher order thinking questions.	Administration, District Personnel, Learning Team Facilitator, Math Coach (LTF)	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer

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:	Based on 2012 FAA data, 60% (3) of students in 3rd-5th grades scored a level 7 or higher in math. By June 2013, 80% of students will score a Level 7 or higher on the 2013 FAA Math test
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, 60% (3) of students in 3rd-5th grades scored a level 7 or higher in math	By June 2013, 80% of students will score a Level 7 or higher on the 2013 FAA Math test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Monitoring of instructional pacing of benchmarks	Utilize and monitor use of District Instructional Focus Calendar for mathematics, incorporating access points in lessons.	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigance
2	Planning for cooperative group instruction.	Group students cooperatively and deliver instruction and practice each week with classroom tasks and assessments that are in the format of FAA.	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigance
3	Training in use of the SRA Number World.	Implement SRA Number World.	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigance

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:	Based on 2012 FCAT, 60% (48) of students in grades 3rd-5th made learning gains in math. By June 2013, 60% of students will make learning gains on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of students made learning gains on FCAT Math.	By June 2013, 60% of students in grades 3rd-5th will make learning gains on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating Instruction	Homogeneously group students for remediation.	Administration, Learning Team Facilitator, Math Resource Teacher and District Personnel	Discuss and monitor assessments during LTM.	LTM Data Logs, Student & Teacher Data Notebooks
2	Transportation	Provide inschool and/or afterschool tutorial program for students in the lowest 25% in math.	Administration, District Personnel, Learning Team Facilitator (LTF), Math Coach	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer

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:	Based on 2012 FAA data, , Percentage of students making learning gains in math were N/A. (No prior data) . In June 2013, 80% percent of students will make learning gains on FAA math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FAA data, , Percentage of students making learning gains in math were N/A. (No prior data).	In June 2013, 80% percent of students will make learning gains on FAA math.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating Instruction	Use of SRA number world. (Math Program) & Manipulative	Administration, District Personnel, ESE Teacher, ESE Coordinator.	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigrance
2	Personnel to help with instruction in the classroom	Push-in support	FAA, Biweekly Assessments, SRA World Math, Brigrance	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FAA, Biweekly Assessments, SRA World Math, Brigrance

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:	Based on 2012 FCAT 63% of students in the grades 3rd-5th in the Lowest 25% made learning gains in math. By June 2012, 72% of students in the Lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% of students in the Lowest 25% made learning gains on FCAT math.	By June 2012, 72% of students in the Lowest 25% will make learning gains.

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 difficulty learning new math concepts	Use manipulatives, visuals, and internet tools when learning and practicing a new math concept.	Administration, District Personnel, Learning Team Facilitator, Math Coach (LTF)	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's
2	Lack of materials.	Provide in-school tutoring four days per week.	Administration, District Personnel, Learning Team Facilitator (LTF), Math Coach	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer
3	Ability to utilize student data to improve instruction.	Monitor student data weekly.	Administration, District Personnel, Learning Team Facilitator, Math Coach (LTF)	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer

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 #					
	N/A					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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,	
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Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on 2012 FCAT 54% of Black students & 44% of Hispanic students didn't make proficiency on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 46% of Black students scored a Level 3 or higher and 56% of Hispanic students scored a Level 3 or higher on FCAT Math.	By June 2013, 65% of black & hispanic students will meet proficiency or 70% of Black students and 76% of Hispanic students will score a Level 3 or higher.

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	Fidelity of implementation	Increase higher order questions	Administration, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, SRI and FAIR
2	Limited strategies for low performing students.	Provide immediate, intensive intervention (iii).	Administration and District personnel	Continuous monitoring of assessments and instruction	Fountas & Pinnell Assessments, FCAT, District Diagnostic Assessments, and FAIR
3	Ability to disaggregate data.	Utilize data to establish secondary benchmark.	Administration and District personnel	Continuous monitoring of reading logs and instruction. Student reading levels will increase as a result of reading independently on a daily basis.	Utilize conferring notebooks to monitor progress during independent reading

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:	Based on 2012 ELL data, , Percentage of students making satisfactory progress in mathematics were N/A. (No prior data) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the Percentage of students making satisfactory progress in mathematics were N/A. (No prior data)	Based on 2012 ELL data, , Percentage of students making satisfactory progress in mathematics were N/A. (No prior data) .

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Based on 2012 FCAT data, 48% of SWD in 3rd-5th grades made satisfactory progress in mathematics. By June 2013,
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Mathematics Goal #5D:	60% of SWD make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 48% of SWD in 3rd-5th grades made satisfactory progress in mathematics.	By June 2013, 60% of SWD make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with basic skills	Tutorial, Manipulatives, Math Club, & Family Involvement Math Night	Administration, ESE Department, Regular Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer
2	Difficulty understanding reading word problems	Teaching key words & key terms.	Administration, ESE Department, Regular Teacher	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer, Brigance

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on 2012 FCAT 49% of students who are Economically Disadvantaged in 3rd-5th grades made satisfactory progress in mathematics. By June 2013, 65% of Economically Disadvantaged students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
in 2012, 49% of students who are Economically Disadvantaged made satisfactory progress in mathematics.	By June 2013, 65% of students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to provide higher order thinking questions	Provide opportunities for higher order thinking questions	Administration, District Personnel, Learning Team Facilitator, (LTF)	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, LTM's	FCAT, Diagnostics, Biweekly Assessments, Destination Math, FCAT Explorer
2	Differentiating Instruction	Homogeneously group students for remediation.	Administration, Learning Team Facilitator, and District Personnel	Discuss and monitor assessments during LTM.	LTM Data Logs, Student & Teacher Data Notebooks

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
Go Math Curriculum	Kindergarten - 5th grade	District Staff	Kindergarten - 5th grade teachers and Intervention Teachers	September 2012	Monitor lesson planning through collaborative planning notes and discussion in Learning Team Meetings	Administration and Learning Team Facilitator
Differentiated Instruction	Kindergarten - 5th grade	Principal, & Capacity development teams	Kindergarten - 5th grade teachers and Intervention Teachers	October 2012 - May 2013	Monitor lesson planning through collaborative planning notes and discussion in Learning Team Meetings	Administration and Learning Team Facilitator
Differentiated Instruction Push-in support, Modeling	Kindergarten - 5th grade	Principal, & Capacity development teams	Kindergarten - 5th grade teachers and Intervention Teachers	October 2012 - May 2013	Monitor lesson planning through collaborative planning notes and discussion in Learning Team Meetings	Administration and Learning Team Facilitator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Helping students on skills & strategies to become better students with the necessities that are needed to increase learning	School Supplies	Title 1	\$2,500.00
After-school tutorial for level 1 and 2 students	Highly qualified Tutors	Title 1	\$3,500.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiate Instruction	Math Manipulatives, Math Resource Books, math programs	Title 1	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,300.00

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:

Based on 2012 FCAT data, 17% (10) of students in 3rd-5th grades scored a Level 3 in Science. By June 2013, 35% of students will score a Level 3 on the FCAT Science.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 17% of students scored a level 3 on FCAT Science.			By June 2013, 35% of students will score a Level 3 on the science FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students actively participating in science experiments	Utilize hands-on experiments a minimum of three times per week focusing on the scientific method.	Administration, District Personnel Science Coach	The lab schedule will be implemented with fidelity and monitored by the administration.	FCAT, Diagnostic Assessments, Comprehension Checks, FCAT Explorer
2	Providing real-world science experiences	Provide real-world science experiences, Gizmos, and engaging activities.	Administration and Science Coach	The lab schedule will be implemented with fidelity and monitored by the administration.	FCAT, Diagnostic Assessments, Comprehension Checks, FCAT Explorer
3	Students actively participating in science experiments	Utilize hands-on laboratory experiments three times per week using the 5 E Model, science stations to help increase low-achieving students performance	Administration, District Personnel, LTF and Science Coach	The lab schedule will be implemented with fidelity and monitored by the administration.	Performance on science mini assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Based on 2012 FAA data, , Percentage of students scoring 4,5,& 6 in science were N/A. (No prior data) . In June 2013, 95% percent of students will score a 4 or higher on FAA Science
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2012 Current Level of Performance:		2013 Expected Level of Performance:	
In 2012, the Percentage of students scoring at levels 4,5, & 6 in science were N/A.(No prior data)		In June 2013, 95% percent of students will score a 4 or higher on FAA Science.	

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	Utilization of data to individualize instruction.	Provide additional instruction outside of the Science block to accommodate students with an IEP	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
2	Students actively participating in science experiments	Utilize hands-on experiments a minimum of three times per week focusing on the scientific method.	Administration, District Personnel Teachers, ESE Coordinator,	The lab schedule will be implemented with fidelity and monitored by the administration.	FCAT, Diagnostic Assessments, Comprehension Checks, FCAT Explorer

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:	Based on 2012 FCAT data, 12% (7) of students in 3rd-5th grades scored a Level 4 or higher in Science. By June 2013, 20% of students will score a Level 4 or higher on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12% (7) student scored a level 4 or higher on FCAT Science.	By June 2013, 20% of students will score a Level 4 or higher on FCAT Science.

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 actively participating in science experiments	Utilize hands-on laboratory experiments three times per week using the 5 E Model, science stations.	Administration, District Personnel, LTF	The lab schedule will be implemented with fidelity and monitored by the administration.	Performance on science mini assessments
2	Providing real-world science experiences	Provide real-world science experiences, Gizmos, and engaging activities.	Administration, LTF, District Personnel	The lab schedule will be implemented with fidelity and monitored by the administration.	Performance on science mini assessments
3	Pacing instruction and benchmarks	Follow curricular calendar	Administration, Learning Team Facilitator	Learning Team Meeting notes	Classroom Walkthrough data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Based on 2012 FAA data, , Percentage of students scoring a level 7 in science were N/A. (No prior data) . In June 2013, 95% percent of students will score a 7 on FAA Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the Percentage of students scoring at a level 7 science were N/A. (No prior data)	In June 2013, 95% percent of students will score a 7 on FAA Science)

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 actively participating in science experiments	Utilize hands-on laboratory experiments three times per week using the 5 E Model, science stations.	Administration, District Personnel, LTF	The lab schedule will be implemented with fidelity and monitored by the administration.	Performance on science mini assessments
2	Utilization of data to individualize instruction.	Provide additional instruction outside of the Science block to accommodate students with an IEP	Administration, ESE Teachers, ESE Coordinator, District Personnel	FCIM, Focus Calendar, Lesson Plans, Classroom Walkthrough, Access Points Standards LTM's	Fountas & Pinnell Assessments, FAA, District ESE created Assessments, Biweekly Assessments, FAIR and SRI
3	Providing real-world science experiences	Provide real-world science experiences, Gizmos, and engaging activities.	Administration	The lab schedule will be implemented with fidelity and monitored by the administration.	FCAT, Diagnostic Assessments, Comprehension Checks, 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
Provides modeled & hands-on lessons	3rd-5th grade	5th grade chair	Kindergarten- 5th grade	September 2012 - May 2013	Classroom Walkthroughs, Data Progress	Principal, Assistant Principal, Magnet Coordinator
New Science Curriculum	3rd-5th grade	District Facilitator	2nd-5th grade teachers	September 2012 - May 2013	Lesson Plans	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student knowledge of science & create classroom experiments	Supplies	Title 1	\$1,020.00
			Subtotal: \$1,020.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student knowledge of science	Study Island Science Program	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Science Resource Books, Science Programs, Science materials	Title 1	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,320.00

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.	Based on 2012 FCAT data, 92% (44) of students in 4th grade scored a Level 3 or higher in Writing. By June 2013,
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Writing Goal #1a:	96% of students will score a Level 3 or higher on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 92% of students in 4th grade scored a level 3 or higher on FCAT Writing.	By June 2013,96% of students will score a level 3 or higher on FCAT writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Frequency of analyzing data.	Writers Workshop Units of Study	Administration, Reading Coach, LTF	Students will be required to keep a Writing Notebook and Folder	FCAT & Wednesday Writes
2	Tutorial Funding	Provide after school tutoring for targeted students.	Administration, Reading Coach, LTF & District Personnel	Monthly Writing Assessments	FCAT & Wednesday Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Based on 2012 FAA data, 100% of students in 4th grade scored a Level 4 or higher in Writing. By June 2013, 100% of students will score a Level 4 or higher on FAA Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100% of students in 4th grade scored a level 4 or higher on FAA Writing.	By June 2012, 100% of students will score a level 4 or higher and Proficiency.

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	Frequency of analyzing data.	Writers Workshop Units of Study	Administration, Reading Coach, LTF	Students will be required to keep a Writing Notebook and Folder	FCAT & Wednesday Writes
2	Tutorial Funding	Provide after school tutoring for targeted students	Administration, Reading Coach, LTF & District Personnel	Monthly Writing Assessments	FCAT & Wednesday Writes

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
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Writers Workshop	Kindergarten-5th grade	Writers Workshop Staff Developer	Kindergarten-5th grade	One day monthly	LTM meetings, and student writing samples	Administration, Reading Coach and LTF
EDW Training	3rd-5th grade	PBCSD trainer	3rd-5th grade teachers	October 13,2012	LTM meetings, and EDW data	Administration, Reading Coach, LTF and District Personnel

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use to enhance the learning of students	Supplies	Title 1	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development in Writer's Workshop bny attending conferences	Writer's Workshop	Title 1	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Based on data from 2011-2012 school year, 0% (0) of students had excessive (10+) absences. In June 2013 maintain the 0% of students with excessive absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, 0% (346) students attended school without excessive absences.	By June 2013, 100% (346) of students will attend school without excessive absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 0% (0) students had excessive absences (10 or more days out of school).	By June 2013, 0% (0) of students will attend school without excessive absences (10 or more days out of school).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

In 2012, 0 students had excessive tardies (10 or more tardies).		By June 2013, 0 students will attend school without excessive tardies (10 or more tardies).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student illnesses	Offer families the Flu Mist Vaccination on campus.	Assistant Principal	Monitor student attendance reports monthly.	EDW, TERMS, Gold Report
2	Parent contact issues	Schedule conferences with parents of students with excessive absences and tardies.	Assistant Principal and Guidance Counselor/attendance liaison and Area Attendance Liaison	Monitor student attendance reports.	EDW, TERMS, Gold Report

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

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

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

Attendance Budget:

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In the 2011-2012 school year, 30 students were suspended. In June 2013, the number of students suspended will decrease with 25 total students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, 0 students had In-School Suspension.	By June 2013, 0 students will have In-School Suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, 0 students had In-School Suspension.	By June 2012, 0 students will have In-School Suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, There were 40 out of school suspension days.	By June 2013, the expected number of out of school suspensions will not exceed 35 days.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, 30 students were suspended out of school.	By June 2013, no more than 25 students will be suspended out of school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of students' social awareness	Provide social skills development through conflict resolution strategies and melodramatic activities.	Assistant Principal, Guidance Counselor and Multi-disciplinary team	Suspension rate and number of discipline referrals	Attendance log, discipline referrals, suspension rate, EDW

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

School-wide Positive Behavior Supports (PBS)	Kindergarten through 5th grade	Assistant Principal and PBS team	K-5th grade teachers and support staff	January 2013	School-wide Positive Behavior Support monthly meetings	Assistant Principal and Professional Development Coordinator
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Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Based on 2012 Family Involvement data, 55% of parents were involved at school activities. By June 2013, 60% of parents will be involved in parent activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2012, 55% of parents were involved in parent activities.		By June 2013, 60% of parents will be involved in parent activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent participation in Family Involvement Nights	Offer Math & Reading resources and training during parents Family Involvement Nights.	Administration, Magnet Coordinator and Parent Liaison	Review Sign-in logs	Parent Attendance Sheets

2	Parents informed of individual student academic performance	Provide Teacher/Student data chats with Parents & parent Report Card Training	Administration and Magnet Coordinator	Data Chat Logs, Parent Sign-in sheet	Teacher Conference notes
3	Parent participation in the Title I annual meeting 7 Monthly SAC Meeting	Promote awareness through automated phone calls, notices in native language, and to offer parents an incentive to participate in the annual meeting and the development of the compact and policy/plan	Administration and Magnet Coordinator	Review sign-in logs	Completed and signed compacts and sign-in sheet for the Title I Annual meeting
4	Buisness partners and volunteers offering services	Promote partnerships with local buisnesses, community agencies, and volunteers.	Administration and Magnet Coordinator	VIPS Log and signed buisness partnership agreements	VIPS Log and signed buisness partnership agreements
5	Lack of parent/teacher involvement due to change or lack of telephone service	Conduct parent conferences either via telephone or home visits for each student monthly	Assistant Principal	Home/School Connection and parent contact log	Review of Home/School Connection and parent contact log
6	Lack of parental involvement in the implementation of the school improvement plan	Parents will collaborate with the school in developing & evaluating the school improvement plan.	Principal, Assistant Principal, Magnet Coordinator	Parent Sign-in sheet, SAC Meetings,	Parent Attendance Sheets

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
Informing parents of Summer Reading Kickoff to prevent summer reading loss	Kindergarten-5th grade	Reading Coach	K-5 teachers	May 2013	Summer Reading Logs	Assistant Principal and Reading Coach
Home-School Connection	K-5th grade	Assistant Principal and Magnet Coordinator	All Staff	Monthly faculty meetings	Sign-in Sheets and parent conference log	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide food for family training & Family Involvement Night	Supplies	Title 1	\$1,892.00
			Subtotal: \$1,892.00
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
Family Involvement Liaison	Part time Paraprofessional as Family Involvement Liaison	Title I	\$33,985.00
			Subtotal: \$33,985.00
			Grand Total: \$35,877.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

International Baccalaureate Primary Years Program Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. International Baccalaureate Primary Years Program Goal International Baccalaureate Primary Years Program Goal #1:		Pahokee Elementary School will maintain it's authorized status.			
2012 Current level:		2013 Expected level:			
The school is preparing the self-study document required by the International Baccalaureate Organization to show compliance with IB regulations.		The school will have a verification visit in the Fall of 2012 from IBO to evaluate the effectiveness of the program.			
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					
2	A designated time each month to meet with all grade levels and support staff.	Meet on a monthly basis with grade level teams to review self study informtion.	Dr. Karen Abrams, Principal and Lawanda Harper, Magnet Coordinator	Monthly meeting logs and completed self-study documentation	Submitted self-study evaluation plan to I.B.O.

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
PYP Category I, II and III Trainings	K-5 Teachers	Various IB Trainers	School-wide	October 2012-July 2013	Professional Learning Communities	IB Magnet Coordinator

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 International Baccalaureate Primary Years Program Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide After-school tutorial for level 1 and 2 students	Highly qualified tutors	Title 1	\$5,970.00
Reading	Helping students on skills & strategies to become better students with the necessities that are needed to increase learning.	School Supplies	Title 1	\$2,500.00
Mathematics	Helping students on skills & strategies to become better students with the necessities that are needed to increase learning	School Supplies	Title 1	\$2,500.00
Mathematics	After-school tutorial for level 1 and 2 students	Highly qualified Tutors	Title 1	\$3,500.00
Science	Increase student knowledge of science & create classroom experiments	Supplies	Title 1	\$1,020.00
Writing	Use to enhance the learning of students	Supplies	Title 1	\$1,500.00
Parent Involvement	Provide food for family training & Family Involvement Night	Supplies	Title 1	\$1,892.00
				Subtotal: \$18,882.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase students achievement by analyzing the data. EDW Repots, Grade Level Meeting, Learning team Meetings with Administrators and team leaders	Printers: EDW Repots, Grade Level Meeting	Title 1	\$495.25
Science	Increase student knowledge of science	Study Island Science Program	Title 1	\$2,000.00
				Subtotal: \$2,495.25
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Readers/Writers Consultant	Readers/Writers Workshop Consultant	Title 1	\$10,000.00
Reading	Current best practices for literacy and learning	International Reading Association	Title 1	\$2,500.00
Reading	Book Study	Professional Literature	Title 1	\$1,000.00
Reading	Readers/Writers workshop and IRA	Release Time for teachers' substitutes	Title 1	\$5,000.00
Mathematics	Differentiate Instruction	Math Manipulatives, Math Resource Books, math programs	Title 1	\$300.00
Science	Differentiated Instruction	Science Resource Books, Science Programs, Science materials	Title 1	\$300.00
Writing	Provide professional development in Writer's Workshop bny attending conferences	Writer's Workshop	Title 1	\$4,000.00
				Subtotal: \$23,100.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Providing coverage for teachers during Reading professional Development	Substitutes	Title 1	\$3,260.00
Reading	Employee .5 reading Coach to provide professional Development to all teachers	Reading Coach	Title 1	\$61,200.00
Parent Involvement	Family Involvement Liaison	Part time Paraprofessional as Family Involvement Liaison	Title 1	\$33,985.00
				Subtotal: \$98,445.00
				Grand Total: \$142,922.25

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 9/7/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Family Involvement- Conduct the Pahoee Elementary Annual Reading Conferences.	\$1,000.00
Provide food for parent training, materials for parent training including door prizes.	\$1,000.00
Employ 6 hours para to conduct family involvement activities.	\$1,000.00

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

As a SAC we have Monthly meeting. Pahoee Elemnetary works with the SAC to improve our School Improvement Plan.SAC must assist the school leadership team in the development of the SIP.

SAC Goals

- 1.Upgrade and/or enhance school facilities
- 2.Maintain strong school home partnership and community relations
- 3.Ensure SAC activities are characterized by their positive impact on academics
- 4.Amplify the already positive climate enjoyed at Pahoee Elementary

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 PAHOKEE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	75%	86%	37%	250	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	57%	65%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	70% (YES)			128	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					500	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District PAHOKEE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	60%	85%	25%	219	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	56%	55%			111	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	67% (YES)			125	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					455	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested