FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LINCOLN ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Dr. Tracy Sims

SAC Chair: Dr. Shirley Cox

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 1/30/2013

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)
					FCAT 2011 - 2012 Reading Mastery: 17% Reading Gains: 52% Lowest 25% Gains: 54% Math Mastery: 24% Math Gains: 43% Lowest 25% Gains: 42% Science Mastery: 25% Writing Mastery: 76% FCAT 2010-2011=A Reading Mastery: 96% Reading Gains: 79% Lowest 25% Gains: 87% Math Mastery: 94% Math Gains: 82% Lowest 25% Gains: 80% Science Mastery: 92% Writing Mastery: 98% AYP: 97% ELL did not make AYP in Math

Principal	Dr. Tracy L. Sims	Business Education BA Elem Ed K-6 MA Educational Leadership ESOL Endorsement Doctorate Educational Leadership	2	19	FCAT 2009-10 = A Reading Mastery: 93% Reading Gains: 77% Lowest 25% Gains: 69% Math Mastery: 98% Math Gains: 83% Lowest 25% Gains: 96% Science Mastery: 94% Writing Mastery: 92% AYP: 100% ELL and SWD met AYP in both Reading and Math FCAT 2008-2009 =A Reading Mastery: 93% Math Mastery: 91% Science Mastery: 82% Writing Mastery: 94% AYP: 100% ELL and SWD met AYP in both Reading and Math FCAT 2007-08 = A Reading Mastery: 92% Math Mastery: 91% Science Mastery: 78% Writing Mastery: 89% AYP: 92% ELL met AYP in Reading but did not meet AYP in Math SWD did not meet AYP in Reading and Math FCAT 2006-07 = A Reading Mastery: 89% Math Mastery: 84% Science Mastery: 71% Writing: 91% AYP: 97% ELL met AYP in Reading and Math SWD met AYP in Reading but did not meet AYP in Math
Assis Principal	Alicia Porter	Elementary Education (K-6) ESOL Endorsement Educational Leadership	2	2	FCAT 2011 - 2012 Reading Mastery: 17% Reading Gains: 52% Lowest 25% Gains: 54% Math Mastery: 24% Math Gains: 43% Lowest 25% Gains: 42% Science Mastery: 25% Writing Mastery: 76%

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)
Math and Science	Jayme Kitson	Elementary Education Masters of Education	2	3	FCAT 2011 - 2012 Math Mastery: 24% Math Gains: 43% Lowest 25% Gains: 42% Science Mastery: 25%
Reading	Taneka Rolle	Elementary Education - Reading - ESOL - Reading Recovery Masters in Reading	17	10	FCAT 2011 - 2012 Reading Mastery: 17% Reading Gains: 52% 2008 and 2009, "A" School 2010, "C" School (2011) Lincoln Elementary School - School Letter Grade "A" - 95% AYP Criteria Met

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. Recruit and hire only highly qualified teachers.	Principal	On-going	
2	2.Principal will E-mail new teachers to the school through-out the summer	Principal	Summer 2013	
3	3.Offer relevant and high quality professional development opportunities that meet the professional growth of the staff and meets state and district mandates.	Coach/Principal	June 2013	
4	4.Partnering new teachers (less than 3 years) with veteran staff to provide mentoring through-out the school year.	Assistant Principal	August 2012	
5	5.Partnering new teachers to the school with grade chairs to get them acclimated to our school policies and procedures.	Assistant Principal	September 2012	

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
N/A	1.Admin. Staff will provide additional resources to teachers to support effective instruction of students. 2.Coordinators will provide strategies to teachers that will benefit all students. Teachers who are not HQ will take classes to become certified in their perspective areas.

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
44	9.1%(4)	31.8%(14)	36.4%(16)	9.1%(4)	18.2%(8)	95.5%(42)	15.9%(7)	0.0%(0)	38.6%(17)

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
Math Coach - Jayme Kitson	Kent Alcantara 3rd Grade - Math	Over 5 years successful teaching experience	Additional support Recommended - Beginning Teacher - Collaboration Meetings - Professional Development Support - Content area and department planning - Subject Area PD - Monitoring - LTMs teaching of

			Marzano's Art and Science of Teaching - iObservation evaluation tools - Common Planning - Monthly meetings to discuss walkthrough data
Reading Coach - Taneka Rolle	Rachelle Carter Kindergarten Jodi Anders Kindergarten	Over 10 years successful teaching experience and 8 years effective Reading Coach experience	Additional support Recommended - Beginning Teacher - Collaboration Meetings - Professional Development Support - Content area and department planning - Subject Area PD - Monitoring - LTMs teaching of Marzano's Art and Science of Teaching - iObservation evaluation tools - Common Planning - Monthly meetings to discuss walkthrough data
Resource Teacher - Joy Shepard	Jyl Mayall Kindergaten Marguerite Owens 2nd Grade	Over 5 years of successful teaching experience & Mentee's are 2nd year teachers.	Additional support Recommended - Second year teachers - Collaboration Meetings - Professional Development Support - Content area and department planning - Subject Area PD - Monitoring - LTMs teaching of Marzano's Art and Science of Teaching - iObservation evaluation tools - Common Planning - Monthly meetings to discuss walkthrough data
SAI Teacher - Dr. Cox	Melissa Ybarra 2nd Grade Becky Carver 2nd Grade	Over 10 years successful teaching experience	Additional support Recommended - Second year teachers - Collaboration Meetings - Professional Development Support - Content area and department planning - Subject Area PD - Monitoring - LTMs teaching of Marzano's Art and Science of Teaching - iObservation evaluation tools - Common Planning - Monthly meetings to discuss walkthrough data

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 funds will support:
- Content area classroom supplies for hands-on and project-based learning
- Appropriate content-area professional development for expanded instructional capacity
- Local and out-of-state conferences and seminars/other professional services
- Parent Involvment and home communication
- After school tutorials and enrichment services
- Math Coach, Reading Coach, Writing Coach
- Parent Involvement/trainings

Title I, Part C- Migrant

District Provides services

Title I, Part D

N/A

Title II

Title II Funds are used at the district level as needed for the schools to assist with Coaching needs and Professional Development .

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, 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)

Utlizing data to identify targeted students and to guide instruction, SAI instruction will be implemented during the 2013 school year, supporting 2nd grade students and 3rd grade retainees, along with students who are identified for Leveled Literacy Intervention group.

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs

Free Breakfast Program

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required Instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI team is a multidisciplinary team. The team includes, but is not limited to, the School-Based Team (SBT) Leader, Administration, Guidance Counselor, Exceptional Student Education (ESE) Contact, ESE teachers, Psychologist, Speech-Language Pathologist (SLP), School Nurse, Reading Coach, Math/Science Coach, SAI Instructor, ELL Instructor, School

Police, Members of Safe School/Prevention Center, Teachers, and administration

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 RtI Leadership Team will meet on an as needed basis, no less than once per month, to support any student experiencing academic, social, behavioral, emotional, or other concerns impacting a student's academic success. The team will work collaboratively to address student concerns.

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

The school-based RtI Leadership Team aligns with the mission statement of Lincoln Elementary to ensure that each student achieves academic proficiency and maximizes full social and personal potential. This is supported through the RtI process of following a structured problem solving process that allows instructional and support staff to identify and implement multi-tiered research based interventions, as well as providing support and follow up to students and families in need. Correlating with the vision outlined by the SIP, the RtI leadership team will utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet individual student needs and support proficient student work. RtI action plans will follow the school's instructional programming by actively engaging target students using effective, varied, and tiered research-based interventions to improve individual student academic performance.

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 core principles of RtI include evidence based interventions and instruction, monitoring student progress to drive instruction, reviewing data to make decisions, and using assessment in screening, diagnosis, and progress monitoring. Intervention/progress monitoring data will be managed primarily by instructional staff with the support of the School Based Team (SBT). Data will be reviewed and interventions or instructions modified by the teachers and School Based Team. Documentation of multi-tiered instruction/intervention service delivery will be the responsibility of the teacher of instruction with assistance from the team.

Describe the plan to train staff on MTSS.

Staff will be trained via ongoing in-house inservice via School Based Team and Professional Development Team.

Describe the plan to support MTSS.

Ongoing and continual support will be provided to instructional staff through administration, SBT, and SBT Leader. Additional training may include workshops and vodcast presentations offered through the district.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lincoln's school-based Literacy Leadership Team (LLT) consists of:
Dr. Tracy Sims, Principal
Alicia Porter, Assistant Principal
Taneka Rolle, Reading Coach
Dr. Shirley Cox, SAI Instructor
Latoya Pringley, Teacher
Tamika Brown, Teacher
Ticondria Wimberly, Teacher
Latisha Jonas, Teacher
Candice Lovely, Teacher
Ashley Matney, Teacher
Reginald Stephens, Teacher
Margaret Cantrell, Teacher

Chakela Montgomery, Teacher
Jodi Harrell, Teacher

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

Meeting occur monthly or as needed. The roles of the Literacy Leadership Team (LLT) are to support Lincoln's reading instructional process, by:
- Providing appropriate professional development to increase instructional and academic capacity;
- Monitoring data-driven implementation of Instructional Focus Calendars, student progress, best practices for lesson plan development, explicit instructional delivery and student engagement, and appropriate learning environments across all grade levels; and,
- Supporting teachers with appropriate interventions and resources based on school accountability and Annual Measured Outcomes

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

Major initiatives in reading will include:
- Creating appropriate reading "Spaces and Places" in every K-5 classroom;
- Conducting one professional book study with instructional staff;
- Implementing a school-wide incentive for independent reading;
- Providing parent workshops (Curriculum Night, FCAT Writes, III);
- Standards-Based Report Card training
- Additional professional development trainings (School-wide Reading Running Record, Leveled Literacy Intervention, Reading Training Day, KG & 1st Common Core Standards)
- Data Chats between teachers and administration & the LLT; and teachers with students; and,
- Weekly interventions and accountability meetings based on daily observations of the instructional process and FCIM.

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.

Community-based preschool transition strategies include:
•Invitation extended to Riviera Beach pre-school agencies to school activities and programs
•Principal-conducted parent meetings for Pre-K registration and Kindergarten students, providing curriculum expectations, literature, and to answer questions.
•Distribution of newsletters and announcements to local Riviera Beach churches, recreational centers, and businesses.
•Attendance to community-based school registrations
Lincoln will have two Pre-K units this year.

*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.

N/A

*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?

N/A

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?

N/A

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

N/A

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:	Lincoln Elementary will increase the percentage of students meeting Reading proficiency in FCAT Reading from 17%(35) achieved in 2012 to 32% (71).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT results, 17%(35)of students achieved proficiency (Level 3)	Of the current students enrolled in grade 3-5, 32% (71) students will score a Level 3 on the 2012 FCAT Reading 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions;	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

		Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school/In School and Weekend Tutorials using test prep materials and recources; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
2	Limited independent reading stamina.	School-wide independent reading incentive involving parents; (Reading Counts Program) Media Specialist will wwork with the teachers on benchmarks of the month. Increase self selective independent reading time in the classroom.	Principal Asst. Principal Reading Coach Teachers SAI Teacher Media Specialist	Weekly Meeting and monitoring	Student Logs/Journals SRI K-4 Assessment
3	Fluency Deficiencies (according to fluency predictors)	- Implement timed fluency excercises and drills/centers; - Readers' Theatre Centers; - Recitations, Poetry, Skits, Lyrics; - School-wide Readers Theater Festival independent reading incentive involving parents;	Principal Asst. Principal Reading Coach Teachers SAI Teacher Media Specialist	Monthly	Fluency Assessment Probes
4	Limited personal schema, background knowledge about the world, and general experiences.	For improved ability to make text connections, expansion of students' background experiences through: - Read Aloud - Shared/Modeled reading; - Guided reading; - Independent reading (classroom libraries); - School presentations & Field Trip experiences, project-based learning, literacy celebrations, and	Principal Asst. Principal Reading Coaches Classroom Media Specialist Guidance Counselor SAI teacher Fine Arts Team ITSA	Lesson Study	Lesson Plans

		winter program, in county and out of-county; - Reference and Research activities (requiring special materials and resources); - Cultural celebrations such as Hispanic Heritage; Black History, Haitian History, within the Fine Arts block. Utilize technology programs to assist with reading achievement			
5	Limited knowledge of Words	Daily vocabulary reinforcement, development and instruction, involving use of context clues for unfamiliar words; Working Word Walls (content and concept words) Vocabulary exposure through poetry Print-rich classroom environment, teacher and student language; Words of the Week (home link)	Teachers Reading Coach SAI Teacher	Lesson Plan Lesson Study	Student Vocabulary Journals

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 the 2013 FCAT results, students in grades 3-5 will increase Levels 4 and 5 from 12% (27) to 27% (60)

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Based on the 2012 FCAT results, 12% (27) of 3-5 grade students scored a Level 4 or 5 on FCAT Reading.	Based on the 2013 FCAT results, students in grades 3-5 will score at or above Achievement Level 4 in reading will be 27% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

		technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
2	Reading at grade level, however unable to comprehend at higher level text.	Daily vocabulary development and instructional reinforcement, involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to thier reading of other text types (and across content areas); Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions;	Principal Asst. Principal Reading Coach Teacher(s) SAI Teacher	Lesson Plans Vocabulary Journals	Fall/Winter Diagnostics Benchmark Assessments Core K12 2013 FCAT
3	Limited personal schema, background knowledge about the world, and overall experiences.	For improved ability to make text connections, expansion of students' background experiences through: - shared reading, - guided reading, - independent reading (classroom libraries), - school presentations, field trip experiences and literacy celebrations, - project-based learning, and, - research activities (requiring special materials and resources)	Principal Asst. Principal Reading Coach Teachers SAI Teacher	Lesson Study	Lesson Plans 2013 FCAT
4	Access and Equity	Provide real life experiences, varieties of genre materials, enrichment activities such as literacy-based musicals, plays, etc, independent reading materials, in all K-5 classrooms.	Principal Asst. Principal Reading Coach Teachers SAI Teacher	Lesson Study	Lesson Plan 2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	*

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on FCAT 2013, students making gains in reading will increase from 52% (51)to 67% (96).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012,52% (51) of students made gains in Reading. In 2011 66% (89) of students made gains in reading, a decreas of 14 points.	Of the 3rd (retainees), 4th and 5th grade students for the 2013 school year, 67% (96) students will make learning gains 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
	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records;	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

	1		Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
	2	Students reading below grade level six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Stragegies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to thier reading of other text (and across content areas); Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions;	Principal Asst. Principal Coaches District Staff SAI Teacher Teachers	Strategic Lesson Plans based on data, anecdotal observations and records, student portfolios, system of reteaching of students not mastering benchmarks	RRR SRI Portfolios Diagnostics FCAT Core K-12

			Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials;		
3	Differentiating instruction to meet students' individual needs.	Appropriate Professional Development on strategy based instruction for expanded expertise and instructional capacity of teachers and students; School-based learning walks and debriefing for expanded expertise; Triple I; Data Chats; Baseline and on-going monitoring and instructional adjustments implemented as needed;	Principal Asst. Principal Coaches District Staff SAI Teacher Teachers	Strategic Lesson Plans based on data, anecdotal observations and records, student portfolios, system of reteaching of students not mastering benchmarks	RRR SRI Portfolios Diagnostics FCAT
4	Limited Phonemic and Phonics Ability	Specified time for Phonics instruction within the literacy block and infused within small group and independent study; School-wide independent reading incentive involving parents (classroom libraries);	Asst. Principal Principal Reading Coach SAI Teacher Teachers	Weekly Meeting and monitoring Teacher Anecdotal Records from assessments	SRI RRR Teacher Anecdotal Records
5	Fluency Deficiencies	Small Group and fluency reinforcement in literacy centers, instructional activities including: - Readers' Theatre - Poetry - Recitations - Lyrics School-wide Fluency Festival (independent reading incentive)	Principal Asst. Principal Reading Coach SAI Teacher Teachers District Staff LTF	Lesson Plans Lesson Study for specified grade level Learning Team Meetings	RRR/Anecdotal Records Fluency Probes
6	Limited personal schema, knowledge about the world, and general experiences.	For improved ability to make text connections, expansion of students' background experiences through: -read alouds - shared reading - guided reading - independent reading (utilizing classroom libraries); - school presentations, & field trip experiences; - project-based learning; and, -Reference and research exposure through content area reading	Principal Asst. Principal Reading Coach SAI Teacher Teachers	Lesson Plans Tracking student levels of understanding	Anecdotal Records Student conferencing

		(requiring special materials and resources)			
7	Limited knowledge of Words	Daily vocabulary instruction, development, and reinforcement in all K-5 classrooms, through: - Print Rich Environment - Bellringers - Word Walls - Teacher modeling - Words of the Week (Home School Connection) - Student maintained journals - Use of various strategies for unfamiliar words - Vocabulary Games	Teachers LTF Reading Coach SAI Teacher	Lesson Plans Lesson Study for assigned grade level Small group instruction Increase in reading levels Walkthroughs Learning Team Meetings	Vocabulary Journals SRI RRR
8	Parent Involvement	Reading content-area and curriculum information included in weekly newsletters for: - Extention Activities - Homework Strategies - Participation in school-wide literacy activities	Asst. Principal Coaches SAI Teacher Teachers Parent Liaison	Attendance Sign-in's	SAC Agendas Parent Sign-In's SEQ

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	*
2012 Current Level of Performance:	2013 Expected Level of Performance:
*	*

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 2013 FCAT, learning gains in Reading of the lowest 25% will increase from 54% (19) to 69% (29)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012, 54% (19) of the lowest 25% made gains in Reading. In 2011, 69% of students made gains, a decrease of 15 points.	Based on the 2013 Reading FCAT, 69% (29) students in lowest 25% will make learning gains 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	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis
	Students reading below grade level six months or	Explicit Instruction (I Do, We Do, You Do)	Principal	Strategic Lesson Plans, based on anecdotal	RRR

			Description	Responsible	Monitoring	Evaluation Tool
		more.		Asst. Principal	observations and records;	SRI
			Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Stragegies - During Reading Strategies - After Reading Strategies;	Teachers Reading Coach SAI Teacher SBT Team	Student portfolios; System of reteaching of unmastered benchmarks Progress Monitoring Meetings on Tiered interventions	Diagnostics FCAT 2.0 Core K12 AIMS Web-Based
	2		Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of various strategies for unfamiliar words; Monitor reading strategies students can apply to thier reading of other text (and across content areas); Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials Tier II & Tier III support for targeted students; SAI LLI groups during extended day			
		Differentiating instruction to meet students' individual needs.	Provide Professional Development for intensive instruction; Utilize resources provided by area & district personnel Modeling;	Principal Asst. Principal Teachers Reading Coach SAI teacher	Strategic Lesson Plans/Curriculum Guides/Focus Calendars, based on data (assessments, anecdotal records and observations) Student portfolios	RRR SRI Diagnostics FCAT 2.0 Pupil Progression

				Walkthroughs/Informal/Formal Observations	
3		Parallel Teaching; Triple I; Data Chats for goal setting; Ongoing Monitoring the use of independent reading strategies System of reteaching of unmastered benchmarks	Area & District Personnel		
4	Limited phonemic and phonics skills and abilities	Weekly instructional focus by grade level based on phonics continuum.	Principal Asst. Principal Reading Coach Reading teachers SAI teacher	Weekly Meeting and monitoring Walkthroughs/Informal/Formal Observations	Anecdotal Records SRI RRR
5	Limited personal schema, knowledge about the world, and general experiences.	For improved ability to make text connections, expansion of students' background experiences through shared, guided reading, independent reading (classroom libraries), school presentations, field trip experiences, project-based learning and research activities	Principal Asst. Principal Teachers Reading Coach SAI teacher	Lesson Plans/Curriculum Guides/Focus Calendars Lesson Study for specific grades	N/A
6	Limited knowledge of Words	Daily vocabulary instruction, development, and reinforcement in all K-5 classrooms, through: - Print Rich Environment - Bellringers - Word Walls - Teacher modeling - Words of the Week (Home School Connection) - Student maintained journals - Use of various strategies for unfamiliar words - Vocabulary Games	Principal Asst. Principal Teachers Reading Coach SAI Teacher LTF	Lesson Plan/Curriculum Guides/Focus Calendars Lesson Study for specific grade level	Vocabulary Journals

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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:		Lincoln Elementary will increase the percentage of black students achieving Level 3 or above in FCAT Reading from 29%(56) in 2012 to 44%(98)in 2013.		
		2012 Current Level of Performance:		**2013 Expected Level of Performance:**		
		Based on 2012 FCAT results, out of 195 students tested, 29%(56)of students achieved proficiency in reading.		Based on the 2012 Reading FCAT, 44% (98) of students will achieve reading proficiency, or meet AMO goal.		

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 reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups;	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

		After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction			
2	Limited phonemic and phonics ability of students.	Specified time within the literacy block and infused throughout, phonics instruction; School-wide independent reading incentive involving parents;	Asst. Principal Principal Select teachers SAI Teacher	Weekly Meeting and monitoring	Anecdotal Records SRI RRR
3	Fluency Deficiencies (according to fluency predictors)	K-5 fluency instruction to include: - Readers' Theatre Centers; - Timed Readings; - Poetry; - Recitations; - Lyrics; and, - Skits. School-wide independent reading incentive involving parents (classroom libraries);	Principal Asst. Principal Teacher Reading Coach SAI Teacher	Weekly Meeting and Monitoring	Anecdotal Records SRI RRR
4	Limited personal schema, background knowledge about the world, and overall experiences.	For improved ability to make text connections, expansion of students' background experiences through: - Shared reading - Guided reading - Independent reading (classroom libraries); - School presentations, & field trip experiences; - Project-based learning; and, -Reference and research activities (requiring special materials and resources).	Principal Asst. Principal Teachers Coaches SAI Teacher	Lesson Plans Lesson Study	N/A
5	Limited knowledge of Words.	Daily vocabulary reinforcement, development and instruction, involving use of context clues for unfamiliar words; Interactive Word Walls; Words of the Week (home link) Print rich clssroom environments, involving teacher and student vocabulary language Use of technology and language tools Student established and	Teachers Reading Coach SAI Teacher	Lesson Plan Lesson Study	Vocabulary Notebooks

| | | maintained vocabulary notebooks

Expository writing within the content area. | | | |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:	The expected level of proficiency for the 2012 FCAT in reading will be for at least 50%(5)of students to achieve reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011 FCAT Reading, 11% (1) of ELL students achieved proficiency an increase of 11 points.	On the 2013 Reading FCAT, 50% (5) of the students will make satisfactory progress in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success);	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

			Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction			
	2	Students reading below reading grade level, six months or higher.	Daily Explicit Instruction (I Do, You Do, We Do) Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Stragegies - During Reading Strategies - After Reading Strategies; ; Modeling and independent performance based instruction (on-grade level materials); Special emphasis on vocabulary instruction and reinforcement, involving use of context clues for unfamiliar words; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; After school and Weekend Tutorials;	Teacher Asst. Principal Principal Teachers Reading Coach Capacity Staff SAI Teacher	Lesson Plans Student Portfolios Classroom Walkthroughs Instructional Reviews	Benchmark Assessments Fall/Winter Diagnostics FCAT 2012
	3	Students' limited phonemic and phonics ability.	School-wide independent reading incentive involving parents;	Asst. Principal Principal Select teachers	Weekly Meeting and monitoring	Anecdotal Records SRI RRR

			SAI Teacher		Edit Delete
4	Fluency Deficiencies (according to fluency predictors)	Implement on-grade level fluency passages; Readers' Theatre Centers; Timed Readings; School-wide independent reading incentive involving parents;	Principal Asst. Principal Teacher Reading Coach SAI Teacher	Weekly Meeting and Monitoring	Anecdotal Records SRI RRR
5	Limited personal schema, background knowledge about the world, and experiences.	For improved ability to make text connections, expansion of students' background experiences through shared, guided reading, independent reading (classroom libraries), school presentations, field trip experiences, project-based learning and research activities.	Principal Asst. Principal Teachers Coaches SAI Teacher	Lesson Plans Lesson Study	N/A
6	Limited knowledge of Words.	Regular vocabulary instruction and vocabulary development in all K-5 classrooms.	Teachers Reading Coach SAI Teacher	Lesson Plan Lesson Study	Vocabulary Notebooks
7	Teacher Identification of Subgroups	To establish initial student targets and subgroups beginning school through Learning Team Meetings, for targeted group small group instruction and close monitoring for student proficiency and progress.	Principal Asst. Principal Coaches Learn Team Facilitator Homeroom Teacheers SAI Teacher	Lesson Plans Student Portfolios Classroom Walkthroughs Instructional Reviews	Benchmark Assessments Fall/Winter Diagnostics FCAT 2012

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 the 2013 Reading FCAT, at least 50% (15) of SWD students will achieve reading proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT results, of the 32 students that were tested, 25%(8) of students met reading proficiency.	Based on the 2013 Reading FCAT, 50%(15) of SWD students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies;	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

	1		Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
		Students reading below grade level by six months or more.	Daily Explicit Instruction (I Do, You Do, We Do) Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Stragegies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during,	Teacher Asst. Principal Principal Guidance Counselor	Lesson Plans Student Portfolios Classroom Walkthroughs Instructional Reviews CBIS II	Terms EDW

	2	after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Taught reading strategies students can apply to thier reading of other text (and across content areas); Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 85% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Access adopted district reading programs for SWD.			

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 the 2013 FCAT Reading, 44% of all economically disadvantaged students will achieve proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Reading, of the 205 economically disadvantaged students tested, 29% (59) were proficeint.	Based on the 2012 FCAT Reading, 44% of all economically disadvantaged students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through:	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12

1			- Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.				Class Item Analysis
		Anticipate barriers: - Students reading below grade level - Limted phonics, fluency, knowledge of words, personal schema, and general experiences; - Access and Equity - Student Turnover	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Stragegies - During Reading Strategies - After Reading Strategies; Daily Explicit Instruction (I Do, You Do, We Do);	Principal Asst. Principal Teachers Reading Coach LTF Area Capacity	Lesson Plans Lesson Study Professional Development	EDW Reports SRI RRR Fall/Winter Diagnostics 2012 FCAT

2	- Differentiating Intruction to meet individual students' need for corrective but also enrichment instruction - Teacher Identification of Subgroups	Taught reading strategies students can apply to thier reading of other text (and across content areas); Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; - Implement timed fluency excercises and drills/centers; - Readers' Theatre Centers; - Recitations, Poerty, Skits, Lyrics; - School-wide independent reading incentive involving parents; After school and Weekend Tutorials;				

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
Reading Running Records	All grade levels and subject areas	District & Reading Coach	All instructional staff	August 2012 on-going monthly	Weekly	Principal Asst. Principal Reading Coach Teachers
Promoting Independent reading	Kindergarten-Fifth Grade	Taneka Rolle, Reading Coach	All instructional staff	On-going	Daily Weekly Monthly	Principal Asst. Principal Reading Coach Teachers
Literacy Environment (Spaces & Places)	Kindergarten-Fifth Grade	Taneka Rolle, Reading Coach	All instructional staff	On- going	Daily Weekly Monthly	Principal Asst. Principal Reading Coach Teachers
Reading Strategies vs Reading Skills	Kindergarten-Fifth Grade	Taneka Rolle, Reading Coach	All instructional staff	On- going	Daily Weekly Monthly	Principal Asst. Principal Reading Coach Teachers
FCIM Lesson Study AYP K-12 Common Core & Next Generation Sunshine State Standards (NGSSS), with emphasis to remove the school from SINI status	Kindergarten-Fifth Grade	North Area Support Learning Team Facilitator	All instructional staff	On- going	Daily Weekly Monthly	Principal Asst. Principal PDD Team Reading Coach Teachers LTF North Area Support Team
Destination Reading	Kindergarten-Fifth Grade	District	All instructional staff	On- going	Daily Weekly Monthly	Principal Asst. Principal PDD Team Reading Coach
Participation in district and school-wide based opportunities for staff development relative to reading instructional materials adopted for SWD and assessment of alternatively assessed SWD located on the District ESE website	Kindergarten-Fifth Grade	District	All instructional staff	When Available	Daily Weekly Monthly	Principal Asst. Principal Teachers ESE Coordinator
Common Core Standards for 1st Grade (Reading)	1st Grade	District	Ist grade teachers	August 2012	Monthly	Principal Asst. Principal Reading Coach Teachers
Vocabulary	Kindergarten-Fifth Grade	Taneka Rolle, Reading Coach Shirley Cox, SAI	All instructional staff	August 2012	Daily Weekly Monthly	Principal Asst. Principal Reading Coach Teachers

Focusing On Higher Order Thinking through the Continuum	Kindergarten-Fifth Grade	Taneka Rolle, Reading Coach Debbie O'Meilia LTF	All instructional staff	On- going	Daily Weekly Monthly	Principal Asst. Principal Reading Coach Teachers LTF
Small Group Instruction	Kindergarten-Fifth Grade	Taneka Rolle, Reading Coach	All instructional staff	On- going	Daily Weekly Monthly	Principal Asst. Principal Reading Coach Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Content Area Remediation	Tutorials and supplies to support tutorial	Title I	$2,875.00
		Subtotal: $2,875.00	

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
Content Area Training	Out of County Seminars & conferences (FRA/IRA)	Title I	$1,600.00
Content Area Training	Supplies, incentives & resources such as chart papers, binders, paper, professional development books, student awards, etc.	Title I	$2,556.50
Small & whole group instruction, collaboration with teachers for modeling, increasing instructional capacity for students and teachers	.5 Reading Coach	Title I	$33,794.00
Increase content knowledge	Professional development opportunities for teachers after normal hour to increase teachers capacity within subject area.	Title I	$1,575.00
		Subtotal: $39,525.50	

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $42,400.50	

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:	On the 2013 CELLA, 59% (10) will be proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	

On the 2012 CELLA, 17% (4) 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	Limited Knowledge of Words	Daily vocabulary reinforcement, development and instruction, involving use of context clues for unfamiliar words; Interactive Word Walls; Words of the Week (home link) Print rich clssroom environments, involving teacher and student vocabulary language Use of technology and language tools Student established and maintained vocabulary notebooks Expository writing within the content area. Develop oral language through the process of readers theater and organized social conversations daily	B. Bien-Aime, ELL teacher Administration	Lesson Plans Lesson Study	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	On the 2013 CELLA, 47% (8) of the students will score proficient in reading.

2012 Current Percent of Students Proficient in reading:
On the 2012 CELLA, 0% (0) scored proficient 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	Limited Phonemic Awareness & Phonics ability	Specified time within the literacy block and infused throughout, phonics instruction; School-wide independent reading incentive involving	B. Bien-Aime, ELL teacher J. Brunot, Language Facilitator Administration	Weekly meeting & monitoring	CELLA

		parents;			
2	Fluency deficiencies	K-5 fluency instruction to include readers theater, centers, timed readings, poetry, lyrics and skits. Schoolwide Independent Reading with student incentives.	B. Bien-Aime, ELL teacher J. Brunot, Language Facilitator Administration	Weekly meeting & monitoring	CELLA
3	Limited personal schema, background knowledge about the world adn personal experiences	Improving the ability to make connections to text. Expansion of students background experiences through shared, guided, and independent reading. Project based learning. Research activities.	B. Bien-Aime, ELL teacher J. Brunot, Language Facilitator Administration	Lesson Plans Lesson Study	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	On the 2013 CELLA, 47% (8) of the students will be proficient in writing.
2012 Current Percent of Students Proficient in writing:	
On the 2012 CELLA, 12% (3) were proficient 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
1 Limited personal schema, background knowledge about the world adn personal experiences	Improving the ability to make connections to text. Expansion of students background experiences through shared, guided, and independent writing. Project based learning. Research activities.	B. Bien-Aime, ELL teacher J. Brunot, Language Facilitator Administration	Lesson Plans Lesson Study	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	As a result of the 2012 Mathematics FCAT, student proficiency of 3rd, 4th, and 5th grade students will increase from 24%(49) to 39%(86).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Mathematics FCAT, 24%(49)of students scored at Achievement Level 3.	On the 2013 Mathmatics FCAT, 39%(86) students will score at Achievment Level 3.

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 reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success);	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

			Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school/In School and Weekend Tutorials using test prep materials and recources; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
	2	Students performing below grade level in Mathematics six months or more.	Explicit Whole Group instruction, I Do, We Do, You Do; Daily Small Group Instruction for additional practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 80% rule, using Think Central data analysis reports and individualized prescriptions. Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials supported through common planning with math coach After school tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations, InterWrite Pads, etc. to enhance instruction Student incentives for academic achievement	Principal Asst. Principal Teachers Capacity Members Math and Science Coach	Lesson Plans; Learning Team Meetings-Lesson Studies; Professional Development; Portfolios	EDW FCAT 2013 Diagnostic
		Students not reading on	Daily small group	Principal	Lesson Plans;	Portfolios

3	grade level, six months or more;	instruction for strategic practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 80% rule; Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials; After school tutorials; Incorporation of literacy, test-taking skills, expository writing, within the math process.	Asst. Principal Teachers Area Capacity Personnel Math and Science Coach	Learning Team Meetings-Lesson Studies; Professional Development;	EDW FCAT 2013 Diagnostic
4	Students having difficulty with math concepts and vocabulary.	• Implement Math Master Plan 60 minute math block (see attached) • Incorporate Everyday Counts (Minimum of 2 elements daily) • Bell ringer warm-up consisting of fair game questions (secondary benchmarks) • Utilize Learning Village resources & scope and sequence • Essential question stated at beginning of lesson and answered at end of lesson through exit tickets or reflections (DQ2) • Focus math lessons on vocabulary building • Teachers will refer to Math Concept & Skills checklist to determine how concept is to be presented to students (Concrete, Pictorial, and Abstract) • Student will complete at least 2 of the checked problems, the "HOT" problems, and Test Problem daily. • Flexible small group instruction • Learning Stations that reinforce concepts taught • Evidence of student accountable conversation through journal responses • Support from math coach to model each	Principal Asst. Principal Teachers Area Capacity Personnel Math and Science Coach	Lesson Plans; Learning Team Meetings-Lesson Studies; Professional Development;	Portfolios EDW FCAT 2013 Diagnostic

portion of math block
• Weekly walkthroughs to determine fidelity of math block implementation
• Think Central training and set up classes for teachers
• Backwards Design through LTMs
• Educational Technology (Destination Math/ Core K12, Think Central, FCAT Explorer, and Soar to Success)

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	As a result of the 2013 Mathematics FCAT, the percentage of students scoring Levels 4 and 5 will increase from 11% (22) to 26% (58).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Mathematics FCAT, 11%(22) of students scored at or above Achievment Level 4.	On the 2013 Mathematics FCAT 2.0, 26% (58) will score at or above Achievement Level 4.

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
	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

	1		- After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
		Differentiated and Enrichment Instruction	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas. Expanded instructional capacity through: - High Order Questioning and activities using Webb's Depth of Knowledge Wheel; - Project based Learning - Problem of the Day - Real World Application	Principal Asst. Principal Teachers Leadership Team Capacity Input	Walkthroughs Lesson Plans Student Chats	Student Portfolios Math Notebooks SSS Diagnostics (Fall/Winter) FCAT 2012

| 2 | | - Grade Levels' weekly curriculum planning to identify prerequisite, and HOT components of lesson.

- Through use of Title 1 funds, provide hands-on resources for projects and special activities;

- Incorporation of literacy, test-taking skills, expository writing, within the math process.

- Tutorials

- Mathematics Coach will implement the Coaching Cycle | | | |

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Based on FCAT 2013, students will increase Mathematics Learning Gains from 42%(47) achieved in 2012 to 57%(47).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT results, 43% (47) of students made learning gains in math. In 2011, 63% of students made learning gains in math, a decrease of 20 points.	On the 2013 FCAT 2.0 the percentage of students making learning gains in math will be 57% (47).

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	1	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis
		Students not reading on grade level, six months or more;	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas. Explicit Whole Group instruction, I Do, We Do, You Do;	Principal Asst. Principal Teachers	Lesson Plans; Learning Team Meetings-Lesson Studies; Professional Development;	Portfolios EDW FCAT Diagnostic

| | | Daily Small Group Instruction for additional practice and corrective instruction;

Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven;

Emphasis and reinforcement of math vocabulary;

System of Reteaching for students not mastering specific benchmarks based on the 80% rule;

Weekly monitoring of student progress by use of portfolios;

Differentiated Instruction, using supplemental resources and materials;

Incorporation of literacy, test-taking skills, expository writing, within the math process;

After school tutorials;

Mathematics Coach will implement the Coaching Cycle | | | |
| 2 | | | | | |

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Based on the 2013 FCAT, the lowest 25% will increase

Mathematics Goal #4:			Learning Gains from 42% (15) achieved in 2012 to 57 (24)%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on FCAT 2012, 42% (15) of the lowest 25% achieved Learning Gains in Mathematics. In 2011, 79% made Learning Gains, a decrease of 54 points.			Based on the 2013 FCAT 2.0 the percentage of students in lowest 25% making learning gains in mathematics will be 57% (24).		

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 reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

		Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.			
2	Students reading below grade level, six months or more.	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas. Daily Explicit Whole Group Instruction (I Do, We Do, You Do); Incorporation of Primary and Secondary Benchmark Instruction for small group corrective instruction, daily; Implementation of differentiated instructional strategies, resources, and materials; Expanded school-base and district expertise increasing instructional capacity; Grade-level specific Go Math trainings; Appropriate professional development for increased instructional capacity in problem solving; Emphasis and daily reinforcement of math vocabulary and word meaning; Weekly monitoring of student progress for reteaching of unmastered benchmarks based on the 85% rule; Parent Involvement; Weekly Monitoring of student portfolios Incorporation of literacy, test-taking skills, expository writing, within the math process. After School Tutorials	Principal Asst. Principal Teachers Resources	Learning Team Lesson Study; Lesson Plans; Walk-thrus	Bemchmark Assessments Student Portfolios Go Math Chapter Tests SSS Diagnostic FCAT
3	NGSSS and New Math Series	Initial and on-going Math Professional Development and Trainings (NGSSS); Weekly meetings with staff for interventions and support.	Principal; Asst. Principal; PDD Team; District and Area Collaboration;	Professional Development Attendance LTM Lesson Study	Sign-In;s

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on the 2013 FCAT 2.0, 49% (95) of the black students tested will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT of 195 black students tested, 34% (66)of students scored proficient in mathematics, a decrease of 34 points.	Based on the 2013 FCAT 2.0, 49% (95) of the black studnets tested 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	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy,	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis

			Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction			
	2	Students performing below grade level in math six months or more.	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas. Explicit Whole Group instruction, I Do, We Do, You Do; Daily Small Group Instruction for additional practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 85% rule; Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials; Incorporation of literacy, test-taking skills, expository writing, within the math process; After school tutorials;	Principal Asst. Principal Teachers	Lesson Plans; Learning Team Meetings-Lesson Studies; Professional Development;	Portfolios EDW 2012 FCAT Fall/Winter Diagnostic
		Students reading below grade level, six months or	Explicit Whole Group instruction, I Do, We Do,	Principal Asst. Principal	Lesson Plans; Learning Team Meetings-	Portfolios EDW Reports

3	more;	You Do; Daily Small Group Instruction for additional practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 85% rule; Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials; Incorporation of literacy, test-taking skills, expository writing, within the math process; After school tutorials;	Teachers	Lesson Studies; Professional Development;	2012 FCAT Fall/Winter Diagnostics
4	NGSSS and New Math Series District and Area Collaboration;	Initial and on-going Math Professional Development and Trainings (NGSSS); Weekly meetings with staff for interventions and support.	Principal; Asst. Principal; PDD Team;	Professional Development Attendance LTM Lesson Study	Sign-In;s
5	Teacher Identification of Subgroups	To establish initial student targets and subgroups beginning school through Learning Team Meetings, for targeted group small group instruction and close monitoring for student proficiency and progress.	Principal Asst. Principal Coaches Learn Team Facilitator Homeroom Teacheers	Lesson Plans Student Portfolios Classroom Walkthroughs Instructional Reviews	Benchmark Assessments Fall/Winter Diagnostics FCAT 2012

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 the 2013 FCAT Mathematics, 50% (5) of ELL students will achieve a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0, 11%(1) of ELL students achieved proficiency in mathemnatics	ELL is not a subgroup for 2013
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis
		Teacher identification of subgroups	To establish initial student targets and subgroups beginning school through Learning	Principal Asst. Principla Homeroom Teachers	Lesson Plans Lesson Study Walk-Throughs Learning Team Meetings	Benchmark Assessments 2012 FCAT

2		Team Meetings, for targeted group small group instruction and close monitoring for student proficiency and progress.	Coaches Learning Team Facilitators		
3	Students reading below grade level six months or more.	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas. Explicit Whole Group instruction, I Do, We Do, You Do; Daily Small Group Instruction for additional practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Incorporation of literacy, test-taking skills, expository writing, within the math process. Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 85% rule; Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials; After school tutorials;	Principal Asst. Principal Teachers Capacity Members	Lesson Plans; Learning Team Meetings- Lesson Studies Professional Development	Portfolios EDW 2012 FCAT Fall/Winter Diagnostics

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the 2013 FCAT, 50%(15) of Students with Disabilities will make math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT results, of the 32 students tested, 25% (8) of students met math proficiency.	Based on the 2013 FCAT, 50%(15) of Students with Disabilities will make math 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
Students reading below	Daily Guided Reading	Principal	Daily, Weekly, Monthly	EDW (All

	1	grade level by six months or more.	instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.	Asst. Principal Reading Coach Teacher	collection of student performance data.	Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis
		Students reading below grade level six months or more.	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas. Explicit Whole Group instruction, I Do, We Do, You Do; Daily Small Group	Principal Asst. Principal Teachers Capacity Members ESE teachers & ESE contact	Lesson Plans; Learning Team Meetings-Lesson Studies Professional Development	Portfolios EDW FCAT Fall/Winter Diagnostics

2		Instruction for additional practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Incorporation of literacy, test-taking skills, expository writing, within the math process. Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 85% rule; Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials; After school tutorials;			
3	NGSSS and New Math Series	District and Area Collaboration; Initial and on-going Math Professional Development and Trainings (NGSSS); Weekly meetings with staff for interventions and support.	Principal; Asst. Principal; PDD Team;	Appropriate Professional Development LTM Lesson Study	Sign-In's
4	Teacher Identification of Subgroups	To establish initial student targets and subgroups beginning school through Learning Team Meetings, for targeted group small group instruction and close monitoring for student proficiency and progress.	Principal Asst. Principal Coaches Learn Team Facilitator Homeroom Teacheers	Lesson Plans Student Portfolios Classroom Walkthroughs Instructional Reviews	Benchmark Assessments Fall/Winter Diagnostics FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Based on the 2013 FCAT Mathematics, 50% (100) of economically disadvantaged students will score levels of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Mathematics FCAT, of the 205 economically disadvantaged students tested, 34%(69) of students scored levels of proficiency.	Based on the 2013 FCAT Mathematics, 50% (100) of economically disadvantaged students will score levels of proficiency.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	Students reading below grade level by six months or more.	Daily Guided Reading instruction (instructional levels)involving a variety of genres taught through: - Before Reading Strategies - During Reading Strategies - After Reading Strategies; Explicit performance-based instruction (on-grade level materials) applying before, during, after and follow up reading strategies; Vocabulary special emphasis, development, and reinforcement involving use of context clues for unfamiliar words; Monitor reading strategies students can apply to their reading of other text (and across content areas) through reading running records; Differentiated instructional strategies and resources such as Lessons in Literacy, Comprehension Toolkits, incorporating pre-planning for anticipated weaknesses, proficiency indicators, and high order questions; Daily Triple I Instruction (Triumphs, Soar to Success); Reteaching of unmastered benchmarks based on the 80% rule; Use of reading coach for modeling and increase of instructional capacity, student and teacher, for all subgroups; After school and Weekend Tutorials; Use of available technology such as, LCD projectors, Document Cameras, clickers, laptop for presentations and InterWrite Pads to enhance instruction.	Principal Asst. Principal Reading Coach Teacher	Daily, Weekly, Monthly collection of student performance data.	EDW (All Diagnostic reports & K-4 Assessment) Core K-12 Class Item Analysis
		Students performing below grade level in mathematics and/or reading six months or more.	Instruction derived from "Essential Question," Big Ideas and Supporting Ideas.	Principal Asst. Principal Teachers Capacity Members Math/Science	Lesson Plans; Learning Team Meetings-Lesson Studies; Professional Development;	Student Portfolios EDW 2012 FCAT Fall/Winter Diagnostics

#					
2		Explicit Whole Group instruction, I Do, We Do, You Do; Daily Small Group Instruction for additional practice and corrective instruction; Strategic Lesson Plans, standards-based (NGSSS Test Specifications), and data driven; Incorporation of literacy, test-taking skills, expository writing, within the math process. Emphasis and reinforcement of math vocabulary; System of Reteaching for students not mastering specific benchmarks based on the 85% rule; Weekly monitoring of student progress by use of portfolios; Differentiated Instruction, using supplemental resources and materials; After school tutorials;	Coach		
3	Teacher Identification of Subgroups	To establish initial student targets and subgroups beginning school through Learning Team Meetings, for targeted group small group instruction and close monitoring for student proficiency and progress.	Principal Asst. Principal Coaches Learn Team Facilitator HomeroomTeachers Math/Science Coach	Lesson Plans Student Portfolios Classroom Walkthroughs Instructional Reviews	Benchmark Assessments Fall/Winter Diagnostics FCAT 2012

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
Math NGSSS	Second-Fifth Grades Teachers and Departments	District and Area Personnel (Capacity) Math and Science Coach Learning Team Facilitator	All Instructional Staff	Weekly through Learning Team Meeting and grade Level meetings	Weekly	Principal Asst.Principal District and Area Personnel PDD Team
Go Math Content Trainings	Kindergarten-Fifth Grade Teachers	Elementary Math Curriculum	All Instructional Staff	Pre-school On -going	Monthly	Principal Asst.Principal PDD Team

FCAT Explorer/ Florida Achieves	Fourth-Fifth Grade Teachers	Math Coach, Jayme Kitson / Asssitant Principal	Fourth and Fifth Instructional Staff	November 2012	Monthly	Principal Asst.Principal Math Coach
GIZMOS	Fourth-Fifth Grade Teachers	Math Coach, Jayme Kitson / Asssitant Principal	Fourth and Fifth Instructional Staff	November 2012	Monthly	Principal Asst.Principal Math Coach
CORE K-12/ Exam View	Fourth-Fourth-Fifth Grade Teachers	Math Coach, Jayme Kitson / Asssitant Principal	Fourth and Fifth Instructional Staff	November 2012	Monthly	Principal Asst.Principal Math Coach
Learning Stations and Rotations	Kindergarten-Fifth Grade Teachers	Jayme Kitson, Math Coach	Kindergarten- Fifth	August 2012 On-Going	Daily Weekly Monthly	Principal Asst.Principal Math Coach Teachers
Required Vodcasts: FCIM Lesson Study AYP K-12 Common Core & Next Generation Sunshine state Standard (NGSSS), with emphasis to remove the school from SINI status	Kindergarten-Fifth Grade Teachers	Vodcasts	PDD Team	On -going	Weekly	Principal Asst.Principal Math Coach PDD Team Teachers
Technology (Think Central, FASTT Math, and Learning Village	Kindergarten-Fifth Grade Teachers	Math Coach District Personnel and Trainers	All Instructional Staff	When Available	Monthly	Principal Asst.Principal Math Coach PDD Team
Participate in district and school wide based opportunities for staff development relative to the math instructional materials adopted for SWD and alternatively assessed SWD located on the District ESE website	Kindergarten-Fifth Grade Teachers	District Personnel	All Instructional Staff	When Available	Weekly / Monthly	Principal Asst.Principal ESE Coordinator
Common Core Standards K and 1	Kindergarten and First Grade Teachers	North Area Staff/ Jayme Kitson, Math Coach	Kindergarten and first	August 2012 On-Going	Daily Weekly Monthly	Principal Asst.Principal Math Coach Teachers
Math Block Components	Kindergarten-Fifth Grade Teachers	Jayme Kitson, Math Coach	Kindergarten- Fifth	August 2012 On-Going	Daily Weekly Monthly	Principal Asst.Principal Math Coach Teachers
Math with Meaning	Kindergarten-Fifth Grade Teachers	Math with Meaning Trainers Math Cadre	All Instructional Staff	On -going	Weekly	Principal Asst.Principal PDD Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content Area Remediation	Tutorials and supplies to support tutorial	Title I	$2,875.00

			Subtotal: $2,875.00
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
Small & whole group instruction; collaboration with teachers for modeling, & increasing of instructional capacity for students and teachers.	Math & Science Coach	Title I	$67,588.00
Content Area Training	Supplies, incentives, & resources such as chart paper, paper, binders, professional reading books, and student awards	Title I	$1,556.50
Increase Content Knowledge	Professional development opportunities for teachers after normal hour to increase teachers capacity within subject area.	Title I	$4,000.00
			Subtotal: $73,144.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $76,019.50

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 FCAT 2013, science proficiency of fifth grade students will increase from 25%(18) achieved in 2012 to 40% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 25% of fifth grade students scored at a Level 3. In 2011, 16% of fifth grade students scored proficient, an increase of 9% points.	Based on 2013 FCAT 2.0, students scoring at Achievement Level 3 in Science will be 40% (29).
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
	Students reading below a Level 3 on FCAT Reading.	Implmenting 5E model within science block Vocabulary Development and reinforcement during shared reading, guided reading, bell ringers, whole group demonstrations, and benchmark labs;	Principal Asst. Principal Teachers Select District Science Specialist Math and Science Coach Reading Coach	Lesson Plan Development and Delivery Lesson Plan Study at Learning Team Meetings Collaborative Planning with teachers and area schools	Inquiry Labs Science Journals Student Portfolios SSS Diagnostics 2012 FCAT

	1		Data-driven, Small Group Instruction; Working classroom library of fiction, but especially non-fiction titles and topics, for independent reading and extended reading at home; Expanded expertise for instructional capacity, modeling; Development of student science notebooks; After school tutorial science club based on benchmark labs; Student Data Chats;. Identify science related text or text features to adress reading deficits in the science content area Utilizing ThinkCentral to take assessments and digital lessons that correlate to tested benchmarks. Use of available technology such as, LCD projectors, Document Cameras, clickers, and InterWrite Pads to enhance instruction		Walk-throughs	
	2	Family Involvement for Homework, Projects, Extended Activities	Provision of science supplies, such as notebooks, project boards, vocabulary cards, etc. Homework Review in Class; Agenda Planner Communication; Classroom incentives; Ed-Line	Teachers	Classroom Routine	N/A
	3	Limited Science Schema, Background Knowledge, and General Experiences.	Through use of Title 1 funds, provide: - Opportunity for Science Fair participation - Supplement of hands-on resources and materials; - Use of Gizmos and other technology to expand capacity; - Incorporation of a	Principal Asst. Principal Teachers Capacity Staff Math and Science Coach	Lesson Plan Development and Delivery Lesson Plan Study at Learning Team Meetings Collaborative Planning with teachers and area schools Walk-throughs Inquiry Labs	Science Journals Student Portfolios SSS Diagnostics (Fall/Winter) 2012 FCAT

| | | classroom library for indepdent reading and exploration;

- Special Presentations and field trips (on and offsite)

- After school SECME, Academic Games, and tutorials, etc. | | | |
|---|---|---|---|---|---|
| 4 | Lack of In-depth understanding of science concepts, processes, and vocabulary. | Incorporation of enrichment and high order thinking questions and activities;

Weekly mini labs and Inquiry labs;

After school Science Club. | Asst. Principal Teachers After School Tutors | Lesson Plans Lesson Studies LTM | Science Journals Fall/Winter Diagnostics 2012 FCAT |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b: | Based on 2013 Science portion of the Florida Alternative Assessment, students scoring level 4 or above will increase from 50% achieved in 2012 to 100%. |
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% of fifth grade students scored a Level 4 & above on Florida Alternative Assessment in Science. In 2011, 50% of fifth grade students scored proficient.	Of the () fifth grade students, at least () students will score a Level 4 or above on the 2013 FCAT 2.0 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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a: | Based on 2013 FCAT 2.0 Science, fifth graders scoring a Level 4 or 5 will increase from 5%(4) to 14%(10)%. |
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 5% (4) of fifth grade students scored a Level 4 or 5 on FCAT Science, an equavilence of 4 students.	On the FCAT 2.0 students scoring at or above Achievement Level 4 in science will be 14% (10).
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 reading below a Level 3 on FCAT Reading.	Vocabulary Development and reinforcement during shared reading, guided reading, bell ringers, whole group demonstrations, and benchmark labs; Data-driven, Small Group Instruction; Working classroom library of fiction, but especially non-fiction titles and topics, for independent reading and extended reading at home; Expanded expertise for instructional capacity, modeling; Development of student science notebooks; Participation in SECME and other after school tutorial science club based on benchmark labs; Student Data Chats;	Principal Asst. Principal Teachers Select District Science Specialist Math and Science Coach	Lesson Plan Development and Delivery Lesson Plan Study at Learning Team Meetings Collaborative Planning with teachers and area schools Walk-throughs	Inquiry Labs Student Notebooks Student Portfolios SSS Diagnostics FCAT
2	Family Involvement for Homework, Projects, Extended Activities	Provision of science supplies, such as notebooks, project boards, vocabulary cards, etc. Homework Review in Class; Agenda Planner Communication; Classroom incentives; Ed-Line	Teachers	Classroom Routine	N/A
3	Limited Science schema,background knowledge,and general experiences.	Through use of Title 1 funds, provide: - Opportunity for Science Fair participation - Supplement of hands-on resources and materials; - Use of Gizmos and other technology to expand capacity; - Incorporation of a classroom library for indepdent reading and exploration; - Special Presentations and field trips (on and offsite) - After school SECME, Academic Games, and	Principal Asst. Principal Teachers Select District Science Specialist Math and Science Coach	Lesson Planning and Study	N/A

		tutorials, etc.			

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 2013 Science portion of the Florida Alternative Assessment, students scoring level 4 or above will increase from 50% achieved in 2012 to 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% of fifth grade students scored a Level 4 & above on Florida Alternative Assessment in Science. In 2011, 25% of fifth grade students scored proficient, an increase of 25% points.	Of the five fifth grade students, 100% students will score a Level 4 or above on the Science portion of 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
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
Science Block Components	Kindergarten - 5th	Alicia Porter	All Science Teachers	August 17, 2012	Lesson Plans	Administration
Science Technology Resources	Intermediate	Alicia Porter	All Science Teachers	November 2012	Lesson Plans Computer Lab Log Sheets	Adminsitration
Think Central	Kindergarten - 5th	Alicia Porter	All Science Teachers	September 2012	Lesson Plans Computer Lab Log Sheets Think Central usage reports	Adminsitration
5 E Model	Kindergarten - 5th	Alicia Porter	All Science Teachers	October 2012	Lesson Plans	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content Area Remediation	Tutorial	Title I	$2,875.00
			Subtotal: $2,875.00
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
Content Area Training	Supplies & resources such as chart paper, paper, binders, professional reading books, etc.	Title I	$1,556.50
			Subtotal: $1,556.50

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,431.50

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on the 2013 FCAT Writes, 91% (64)of fourth grade students will score a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT Writes, 76%(62) of fourth grade students scored a Level 3 or higher.	Based on the 2013 FCAT Writes, 91% (64)of fourth grade students will score at least a Level 3 for Adequate Yearly Progress, an equivalence of students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring a fragile Level 3 on Palm Beach Writes, second trimester.	Increased time for small group instruction for skill coded, corrective instruction; Continued and increased tutorial pullout during the instructional day; Enrollment of targeted students for Saturday Tutorials, with student incentive linked to attendance;	Principal Asst. Principal Writing Resource Teacher Homeroom Teachers Area Staff, Capacity Team	Lesson Plans; Instructional Focus Calendar; Walk-throughs Area Collaboration	Student Weekly Assessments Palm Beach Writes Attendance Logs
2	Access (After School and Weekend Tutorials)	Provide bus transportation home.	Principal Asst. Principal Writing Resource Teacher Homeroom Teachers	Lesson Plans; Instructional Focus Calendar; Walk-throughs Area Collaboration	Attendance Logs

			Area Staff, Capacity Team		
3	Student Attendance (limited instruction for students enrolled beyond the 11th day count of school)	Small Group Instruction; Tutorial Enrollment; One-on-One Instruction	Writing Resource Teacher; Homeroom Teachers; Data Processor	FTE Reports; Teacher Attendance	Student Portfolios PB Writes FCAT Writes
4	Students entering 4th grade with limited knowledge in language arts skills	Focused lessons Support from area & district staff	K-2 Teachers		

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	Kindergarten - 5th	District personnel - Lisa Fitzpatrick	All writing teachers	September 10 & 24 October 15 & 22 November 5 & 26 December 3	Lesson Plans Writers Notebooks Walkthroughs	Administration
Writer's Worksop	Kindergarten - 5th	Joy Barnes - Writing Coach	All writing teachers	1st & 3rd Friday's of each month	Lesson Plans Writers Notebooks Walkthrough	Administration Joy Barnes
Rubrics & Anchor Sets	3rd & 4th grade	Joy Barnes - Writing	3rd & 4th grade writing teachers	October & November	Palm Beach Writes	Administration Joy Barnes - Writing Coach
Grade Level Articulation	Kindergarten - 5th	Joy Barnes - Writing Coach	All writing teachers	End of trimester meetings Ongoing	Minutes & Agendas from meetings Framework of grade level expectations based on vertical planning	Administration Grade Chairs Joy Barnes - Writing Coach

Explicit Planning	3rd & 4th grade	Joy Barnes - Writing Coach	3rd & 4th grade writing teachers	September - 4th grade October - 3rd Grade	Palm Beach Writes Planning Sheets Walkthroughs	Administration Joy Barnes - Writing Coach
Grammar & Conventions	Kindergarten - 5th grade	Joy Barnes - Writing Coach	All writing teachers	November & December	Palm Beach Writes	Administration Joy Barnes - Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content Area Remediation	Tutorials	Title I	$2,875.00
			Subtotal: $2,875.00
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
Small & whole group instruction; collaboration with teachers for modeling, increasing of instructional capacity for students and teachers	Writing Resource Teacher	Title I	$67,588.00
Content Area Training	Supplies & Resources such as paper, chart paper, binders, professional books, services, etc.	Title I	$1,556.50
			Subtotal: $69,144.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $72,019.50

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In 2013, the goal will be to increase Lincoln's attendance rate from 73% to 100%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012 of the 611 students enrolled, Lincoln's attendance rate is 73%	In 2013, the goal will be to increase Lincoln's attendance rate from 73% to 100%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences (10 or more) is 167 students or 27%.	In 2013, the goal is to decrease the number of excessive absences by at least 10%, an equivalence of 64 (sixty-four) students.

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	The number of students with excessive tardies (10 or more) is 99 students or 16%.	In 2013, the goal is to decrease the number of excessive tardies by at least 6% percent, an equivalence of 30 (thirty) students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent's Responsibility in getting students to school, present and on time.	Use of attendance clerk making phone calls. Letters to parents of specific students late and absent. Home visits Students will receive an after school detention in increments of 5 tardies	Data Processor Attendance Clerk Asst. Principal Teacher	Attendance Logs FTE	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
No Data Submitted						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To reduce suspension rate statistically significant.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
Thirteen (13)	Eight (8)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Nine (9)	Six (6)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Eighty-six (86)	Thirty-six (36), 10% reduction.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Fifty-seven (57)	Twenty-five (25); 5% reduction

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
	Student off task, repeated disruptive behavior.	Held student assemblies to establish and maintain appropriate single school culture, academic goals, school procedures, and routines; Implemented character education curriculum; Initially and daily to establish of school and classroom expectations for whole group, small group, centers, hands-on instruction, testing,	Principal Asst. Principal HomeroomTeachers Coaches and Resource Staff Fine Arts Teachers Guidance Counselor	Classroom Management Plans Monthly discipline data School Attendance Reports	RXOOA0197

		and FAME with students (CHAMPs); Parent and student to review school expectations, routines, procedures, and rules listed in agenda planner and school district student handbook; Incorporation of student dress uniform policy (providing uniforms for those in need); Implement monthly recognition for positive student behavior; Use of In-House Guidance Counselor Area Agencies for proactive measures and interventions; Use of extra curricular activities for redirected student attention to more positive engagement;				
1					

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

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

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

Suspension Budget:

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

			Subtotal: $0.00

Other

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parent involvement at Lincoln Elementary, particularly for increased student achievement within the core content areas of reading, math, science, and writing.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012 we offered 11 events, 8 SAC meetings, and 2 Book Fair nights. An average of 36 parents attended each event, 5 parents attended SAC meetings, and 5 parents attended Book Fair.	In 2013 we will be offering 11 events, 8 SAC meetings, and 2 Book Fairs. Our goal is to increase our average participation rate from 36 - 50.

	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
	Economically Disadvantage (employment conflicts)	Flexible hours for parent meetings, SAC, and conferences, that involve the design, implementation, and evaluation of the school-wide program (SAC dates: 9/12, 10/3, 11/7, 12/5, 1/9, 2/6, 3/5, 4/2, and 5/8); Parent workshops conducted within the content areas; - Curriculum Night - FCAT Writes - 3rd Grade and III; Curriculum newsletters distributed weekly; Language facilitator; Parent resources made available (supplies, uniforms, books for home, practice materials, etc.); Telephone conferences,	Title 1 Contact Parent Liaison	Parent Sign-In's Title I Audit Box	EDW Parent Sign Ins SEQ

| | | | held regularly and logs maintained;

Special parent invitations in agenda planners for school activities;

Use of school marquee for important school dates;

Use of Parent Laison

Use of Ed-Line

Offer free internet service to parents

Parents will receive information in a timely manner through newsletters,marquee, and flyers about Title I program. Information will also be discussed at the monthly SAC meetings.

Parents will evaluate schoolwide programs through evaluation pieces after trainings. The parent Liaison and Title I contact will evaluate programs based on parent feedback.

Provide Honor Roll breakfast to parents to celebrate childs grades and achievments each trimester. | | | | |

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
Annual Title I Meeting	K-5	Principal and Assistant Principal	School wilde and parents	September 25, 2012	Agenda, minutes, sign in sheets,and continuous feedback throughout the year	Principal and Assistant Principal

---

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content Area Trainings & Communication	Supplies such as paper, ink cartriges, chart paper, ect.	Title I	$2,637.00

Communication	Postage	Title I	$200.00
			Subtotal: $2,837.00

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: $2,837.00

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:	*Not a program at this school

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Content Area Remediation	Tutorials and supplies to support tutorial	Title I	$2,875.00
Mathematics	Content Area Remediation	Tutorials and supplies to support tutorial	Title I	$2,875.00
Science	Content Area Remediation	Tutorial	Title I	$2,875.00
Writing	Content Area Remediation	Tutorials	Title I	$2,875.00
Parent Involvement	Content Area Trainings & Communication	Supplies such as paper, ink cartriges, chart paper, ect.	Title I	$2,637.00
Parent Involvement	Communication	Postage	Title I	$200.00
				Subtotal: $14,337.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Content Area Training	Out of County Seminars & conferences (FRA/IRA)	Title I	$1,600.00
Reading	Content Area Training	Supplies, incentives & resources such as chart papers, binders, paper, professional development books, student awards, etc.	Title I	$2,556.50
Reading	Small & whole group instruction, collaboration with teachers for modeling, increasing instructional capacity for students and teachers	.5 Reading Coach	Title I	$33,794.00
Reading	Increase content knowledge	Professional development opportunities for teachers after normal hour to increase teachers capacity within subject area.	Title I	$1,575.00
Mathematics	Small & whole group instruction; collaboration with teachers for modeling, & increasing of instructional capacity for students and teachers.	Math & Science Coach	Title I	$67,588.00
Mathematics	Content Area Training	Supplies, incentives, & resources such as chart paper, paper, binders, professional reading books, and student awards	Title I	$1,556.50
Mathematics	Increase Content Knowledge	Professional development opportunities for teachers after normal hour to increase teachers capacity within subject area.	Title I	$4,000.00
Science	Content Area Training	Supplies & resources such as chart paper, paper, binders, professional reading books, etc.	Title I	$1,556.50

Writing	Small & whole group instruction; collaboration with teachers for modeling, increasing of instructional capacity for students and teachers	Writing Resource Teacher	Title I	$67,588.00
Writing	Content Area Training	Supplies & Resources such as paper, chart paper, binders, professional books, services, etc.	Title I	$1,556.50
				Subtotal: $183,371.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $197,708.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̵n Priority	j̵n Focus	j̵n Prevent	j̵n NA

Are you a reward school: j̵n Yes j̵n No

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

View uploaded file (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.

 No. Disagree with the above statement.

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

First SAC meeting to occur on September 12, 2012

Projected use of SAC Funds	Amount
School Libraries Go for the Gold program	$2,000.00

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

SAC meetings are on the 2nd Wednesday of each month at 5:00pm.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
LINCOLN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	72%	100%	18%	251	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	66%	63%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	79% (YES)			148	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
LINCOLN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	60%	82%	33%	220	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	50%	51%			101	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	71% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested