

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WELLINGTON ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Eugina Smith Feaman, Ed. D.

SAC Chair: Gerri Atkinson/Julie Hausmann

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/27/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eugina Smith Feaman, Ed. D.	B.S. in English and Masters in Teaching from Hampton University, Hampton, Va. Educational Specialist and Educational Doctorate in Educational Leadership from Argosy University, Sarasota, Florida. Certification in	1	10	Principal of Wellington Elementary School in 2011-2012 school-year' Grade B. Reading Mastery: 67%, Math Mastery: 57%, Writing Mastery 84%; Science Mastery: 67% Principal of Cholee Lake Elementary School in 2009-2010 school-year; Grade C Reading Mastery: 64%, Math Mastery: 65%, Science Mastery: 43%; AYP 77% ELL, Hispanic, and Economically Disadvantaged did not meet AYP in reading nor math. Black subgroup met AYP in Math. Principal of Cholee Lake Elementary School in 2008-2009: Grade A, Reading Mastery: 64%, Math Mastery: 67%, Science Mastery: 39%, AYP: 77%, ELL, SWD, and Economically Disadvantaged did not make AYP in math/reading.

		English 5-9, School Principal, and ESOL Endorsement			Principal of Cholee Lake Elementary partial year 2007-2008: Grade A, Reading Mastery 68%, Math Mastery: 69%, Science Mastery: 53%, AYP: 87%, Economically Disadvantaged, ELL and SWD did not make AYP in math and reading.
Assis Principal	Kim Harrington	Bachelor of Arts in Psychology from the University of Georgia, Masters in Educational Leadership from Barry University. Ms. Harrington is ESOL Endorsed.	7	14	Assistant Principal of Wellington Elementary 2005-2010-school grade A. Assistant Principal of Wellington Elementary School in 2011-2012 school-year' Grade B. Reading Mastery: 67%, Math Mastery: 57%, Writing Mastery 84%; Science Mastery: 67%

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)
NA	NA	NA			NA

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	Professional development and book studies provided at school site.	Professional Development Committee	on-going	
2	Teachers given choice to team with other teachers in either one grade level or multi grade level model.	Principal	on-going	
3	Teachers provided a mentor for support when needed.	Assistant Principal	on-going	
4	Teachers informed of training and course opportunities to expand certification and professional growth.	Assistant Principal and Principal	on-going	
5	Administration screens and interviews applicants for various instructional positions.	Assistant Principal and Principal	summer	
6	Appropriately place college practicum students and student teachers with highly qualified staff.	Assistant Principal	spring and fall semesters	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0) of the teachers are out of field and received less than an effective rating.	Inform staff of professional development and certification courses needed to meet highly qualified status.

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
64	0.0%(0)	12.5%(8)	31.3%(20)	56.3%(36)	39.1%(25)	100.0%(64)	10.9%(7)	7.8%(5)	78.1%(50)

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
Rosanne Tatti	Ginger Dunn	Grade chair	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Janet Lynch	Jennifer Cloutier	2nd grade teammate	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Valorie McGee	Jennifer Allen	2nd grade teammate	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Lisa Rodriguez	Emely Brito	K teammate	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Kathy Bristol	Sarah Moss	First grade	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Lori Elion	Shauna Morris	SLP	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Kate Lane	Lisa Miller	ESE	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.
Marty Samulkewitsch	Sarah Bosch	5th grade teammate	Paired with a veteran teacher from the school that will provide continuing support in school and grade level information and procedures.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The school's RTI Leadership Team is comprised of our:

-Guidance Counselor
-School Psychologist
-ESE Coordinator
-Principal
-Assistant Principal
-SAI Teacher

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

The school's RtI Leadership Team meets regularly to discuss the procedural and scheduling needs of the RtI process. Included in these meetings are the prioritizing of students discussed on the agenda based on their academic and behavioral data; communication with teachers, parents, and other key participants.

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 RtI Leadership Team meets regularly, both formally and informally, with the school's Principal and Assistant Principal to discuss the needs of the students and teachers based upon both aggregate and individual data. These needs assessments are included during the development of the School Improvement Plan.

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.

Classroom teachers collect and submit student work samples, classroom assessments (Core K12, FCAT weekly, teacher made, K-4 Literacy Assessment, chapter test, and SRI data). In addition behavior contracts and family history checklists are submitted dependent upon the concern(s) being considered.

Describe the plan to train staff on MTSS.

Faculty members have been provided information regarding the RtI process during Faculty Meetings and Staff Development activities. Additionally, this year, informational sessions will be held during the beginning of the school year to provide faculty members with another opportunity to receive pertinent RtI information.

Describe the plan to support MTSS.

Ensure time in the calendar to have regularly scheduled RtI meetings. Provide iii time in the master schedule for teachers to implement intervention services with students and collect student data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy leadership Team is composed of a teacher representatives from each grade and team along with the principal and Assistant principal:

1. Samika Satterthwaite (Fine Arts)
2. Cathy West (Media Specialist)
3. Anna McClanahan (1st grade)
4. Marie Sinram (1st grade)
5. Lisa Robinson (4th grade)
6. Debbie Dolan (2nd grade)
7. Marty Samulkewitsch (5th grade)
8. Sarah Bosch (5th grade)
9. Ronda Wayne (Kindergarten)
10. Rosanne Tatti (3rd grade)
11. Gloria Gatto (3rd grade)
12. Ginger Dunn (3rd grade)

- 13. Gerri Atkinson (SAI)
- 14. Debbie Huey (ESE)

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

The Literacy Leadership Team meets monthly to analyze and discuss the academic needs of the students, particularly students who are in the lowest 25%, or within our targeted areas in need of improvement. The team makes recommendations to the Faculty and Administration relative to curriculum, program, and instructional matters, including the use of effective instructional practices and programs.

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

- Increasing the percentage of our students in the lowest 25% in making learning gains.
- Improving the coordination of instructional efforts through implementation of iiii and the RtI process.
- Improving communication between grade levels relative to preparing students for the next grade level.
- Informing parents of strategies to improve literacy at home.

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.

N/A

*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

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

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

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:	85% (368) of the students in grades 3-5 at Wellington Elementary will achieve proficiency in FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (123)	40% (173)

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	Higher order thinking skills	Incorporating higher order thinking skills within lessons	Administration	Lesson Plans	Diagnostic/FCAT Results
2	Limiting interruptions during the school day (i.e. assemblies, fire drills, etc.)	Implement the 90 minute uninterrupted literacy block.	Administration Classroom Teacher	Classroom Assessments, Classroom walkthroughs	K-4 Literacy Assessments
3	Children spending time reading	Encourage use of media center and independent reading during balanced literacy block and at home	Administration, classroom teacher, media specialist	Reading counts quizzes, classroom assessments, SRI, Lesson Plans	K-4 Literacy Assessments, Reading logs, Media statistics
4	Increased use of non-fiction texts	Incorporate non-fiction texts (math, science, social studies) within reading lessons.	Classroom teacher	Lesson plans, Classroom assessments and walkthroughs	Diagnostic/FCAT results and classroom assessment data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	0% (0) will score at a level 4, 5, and 6 in reading on the FAA-100%(1) will score at a level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (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
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5 , 60% (260) of students will achieve FCAT Levels 4 & 5 on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (188)	60% (260)

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	Higher order thinking skills	Increase time spent on instruction of higher level thinking skills	Administration	Lesson Plans	Diagnostic/FCAT Results
2	Including enrichment activities	Implement enrichment activities during iii and reading rotation of literacy block.	Classroom teacher	Classroom walkthroughs and lesson plans	Diagnostic, FCAT explorer, CoreK12
3	Students aware of their individual reading goals	Implement data chats with students regarding their progress on the self-monitoring scale given by teacher.	Classroom teacher, student	Student understanding of scale and level. Classroom walkthroughs	Diagnostics, FCAT explorer, FCAT results
4	Access to high level readers and non-fiction texts	Increase use of staff resource room, media center, and sharing of classroom libraries amongst teachers.	Classroom teacher, media specialists, grade chairs	Reading Counts, lexile levels, lesson plans	SRI scores, Reading Counts reports
5	Including enrichment activities	Implement after school enrichment tutorial and clubs.	Aftercare director, reading club sponsor	Attendance and club/enrichment rosters	Sample work, Diagnostic/FCAT Results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100%(1) will score at a level 7 or above in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time constraint for test	Assign one-on-one	Classroom teacher,	Teacher observation and	FAA score

1	prep	paraprofessional to practice test prep skills with student.	ESE contact	lesson planning	
2	Implementation of access points and NGSS within same setting	Differentiated/individualized instruction within literacy block	Classroom teacher	Classroom assessments, K-4 Assessment, lesson plans	K-4 Literacy Assessment data and classroom assessment data

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 4-5, 70% (202) of the students will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (194)	70% (202)

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' accepting responsibility for own learning	Increase student use of organization/learning tools(learning scales) available to students at school and at home.	Teachers & Parents	Monitor use of tools and strategies through observations,walkthroughs and reports	Diagnostic/FCAT Results
2	Ensure students build reading stamina.	Students will participate in Reading Counts programs and read independently daily.	Teacher, Media Specialist, Administration, Parents	Reading Counts reports, Daily Reading Logs	Reading Counts points, Reading Logs
3	Analyzing the needs of students and plan for instruction.	Implementing the six components of reading through differentiated instruction.	Teachers, Administration	Analysis of K-4 Assessment, Reading Diagnostics, Reading Running Records, Core K-12 data,	K-4 Assessments, Classroom Walkthroughs, LTM Discussions

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:	100% (1) of students taking the FAA will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	100%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Test taking ability and comprehension	Utilize test prep materials during ESE classroom setting.	ESE teacher	Classroom observation	FAA reading results

2	Time constraints within the ESE classroom.	Differentiated/individualized instruction within literacy block	ESE teacher	Classroom observation	FAA results, computer assisted program results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The Percentage of students in the lowest 25% in grades 4-5 , 65% (49) of the students will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (48)	65% (49)

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	Time to remediate	Offer opportunities for before/after school and Saturday tutorials	Administration	Attendance, Student work samples	Diagnostic/FCAT Results
2	Number of students who need services and the variety of student reading needs within the classroom.	Implement the immediate intensive intervention (iii) daily in addition to the 90 minute literacy block.	Classroom Teacher, Administration	Lesson Plans, Student work samples and assessments	Classroom walkthroughs, K-4 assessments, Diagnostic results
3	Ensure students build reading stamina.	Students will participate in Reading Counts programs and read independently daily.	Classroom Teachers, Media Specialist, Administration	Reading Counts reports, Daily reading logs,	Reading Counts points, Reading Logs
4	Analyzing the needs of students and plan for instruction.	Implementing the six components of reading through differentiated instruction.	Classroom Teachers, Administration	Analysis of K-4 Assessments, Reading Diagnostics, Reading Running Records, Core K-12 data	K-4 Assessments, Classroom Walkthroughs, LTM Discussions

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following subgroups did not meet 2012 Reading Targets: Black, Hispanic, White. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Students scoring at proficiency: White 77% Black 40% Hispanic 62%	White 79% Black 45% Hispanic 65%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students English Language ability	Provide instruction through ESOL endorsed teachers.	Administration, Classroom Teachers	Monitoring Teacher Certification	People Soft Certification Reports
2	Parents or student unable to read in English well.	Encourage students to read books in their first language.	Classroom Teacher, Media Specialist, Administration	Increase in circulation on heritage language books.	Destiny report on circulation, student assessments
3	Finding high interest text and modalities to reach student interest.	Increase the use of reading technology based programs (i.e. Destination Reading, FCAT Explorer, Starfall, etc.)	Administration, Classroom Teacher, Technology Teacher	Analysis of reports from Reading Programs, Classroom Assessments	Reports from Reading Programs, Classroom Assessments
4	Lack of High Order thinking Skills	Teachers will include high order questions in lessons	Classroom teachers and administration	Lesson Plans and Walkthroughs	Diagnostic testing, Core K-12, FCAT
5	Lack of High Order thinking Skills	Teachers will include high order questions in lessons	Classroom teachers and administration	Walkthrough and lesson plans	Diagnostic testing, Core K-12, 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The ELL subgroup will meet the AMO targets for 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% were proficient	44%

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 ability to speak, read, and write English	Ensure ELL students are placed with ESOL endorsed teachers.	Administration	Master schedule	Peoplesoft Certification Report
2	parents English ability	Provide CLF to interpret and communicate information for parents and provide educational resources	CLF, classroom teachers	CLF parent logs	CLF parent logs, attendance at PLC meetings
3	students ability to speak, read, and write English	Provide small group instruction, computer assisted programs and mentoring for ELL students.	CLF, classroom teachers, SAI teacher	Lesson Plans, CLF logs	RazKids reports, classroom observation, classroom assessments
4	Lack of High Order thinking Skills	Teachers will include high order questions in lessons	Classroom teachers and administration	Lesson Plans and Walkthroughs	Diagnostic testing, Core K-12, FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students in the SWD subgroup will meet the 2013 AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students Proficient-36%	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	varying student academic levels within classroom setting	Differentiate instruction through the use of flexible small groups and pullout model.	Classroom teacher, ESE teacher, administration	Lesson plans, classroom walkthroughs, classroom assessments, iii data	K-4 Literacy Assessment, Diagnostics, and FCAT results.
2	students require extra time and practice of skills for mastery	Provide afterschool, before school and Saturday tutoring.	Classroom teachers, administration, Aftercare director	Attendance, lesson plans	K-4 Literacy Assessment, Diagnostics, Pre/Post tests
3	lack of motivation	Provide "Paw Pal" mentors to students.	Mentor, administration	Paw Pal activities	survey, feedback
4	Lack of High Order thinking Skills	Teachers will include high order questions in lessons	Classroom teachers and administration	Lesson Plans and Walkthroughs	Diagnostic testing, Core K-12, 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students in the Economically disadvantaged subgroup will meet the AMO target for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students proficient-53%	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading materials at home.	Provide reading material for students to read at home.	Classroom Teacher, Administration, Media Specialist	Reading Logs, Reading Counts results, Classroom Assessments	K-4 Assessments, Reading Diagnostics
2	Students need more opportunities for instruction/support.	Provide opportunities for tutoring before/after school, Saturday sessions.	Classroom Teachers, Administration	Attendance, analysis of tutorial assessments	K-4 Assessments, Reading Diagnostics
3	Finding high interest text and modalities to reach student interest.	Increase the use of reading technology based programs (i.e. Destination Reading, FCAT Explorer, Starfall, etc.)	Classroom Teachers, Technology Teacher, Administration	Analysis of reports from Reading Programs, Classroom Assessments	Reports from Reading Programs, Classroom Assessments
4	lack of motivation	Provide "Paw Pal" teacher mentor.	Classroom teachers, administration	observations, mentor activities	survey, mentor feedback

5	Lack of High Order thinking Skills	Teachers will include higher order questioning.	Classroom teachers and administration	Lesson Plans and Walkthroughs	Diagnostic testing, Core K-12, FCAT
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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
Small group reading instruction	K-5	District Elementary Curriculum Trainer	K-5 and ESE reading teachers	Elementary In-service	Lesson plans and classroom walkthroughs	Administration
K-4 Literacy Assessment Training	K-5	District Elementary Curriculum Trainer	K-5 and ESE reading teachers	Bimonthly and preschool (as offered)	EDW reports, classroom walkthroughs, and student assessments	Administration
Marzano effective strategies	K-5	Administration and District Professional Development Department	K-5 and ESE reading teachers	Monthly Faculty Meetings and Learning Team Meetings	Classroom walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Readers in Math, Science, and Social Studies	Student Non-fiction texts	PTO, SAC, Media internal funds	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize RazKids software during literacy block and iii.	Computer reading program-RazKids	SAC	\$540.00
			Subtotal: \$540.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize substitutes to cover classes while teachers attend training.	Substitutes	SAC	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,040.00

End of Reading 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:		50% (55) of ELL students will score proficiency in listening/speaking portion of CELLA			
2012 Current Percent of Students Proficient in listening/speaking:					
39% (16) were proficient					
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	Scheduling and comfort level of student during testing.	Provide testing schedule for students	Administrator test coordinator and district ELL personnel	master and testing schedule	Testing schedule, student CELLA score
2	Opportunity to speak orally	Provide read alouds , audio books, and opportunity to respond to visual literacy and multimedia texts.	Classroom teacher, CLF	Classroom walkthroughs	OLA score

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:		50% (55) will score proficient in reading.			
2012 Current Percent of Students Proficient in reading:					
29% (12)					
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 unable to understand content vocabulary	Utilize pictures word walls and visual aids in the classroom as well as translation dictionaries.	Classroom teacher, CLF	Classroom walkthroughs, lesson plans	Classroom walkthroughs
2	opportunity/ability to read independently	Utilize high interest, leveled text within classroom.	Classroom teacher, media specialist, shared grade level libraries	Lesson plans, Classroom walkthroughs, Reading logs	Reading logs, media distribution reports

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		40% (44) will be proficient in writing on the CELLA			

2012 Current Percent of Students Proficient in writing:

24% (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	need for a spiraling writing plan	Develop school-wide writing plan outlining expectations.	Administration, Classroom teachers, Writing Committee	Lesson plans, PBW	EDW reports, CELLA writing scores, PBW writes scores
2	students have limited vocabulary	Utilize pictures and visual aids as well as translation dictionaries during instruction.	Classroom teachers, Administration, CLF	Lesson plans, classroom walkthroughs	CELLA scores, PBW scores.

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:	80% (346) of the students will achieve proficiency in FCAT mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
students proficient 27% (112)	40%(346)

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	Current math series	Provide teacher support and training for implementing new math series	Administration	Feedback from LTM meeting and training	Diagnostics/FCAT results
2	Consistency in analyzing student work and data	Teacher use data feedback analysis accurately and consistently looking for strengths and weaknesses during LTM's.	Classroom Teachers, Administration	Results of analysis, LTM feedback, lesson plans, Core K12	Classroom assessments, EDW reports, CoreK12 reports, and Florida Achieves reports, Diagnostics
3	Application of skills	Increase higher level activities and questions.	Classroom Teachers	Lesson Plans and classroom walkthroughs	Diagnostics and CoreK12 data, EDW reports

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:	100%(1) will score level 4, 5, or 6 on the math FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(1)	100%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of motivation	Use manipulatives and computer assisted technology.	Classroom and ESE teacher	Classroom observation, lesson plans	Destination Learning Reports and Think Central reports
2	lack of understanding math concepts	Provide test prep activities.	Classroom teacher, paraprofessional	Classroom observation	FAA results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	80% (346) of the students will achieve proficiency in math portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(126)	40% (173)

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	Current math series	Training and support for implementing the new math series.	Administration	Feedback from LTM meetings and trainings.	Diagnostics/FCAT Results
2	Student opportunity to expand knowledge	Provide enrichment activities during the math block.	Classroom teacher	Classroom walkthroughs, lesson plans-Go Math Series use	Diagnostics, FCAT results, Core K12 results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	100%(1) will score a level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	100%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of motivation	Use manipulatives and computer assisted technology.	Classroom and ESE teacher	Classroom observation, lesson plans	Destination Learning Reports and Think Central reports
2	lack of understanding math concepts	Provide test prep activities.	Classroom teacher, paraprofessional	Classroom observation	FAA results

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 4-5, 80% (231) of the students will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

75%(172)	80% (231)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gap between new series and previous series.	Identify students with gaps and offer tutorials.	Administration	Attendance Student work samples	Diagnostics/FCAT Results
2	Lack of critical thinking skills	Provide direct instruction for the use of reading strategies/skills for problem solving in the content area of math.	Classroom teachers, Administration	Classroom Assessments	Math Diagnostics
3	Lack of understanding math vocabulary	Grade level specific vocabulary development (i.e. word walls, direct instruction, etc.)	Classroom Teachers, Administration	Classroom Walkthroughs, Lesson Plans, Classroom Assessments	Math Diagnostics
4	Students at varying levels within one setting	Use of differentiated instruction.	Classroom Teachers	Lesson Plans, Classroom Walkthroughs	Chapter Test, FCAT results, Diagnostics
5	Time constraints	Before/after school and Saturday tutorials	Administration	Classroom assessments	Attendance logs and work samples

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	100% (1) will make learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of motivation	Use manipulatives and computer assisted technology.	Classroom and ESE teacher	Classroom and ESE teacher Classroom observation, lesson plans	Destination Learning Reports and Think Central reports
2	lack of understanding math concepts	Provide test prep activities.	Classroom teacher, paraprofessional	Classroom observation	FAA results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	63% (47) of the students in the lowest 25% will make learning gains on the FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

44%(35)			63% (47)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Extra time needed for comprehension of math concepts	Increase instructional time through the use of tutoring before/after school and Saturday sessions.	Classroom Teachers, Administration	Attendance, Tutorial Assessments	Math Diagnostics
2	Students accepting responsibility for their own learning	Increase student use of organization/learning tools available to students at school and at home.	Administration	Observation, feedback, reports	Diagnostics/FCAT Results
3	Accommodating the many different learning styles	Implementing differentiated learning strategies.	Classroom Teachers, Administration	Classroom Walkthroughs, Analysis of classroom assessments and diagnostics, lesson plans	Math Diagnostics, Classroom Assessments, Lesson Plans
4	Students unaware of their strengths and weaknesses.	Teachers conduct data chats with students identifying strengths and weaknesses and setting goals.	Classroom Teachers, Administration	Monitor student progress on Fall and Winter Diagnostic, feedback from students and teachers	Math Diagnostics, Classroom Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years our school will reduce the achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	75	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following subgroups did not meet 2012 Math Targets: Black, Hispanic, White. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 80% Black 40% Hispanic 63%	White 82% Black 45% Hispanic 67%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are lacking prerequisite mathematical skills.	Provide math remediation through tiered intervention.	Classroom Teachers, Administration	Classroom walkthroughs, Lesson plans, analysis of classroom data	Math diagnostics, classroom assessments
	Students have a limited	Identify and closely	Classroom	Classroom walkthroughs,	Math diagnostics,

2	content area vocabulary.	monitor the progress of the Hispanic and Black students and utilize a classroom word wall.	Teachers, Administration	lesson plans,	classroom assessments
3	Lack of experience taking math test on computer.	Provide time to practice utilizing tool used in online testing	Classroom teachers, technology teacher	Classroom walkthroughs, lesson plans	Math 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The ELL subgroup will meet the 2013 AMO targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%	44%

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 understanding of math vocabulary	Picture clues and visual aids (word walls)	Classroom Teacher, CLF	Teacher observation	Student work samples, chapter test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The SWD subgroup will meet the 2013 AMO targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	48%

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	confusing verbage in word problems	Provide explicit practice in unpacking word problems.	Classroom teacher	Lesson plans, observation, classroom work	Diagnostic data and CoreK12
2	lack of experience testing on computer	Provide computer based test practice and strategies.	Classroom teacher, tech lab teacher	Lesson plans, math program data	Core K12, Florida Achieves, and diagnostic data

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The Economically Disadvantaged subgroup will meet the 2013 AMO targets.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	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 need extra time and practice to learn concepts	Provide before/after school and Saturday tutorials.	Administration	Attendance Work samples observation/feedback	Diagnostics/FCAT Results
2	Students need extra time and practice to learn concepts.	Encourage parents to assist students with math activities at home	Administration Guidance Counselor Teachers	Work samples Feedback	Diagnostics/FCAT Results
3	Learning gaps	Computer assisted instruction	Administration Teachers	Individual student reports Work Samples	Diagnostics/FCAT Results
4	Some students do not relate math operations to real world experiences.	Increase the use of manipulatives and hands on experiences to reinforce mathematics concepts.	Classroom teachers, Administration	Classroom Walkthroughs, Lesson plans,	Diagnostics, Classroom Assessments
5	Students are not fluent in basic math facts	Utilize math game competition between classes to expand approaches to learning math facts.	Classroom teachers, Administration, Grade Chairs	Math competition results	Core K12, classroom assessments

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 content area training	K-5 math	District Elementary Curriculum Trainers	K-5 math teachers	various dates throughout year	Lesson plans, implementation of strategies within class.	Classroom teachers, administration
Destination Learning (Riverdeep)	2-5 math	District Trainer	2-5 teachers	9/13/12	Destination Learning Reports, Lesson Plans	Classroom teachers, administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Utilize substitutes while teachers attend trainings.	Substitutes	SAC	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$1,000.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			75% (128) of the 5th graders will achieve proficiency in FCAT Science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
44% (64)			48% (81)		
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	Gaps in students background knowledge	LTM meetings will address the science benchmarks and share best practices to use with children in the classroom.	Administration	LTM notes Lesson plans Student work samples	Diagnostics/FCAT results
2	Gaps in students' background knowledge	Students will participate in hands on lessons in the Science Lab	Administration	Lesson plans, Student assessments and products	Student assessments, Diagnostics/FCAT results
3	2nd year of transition to new textbook series	Scaffold student learning based on learning SSS and NGSS.	Classroom Teachers, Administration	Classroom walkthroughs, Lesson plans, analysis of science assessments	Science Diagnostics, Classroom Assessments
4	Lack of vocabulary	Utilize science based non-fiction readers and science journals in classroom.	Classroom teachers and administration	Classroom walkthroughs, science journals, reading logs, lesson plans	Science Diagnostics, CoreK12, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		n/a
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
n/a			n/a		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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:	27% (45) of the students will achieve above proficiency in science (level 4 and 5) as measured by the Science FCAT.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
24% (35)	27% (45)				
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	Higher order thinking skills	Include higher order questions and activities used in lessons presented to students	Administration	Lesson Plans Student work samples	Diagnostics/FCAT results
2	time constraints	Utilize hands-on science labs within bi-weekly lessons.	Classroom teacher, administration	Lesson Plans, Science lab sign-in	Diagnostics and FCAT results, benchmark assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	n/a				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
n/a	n/a				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	n/a	n/a	n/a	n/a	n/a
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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
ThinkCentral	K-5 Science teachers	District Elementary Curriculum Trainers	K-5 Science teachers	various dates	ThinkCentral reports, lesson plans	Administration and classroom teachers
Science Journal utilization and implementation	3-5 science teachers	District Elementary Curriculum Trainers	3-5 Science teachers	various dates	Lesson plans and science journals	Administration and classroom teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize science lab	science lab materials	PTO	\$250.00
Utilize science journals	purchase composition books for each 5th grader	SAC	\$150.00
			Subtotal: \$400.00
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
Attend science training- ThinkCentral and science journals	Substitutes	SAC	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$900.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	94% (113) will score a level 3.5 or higher on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (128)	94% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not proficient in spelling and conventions	Implement spelling and convention lessons as part of the writing block	Classroom teacher and administration	Lesson plans, classroom walkthroughs, spelling tests	PB Writes data, Classroom writing assessments, FCAT Writes
2	Students need practice writing to various types prompts.	Implement Wellington Writes practice assessments and explicit teaching of types of prompts.	Classroom teacher and administration	Lesson plans, classroom walkthroughs	PB Writes
3	Students do not know their writing levels or needs for improvement	Provide feedback and track student progress through data chats and conferencing.	Classroom teacher	Writing tracking tools, lesson plans, data chats	PB Writes and Wellington Writes scores
4	Students lack writing skills	Utilize school-wide writing plan which includes outlined expectations for students and instruction.	Classroom teacher and administration	Lesson plans, classroom walkthroughs, data chats	PB Writes classroom writing assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

(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
Effective writing strategies	3rd and 4th grade writing teachers	District trainer	3rd and 4th grade writing teachers	Preschool inservice	Lesson plans, classroom walkthroughs, PB Writes data	Classroom teachers and administration
Writing Cohort	K-4 writing teachers	District trainer	6 K-4 writing teachers	various dates	Lesson plans, classroom walkthroughs, PB Writes data	Classroom teachers and administration
Spiraling Writing Planning	PreK-5 teachers	Administration	various grade level teachers and administration	August 6, 2012	LTMs, lesson plans, walkthroughs, PB Writes data	Classroom teachers and administration
Writing rubric training	4th grade writing teachers	District trainer	4th grade writing teachers	Elementary In-service training	Lesson plans, classroom walkthroughs, PB Writes data	Classroom teachers and administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

Attendance rate currently 100%.	Expected rate for 2013 school year is 100%.				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
0	0				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
0	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	Parents finding it difficult to get students to school.	Notify parents when students have excessive absences and tardies.	Guidance Counselor & Attendance Clerk	Letters, Parent Link Phone Call	Attendance Records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Mail home attendance letters	Stamps	SAC	\$150.00
			Subtotal: \$150.00
			Grand Total: \$150.00

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:		Decrease suspension rate by 2%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
30		28			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
20		18			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
43		41			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
26		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	Addition of EBD Units.	Work with the behavior resource teacher and teachers to implement strategies in the classroom.	Teachers, Behavior Resource Teacher	Analysis of Referral Data	Referral Data
2	Lack of consistent implementation of behavior expectations.	Implement Positive Behavior Support School-Wide through the development of Universal Guidelines and Behavior Matrix.	Teachers, Administration, Target Team	PBS Survey, Analysis of Referral Data	Referral Data, Classroom Walkthroughs, Survey Data
3	Lack of academic success causes behavioral issues	Provide mentor for students with behavioral and academic concerns.	Teachers, Administration and Target Team	Feedback from mentors, referral data	Referral Data, Classroom walkthroughs

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
Content Area Family Night activities	paper, hands-on manipulatives (math and science)	SAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Increase our number of volunteer hours by 2%.</p>
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2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
8220.5 hours	8385 hours

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	Number of parents who are now working due to the economy who are unable to volunteer during the day.	Increase communication about the opportunities available to help at the school.	Administration, VIPS coordinator, PTO	Analysis of volunteer hours	VIPS tracking system.
2	Parents not having time to volunteer	Vary the times for parental volunteer opportunities.	Administration, Teachers, VIPS coordinator	Analysis of volunteer report	VIPS tracking system
3	Parents don't know grade level expectations	Provide Curriculum, Literacy, Math, and Science Family Nights on and off campus to give parents exposure to grade level expectations.	Administration, Teachers, Parent/Home Connections Committee	Attendance at family night	Sign-in sheets

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

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	Common Core Readers in Math, Science, and Social Studies	Student Non-fiction texts	PTO, SAC, Media internal funds	\$1,500.00
Science	Utilize science lab	science lab materials	PTO	\$250.00
Science	Utilize science journals	purchase composition books for each 5th grader	SAC	\$150.00
				Subtotal: \$1,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize RazKids software during literacy block and iii.	Computer reading program-RazKids	SAC	\$540.00
				Subtotal: \$540.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize substitutes to cover classes while teachers attend training.	Substitutes	SAC	\$1,000.00
Mathematics	Utilize substitutes while teachers attend trainings.	Substitutes	SAC	\$1,000.00
Science	Attend science training-ThinkCentral and science journals	Substitutes	SAC	\$500.00
				Subtotal: \$2,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Mail home attendance letters	Stamps	SAC	\$150.00
Suspension	Content Area Family Night activities	paper, hands-on manipulatives (math and science)	SAC	\$1,000.00
				Subtotal: \$1,150.00
				Grand Total: \$6,090.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/27/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology software	\$1,000.00
Substitutes Technology software for Reading	\$2,000.00

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

Review SIP and provide direction/suggestions for implementation of strategies. Approve budget requests.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Palm Beach School District WELLINGTON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	85%	92%	68%	327	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%	75%			141	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?	54% (YES)	68% (YES)			122	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					590	
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 WELLINGTON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	85%	92%	65%	330	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	69%	56%			125	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?	61% (YES)	49% (NO)			110	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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested