

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: J. C. MITCHELL ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Laura M. Riopelle

SAC Chair: Ashley Gicas

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/23/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Laura M. Riopelle	BS - Business Administration, Florida State University; Master of Science - Early Childhood Education, Florida State University; Certification in Educational Leadership, Florida Atlantic University; Principal Certification - State of Florida; ESOL endorsed	1	8	2011-2012 - Grade A - 66% Reading mastery, 66% math mastery, 84% writing mastery, 58% Science mastery, 76% reading learning gains, 70% math learning gains. Principal of Sunrise Park Elementary School 2010-2011 - Grade A, 89% mastery Reading, 91% mastery Math, 94% mastery Writing, 82% mastery Science; met 95% of AYP Criteria. 2009 - 2010-Grade A, 90% mastery Reading, 91% mastery Math, 89% mastery Writing, 83% mastery Science; met 97% of AYP criteria. 2008 - 2009 - Grade A, 91% mastery Reading, 94% mastery Math, 93% mastery Writing, 77% mastery Science; met 100% AYP criteria
		BS- ESE, Glassboro State College, MS- Learning Disabilities,			2011-2012: Grade A - 66% Reading mastery, 66% math mastery, 84% writing mastery, 58% Science mastery, 76% reading learning gains, 70% math learning gains. 2010-2011: Grade A, 84% Reading

Assis Principal	Arellis Cardona Hilaire	Florida Atlantic University; Certification in Educational Leadership, Florida Atlantic University; Certification in Varying Exceptionalities K-12, School Principal; ESOL endorsed	6	10	Mastery, 88% Math Mastery, 95% Writing Mastery, 79% Science Mastery, met 77% of AYP criteria, 2009-2010: Grade A, Reading Matery: 88%, Math Mastery: 85%, Science Mastery: 66%, Writing Mastery: 92% AYP: 87% Black and ELL students did not make AYP in Reading and Math, Hispanic students and students who are economically disadvantaged did not make AYP in Math. 2008-9: Grade: A, Reading Mastery: 89%, Math Mastery: 92% Science Mastery: 75%, AYP: 90%, Black and SWD did not make AYP in reading and math.
-----------------	-------------------------	--	---	----	--

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	Pairing teachers who are new to the profession and new to the school with veteran staff	Assistant Principal	ongoing	
2	Meetings with new teachers	Principal and Assistant Principal	ongoing	
3	New teachers will get additional support from grade chairs	Grade chairs	Ongoing	
4	Referrals to district professional devleopment department for trainings, seminars, etc as needed	Assistant Principal	ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 out of field	NA

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
65	4.6%(3)	13.8%(9)	35.4%(23)	46.2%(30)	36.9%(24)	100.0%(65)	3.1%(2)	12.3%(8)	72.3%(47)

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
Marie Lisius	Anna Woodall	Team Meetings	Weekly meetings to plan and implement curriculum and to provide transitional support to new school assignment. Monthly meeting to review walk through data/observation.
Tommilyn Grady	Tiffany Schreiber	Team Meetings	Weekly meetings to plan and implement curriculum and to provide transitional support to new school assignment. Monthly meeting to review walk through data/observation.

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 are being used to provide J.C. Mitchell with an RTI teacher, who supports the reading and math curriculum by providing reading and math tier 3 interventions to struggling students. Tutorial reading and math services are provided before and after school, along with daily small group instruction, SAI, and Immediate Intensive Instruction. Additional remediation is provided to our SACC students through ALIE and District sponsored math and science programs. The Summer Reading Academy provides additional time and support for struggling third grade students. At our annual faculty Title 1 training, our staff is appraised of the role of Title 1 in our school, its expectations and use of funds. Title I funds are used to support professional development to the staff and programs for parents and families to increase learning and academics.

Title I, Part C- Migrant

District standardized curriculum provides consistency to transitory students. Students are provided meals at a free or reduced cost and a local organization provides backpacks of food to assure weekend meals. The school also provides a clothing bank and school supplies to assist students. Counseling services provide assistance to families needing referrals for medical and supplemental support. Our association with Primary Project allows our primary students who may be having school adjustment challenges to gain self-confidence, social skills, learning skills and other school related competencies.

Title I, Part D

The District receives funds to provide support services. These services are coordinated with the District Drop-out prevention programs.

Title II

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

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Twice a year, our ESOL department has a parent meeting in the morning and in the evening to

accommodate working parents in which information is shared about the ESOL program and area community services available to them. Our language facilitators are present to translate information and all materials are available in English, Spanish, and Haitian-Creole.

Title X- Homeless

Area Attendance Specialists provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers at the end of 3rd grade. In school, SAI instruction will help struggling students improve reading skills in a small group setting.

Violence Prevention Programs

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

The school participates in the District-wide implementation of Single School Culture as well as Appreciation for Multicultural Diversity.

Nutrition Programs

Boca Helping Hands (backpack program)
All students are eligible for free breakfast

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

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 MTSS/RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teacher, RtI/Inclusion Facilitator, and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

A sound, effective academic program is in place

A process to address and monitor subsequent needs is created

The School Based Team (SBT) is implementing RtI processes

Assessment of RtI skills of school staff is conducted

Fidelity of implementation of intervention support is documented

Adequate professional development to support RtI implementation is provided

Effective communication with parents regarding school-based RtI plans and activities occurs.

The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collect and analyze data, contributes to the development of intervention plans, implements Tier 3 interventions, and offers professional development and technical assistance.

Select General Education Teachers (Primary and Intermediate):

Provide information about core instruction
 Participate in student data collection
 Deliver Tier 1 instruction/intervention
 Collaborate with other staff to implement Tier 2 intervention
 Integrate Tier 1 materials/instruction with Tier 2/3 activities.
 Exceptional Student Education (ESE) Teachers:
 Participate in student data collection
 Integrate core instructional activities/materials into Tiered instruction
 Collaborate with general education teachers through inclusion.
 School Psychologist:
 Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans;
 Provides support for intervention fidelity and documentation;
 Provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
 Technology Specialist:
 Develops or brokers technology necessary to manage and display data;
 Provides professional development and technical support to teachers and staff regarding data management and display.
 Speech Language Pathologist:
 Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design;
 Assists in the selection of screening measures;
 Helps identify systemic patterns of student need with respect to language skills
 Guidance Counselor:
 Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. After determining that effective Tier 1- Core Instruction is in place, classroom teachers will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RtI Leadership Team.
 The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Members of the school-based MTSS/RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets will be discussed and areas of deficiency will be the focus.
 Topics for discussion include, but are not limited to, the following:
 FCAT scores and the lowest 25%
 Strengths and weaknesses of intensive programs
 Mentoring, tutoring, and other services.

MTSS Implementation

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

Baseline data:
 Florida Comprehensive Assessment Test (FCAT 2.0)
 Curriculum Based Measurement

Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System

End of year data:
Florida Comprehensive Assessment Test (FCAT 2.0)
FCAT Writes

Describe the plan to train staff on MTSS.

The school-based MTSS/RtI/SBT process will be reviewed at learning team meetings throughout the school year. Topics will include but are not limited to:

Problem Solving Model

Consensus Building

Positive Behavioral Intervention and Support (PBIS)

Data-based decision-making to drive instruction

Progress monitoring

Selection and availability of research-based interventions tools utilized to identify specific discrepancies in reading.

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

Describe the plan to support MTSS.

Hold weekly administrative meetings to monitor progress and achieve cohesiveness across the school to allow for consistent academic expectations.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Leadership Team includes Principal, Assistant Principal and one representative from each grade level, ESE and ELL.

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

Reading Counts, Lucy Calkins Writing, Foundations, Reading Plus and Text Talk

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.

At the end of the school year we invite local preschools to bring their students for orientation and a tour of our school. We also host a kindergarten roundup in April. We send out flyers to parents of students in our school, run newspaper advertisements and display the information on our marquee.

Before school starts, Kindergarten teachers screen incoming PreK students to determine their academic levels. This allows us to begin individualized academic instruction more quickly.

At the beginning of the school year we implement a staggered start during the first week of school for kindergarten. We also allow classroom visitations for transitioning students and their parents.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 30, 2013, students will increase proficiency by 10% in reading as measured by the spring FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (96 students) are scored a level 3 in reading	The percent of students achieving level 3 will increase by 10% to 34% (106 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	All computers in the lab and classrooms need to be working properly and there needs to be an ample number of computers available	Increase the use of technology, such as FOCUS, Riverdeep, Reading Plus, CORE K12, FCAT Explorer, FCAT Test Maker, Scholastic Reading Counts, with fidelity to improve reading skills.	Principal, AP, Classroom Teachers, Technology Teacher	Review and analyze SRI scores, diagnostic scores, etc.	CORE K12 reports, Diamond reports, SRC reports
2	Providing differentiated instruction to all learners	Assess students' academic levels and instruct accordingly in classrooms and during tutorials.	Principal, AP	Implementation of learning strategies that provide for and encourage differentiated instruction	Analysis of diagnostic test results, lesson plans review
3	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of strength and weakness	Principal, AP	Secondary benchmarks will be created targeting specific areas of strength and weakness during Learning Team meetings. Administration will be aware of the upcoming focus and will monitor implementation through classroom walkthroughs.	Learning Team meetings minutes, classroom teacher lesson plans, completed instructional focus calendars, classroom visits, assessment results.
4	Implementing Foundations with fidelity	Utilize Foundations to build phonics and decoding skills in both whole group and small group instruction	Principal, AP	Classroom walkthroughs, formal and informal observations, Data chats	Diagnostic tests, Running Reading Records, SRI, ECHOS, FAIR

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 30, 2013, the percent of students taking the alternate assessment and scoring levels 4, 5 and 6 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

38% (5 students) scored at level 4, 5 and 6

The percent of students achieving level 4, 5 or 6 or above will increase by 10% to 42% (6 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	Health concerns may inhibit school attendance, i.e seizures.	Ensure that students receive any necessary and appropriate medical attention when at school and focused instruction upon return to class.	ESE Contact, ESE nurse, classroom teacher	Attendance records, correspondence with parents	classroom portfolio

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:

Students achieving above proficiency in reading will increase 10%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

35% (111 students) achieved level 4 and 5

The percent of students achieving level 4 and 5 will increase by 10% to 39% (122 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	Providing differentiated instruction to all learners	Assess students' academic levels and instruct accordingly in classrooms and during tutorials.	Principal, AP	Implementation of learning strategies that provide for and encourage differentiated instruction	Analysis of diagnostic test results, lesson plans review
2	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of strength and weakness	Principal, AP	Secondary benchmarks will be created targeting specific areas of strength and weakness during Learning Team meetings. Administration will be aware of the upcoming focus and will monitor implementation through classroom walkthroughs.	Learning Team meetings minutes, classroom teacher lesson plans, completed instructional focus calendars, classroom visits, assessment results.
3	All computers in the lab and classrooms need to be working properly and an ample supply needs to be available	Increase the use of technology, such as FOCUS, Riverdeep, FCAT Explorer, CORE K12, Reading Plus, FCAT Test Maker, Scholastic Reading Counts, with fidelity to improve reading skills.	Principal, Technology Teacher, Classroom Teachers	Review and analyze SRI scores, diagnostic scores, etc.	PANS reports, diamon reports, SRI dignostic reports.
4	Providing differentiated instruction to all learners	Develop novel studies with selected level 4 and 5 students with Fine Arts Teachers	Principal, Assistant Principal, Classroom Teachers and Fine Arts teachers	Implementation of novel studies that provide for increased learning opportunities for higher level students	Analysis of diagnostic test results, SRI scores, and RRR

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		82% (9) of FAA students scored at or above Level 7 in reading, an increase of 15 percentage points (1) from FY2011.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (9) of students scored at or above Level 7 in reading on the FY2012 FAA.		By June 30, 2013, 83% (10) of FAA students will score at or above Level 7 on the 2013 FAA.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive abilities may limit academic performance.	Ensure that students receive appropriate individualized instruction tailored to their learning needs.	Classroom teacher	data collection	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:		Percentage of students making learning gains in reading will increase 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
75% (130 students)		The percent of students making learning gains will increase by 5% to 80% (137 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	Providing differentiated instruction to all learners	Provide professional development in the area of differentiated instruction through teacher collaboration and LTMs	Principal, AP	Implementation of learning strategies that provide for and encourage differentiated instruction	Analysis of diagnostic test data, monitoring classroom lesson plans
2	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness	Principal, AP	Secondary benchmarks will be created targeting specific areas of weakness during Learning Team meetings.	Learning Team meeting minutes, classroom teacher lesson plans, classroom visits, assessment results.
3	Implementing new reading programs	Foundations used in K-2 classrooms	Principal	Reviewing lesson plans, Classroom walkthroughs and Learning team meetings	FAIR, ECHOS,RRR,Diagnostic testing for grade 2, SRI
4	Meeting the instructional needs of students during a limited school day	Provide before and/or after school tutorial to students to address their academic needs	Principal, Assistant Principal, tutorial coordinator	Pre and post tests, attendance sheets, lesson plans	lesson plans, FCAT 2.0, diagnostics

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Percentage of students making learning gains in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4 students) made learning gains as measured by the FAA.	The percent of students making learning gains as measured by the FAA will increase by 10% to 34% (5 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	Providing differentiated instruction to all learners	Assess students' academic levels and instruct accordingly in classrooms.	Principal, AP	Implementation of learning strategies that provide for and encourage differentiated instruction	Monitor student portfolios, lesson plans review

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:	Percentage of students in Lowest 25% making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% of the lowest 25% made learning gains in reading	84% of the lowest 25% will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of differentiated reading programs and initiatives	Tiered intervention, One on one tutorials, AM Reading clubs, SAI, RTI teacher, Teacher mentoring	Principal, AP	Disaggregating data	Diagnostic testing
2	The large number of students requiring iii services.	Provide iii to any student who is below grade level for 30 min. per day based on his/her area of weakness using team teaching, Reading Plus, etc.	Classroom teacher, Principal, AP	Teachers provide specific lessons and best instructional strategies for students based on data.	Classroom lesson plans, iii assessment results, observation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
5A :	<input type="text"/>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Students in all subgroups will increase proficiency by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students by subgroup not making satisfactory progress: White 23% (29 students), Black 52% (34 students), Hispanic 36% (42 students)	Proficiency will increase to the following: white - 85% proficient (107 students), Black - 53% proficient (33 students), Hispanic - 70% proficient (81 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	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness	Principal, AP	Secondary benchmarks will be created targeting specific areas of weakness during Content area Learning Team meetings.	Learning Team meeting minutes, classroom teacher lesson plans, classroom visits, assessment results.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Students who are classified under ELL will increase proficiency by 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (34 ELL students) are not making satisfactory progress	A total of 40% of our ELL students will achieve proficiency. (17 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	Variety of languages spoken, multi-grade level grouping and lack of resources	Fundations, building on phonics in whole group instruction, individualized instruction with the language facilitator	Principal and Assistant Principal	Classroom walk-through, formative observations, data chat	diagnostic testing, SRI, CELLA, district provided assessments
2	Lack of background knowledge/vocabulary	Utilize Text Talk in ESOL classes to develop vocabulary and oral language and increase comprehension.	Principal and Assistant Principal	Classroom walk-through, formative observations, data chat	diagnostic testing, SRI, CELLA, district provided assessments
3	Lack of background knowledge/vocabulary that impedes	Utilize Passport in small groups with selected students as a way to	Principal, Assistant Principal and Guidance Counselor	Observations, data chats	diagnostic testing, SRI, CELLA, district provided

comprehension	increase vocabulary and comprehension		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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students who are classified under SWD will increase proficiency by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (47 SWD students) are not making satisfactory progress	63% (52 students) will achieve proficiency in order to make satisfactory progress.

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	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness	Principal, AP	Secondary benchmarks will be created targeting specific areas of weakness during Content area Learning Team meetings.	Learning Team meeting minutes, classroom teacher lesson plans, classroom visits, assessment results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students who are classified under Economically Disadvantaged will increase proficiency by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (82 FRL students) are not making satisfactory progress	61% (109 students) will achieve proficiency

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing differentiated instruction to all learners.	Develop secondary benchmarks to address areas of weakness	Principal, AP	Secondary benchmarks will be created targeting specific areas of weakness during Content area Learning Team meetings.	Learning Team meeting minutes, classroom teacher lesson plans, classroom visits, assessment results.

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
Fundations	K-2	Jennifer Pizzi, District ESE Dept	Reading Teachers K-2	Inservice, classroom visits and Learning Team Meetings throughout the year	Agendas and/or LTM minutes	Jennifer Pizzi and grade chairs
CCSS	K-5 with a focus on K and 1 teachers	District/ South area inservice	Selected teachers at varying grade levels	Summer, preschool and throughout the year as offered	Incorporation of CCSS into lesson plans and instruction. Monitor via walkthroughs and observation	Principal and Assistant principal
Reading Plus	Grades 3-5 reading teachers	Susan Ofstein, Reading Plus	Grades 3-5 reading teachers, SAI, ESE, RTI Facilitator	September 2012 with follow up throughout the year	Agendas, student reports, Inservice log	PDC
New report cards for K and 1	K and 1	Grade chairs, principal and district personnel	Teachers in grades Kindergarten and 1	Preschool, August and throughout the year at LTMs and district provided inservice	Agendas, LTM minutes, student portfolios	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Fundations in K-2 to improve students' decoding and reading skills	Classroom supplies and teacher materials - Fundations	Title I	\$7,700.00
Utilize Reading Plus to improve students' comprehension and reading fluency.	Software licenses, online hosting and support and professional development	Title I	\$5,500.00
Implement differentiated reading programs for students in grades K-5	Teachers will be paid to provide afterschool and before school tutorials.	Title I	\$7,500.00
Assess students' academic levels and instruct accordingly.	Classroom reading supplies including books targeting specific benchmarks and other materials to use in class and tutorial settings	Title I	\$400.00
			Subtotal: \$21,100.00
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
Implementation of Reading programs including Fundations, Reading Plus, Common Core Standards, etc	Substitutes provided for teachers to attend training and workshops	Title I	\$1,000.00
Train teachers in available strategies for working with non proficient students.	RTI Teacher to work with teachers	Title I	\$31,986.50
			Subtotal: \$32,986.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Pay teachers to screen incoming PreK students prior to the start of school.	Individual student results of screening instrument, lesson plans and differentiated instruction during guided groups	Title I	\$1,200.00

Implementation of differentiated reading programs and initiatives	RTI Teacher	Title I	\$31,986.50
			Subtotal: \$33,186.50
			Grand Total: \$87,273.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			ELL students will increase their proficiency in listening/speaking by 10% to 50% (54 students).		
2012 Current Percent of Students Proficient in listening/speaking:					
42% (45 students) were proficient in listening/speaking					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enroll in school who do not speak English or who have limited English speaking skills.	Place students in ELL classes with increased emphasis on vocabulary development, listening and speaking, and fluency.	ESOL Coordinator	Classroom Walk-throughs, Informal and Formal Observations	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:			ELL students achieving proficiency in reading will increase 10% to 32% (33 students).		
2012 Current Percent of Students Proficient in reading:					
29% (30 students) were 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	Students come from multiple countries speaking numerous languages. Their parents are often non-English speakers.	Provide parent workshops/meetings twice a year to give parents strategies for helping their children read.	ELL teacher, AP, Principal	Observation in classroom, classroom walkthroughs, data chats	Attendance sheets from parent meetings, diagnostic testing, CELLA, SRI

Students write in English at grade level in a manner similar to non-ELL students.					
---	--	--	--	--	--

3. Students scoring proficient in writing. CELLA Goal #3:		The percent of students reaching proficiency in writing will increase by 10% to 25% (30 students).			
2012 Current Percent of Students Proficient in writing:					
23% of students (25 students) 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	Students inability to read and/or speak English negatively impacts their ability to write proficiently	Provide differentiated instruction to these students with support/assistance from the language facilitators.	ELL teacher, classroom teacher, principal, AP	Observation, classroom walkthroughs, data chats with students and teachers	PBW, FCAT Writes, student portfolio

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students scoring at level 3 in mathematics will increase by 10% to 31% (97 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (89 students) scored at level 3	There will be 10% increase in the number of students scoring level 3 or above.

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	Implementing the technology piece of Go Math with fidelity	Use Think Central to individualize instruction	Principal, AP	Review plan book strategies, classroom walkthroughs, Disaggregation of data	Diagnostic testing, district provided assessments
2	All computers in the lab and classrooms need to be working properly	Increase the use of technology including FOCUS, Achieve, CORE K12, FASSTMATH, Reflex Math and Think Central with fidelity to improve math skills.	Principal, AP, Classroom teacher, technology teacher	Review and analyze test scores, diagnostic scores, etc	classroom assessments, CORE K12 reports and diagnostics

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The number of students scoring a level 4, 5 and 6 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6 students) scored a level 4, 5 and 6 in mathematics	FAA students scoring a level 4, 5 and 6 will increase by 10% to 51% (7 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	Health concerns may inhibit school attendance, i.e seizures.	Ensure that students receive any necessary and appropriate medical attention when at school and focused instruction upon return to class.	ESE Contact, ESE nurse, classroom teacher	Attendance records, correspondence with parents	classroom portfolio

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:		Students achieving above proficiency in mathematics will increase 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (117 Students) scored a level 4 and above		41% of students (129 students) will score a level 4 or 5 in FY 2013, increasing proficiency by 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	Providing differentiated instruction to above grade level learners	Use Versatiles as a hands on way to develop higher level math concepts	Principal, AP, Team Leaders and Classroom Teachers	Review and analyze diagnostic scores and classroom assessments	Diagnostic scores, lesson plans, classroom walkthroughs
2	Providing differentiated instruction to above grade level learners	Utilize learning team meetings to analyze data and discuss ways to enrich students	Principal, AP, Team Leaders and classroom teachers	Review and analyze diagnostic scores and classroom assessments	Diagnostic scores, lesson plans, classroom walkthroughs

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:		Students achieving level 7 and above will increase by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38% (5 students) achieved level 7 and above on the FAA.		By June 2013, 42% (6 students) will achieve level 7 and above on the FAA.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Health concerns may inhibit school attendance, i.e seizures.	Ensure that students receive any necessary and appropriate medical attention when at school and focused instruction upon return to class.	ESE Contact, ESE nurse, classroom teacher	Attendance records, correspondence with parents	classroom portfolio

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:		Percentage of students making learning gains in math will increase by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			

69% (126 students)made learning gains in math			76% of students(139 students) will make learning gains in math.		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All computers in the lab and classrooms need to be working properly	Increase the use of technology including Reflex Math, FOCUS, Achieve, CORE K12, FASSTMATH and Think Central with fidelity to improve math skills.	Principal, AP, Classroom teacher, technology teacher	Review and analyze test scores, diagnostic scores, etc	CORE K12 reports, Reflex math reports
2	Providing differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness	Classroom teachers and administration	Create secondary benchmarks at Learning Team Meetings and monitor through classroom walkthroughs	Learning Team meeting minutes, classroom teacher lesson plans, assessment 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	The percent of students achieving learning gains in math will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of FAA students (8 students) made learning gains in math.	By June 2013, 68% of FAA Students (9 students) will make learning gains in math.

Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing differentiated instruction to all learners	Assess students' academic levels and instruct accordingly in classrooms.	Principal, AP	Implementation of learning strategies that provide for and encourage differentiated instruction	Monitor student portfolios, lesson plans review

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:	Percentage of students in Lowest 25% making learning gains in math will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students in the low 25% made learning gains	68% of the lowest 25% will make learning gains in Math

Problem-Solving Process to I ncrease Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Provide differentiated instruction to all learners	Provide professional development on differentiated Math instruction including math centers	Principal, AP	Review district provided assessments	District Assessments
2	Provide differentiated instruction to all learners	Develop secondary benchmarks to address areas of weakness	Classroom teachers and administration	Create secondary benchmarks at Learning Team Meetings and monitor through classroom walkthroughs	Learning Team meeting minutes, classroom teacher lesson plans, assessment results
3	Students knowledge of basic math facts as a foundation for all other math skills	Purchase Reflex Math which focuses on addition, subtraction, multiplication and division.	AP, Principal	Create schedule, including SACC times, that allows students to utilize Reflex math on a regular basis and monitor progress	Reflex math reports, 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 #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students in all subgroups will increase proficiency by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students by subgroups not making satisfactory progress: White - 22% (28 students), Black 56% (36 students), Hispanic 35% (41 students)	By June 2013, proficiency of white students will increase to 86% (109 students), proficiency of black students will increase to 48% (31 students) and proficiency of hispanic students will increase to 72% (83 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	Provide differentiated instruction to all learners	Providing tutorials before and after school, Faast Math, Reflex Math Gizmos, Differentiated classroom Instruction	Principal	Classroom walkthrough, Data chats, Teacher feedback	Assessments
2	All computers in the lab and classrooms need to be working properly	Increase the use of technology including FOCUS, Achieve, CORE K12, FASSTMATH, Reflex Math and Think Central with fidelity to improve math skills.	Principal, AP, classroom teachers, technology teachers	Review and analyze test scores, diagnostic scores	Core K12 reports, Reflex math reports, classroom assessments 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		ELL Student achievement for math will increase by 10%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
69% of ELL students (29 students) are not proficient in math		76% of students (32 students) will achieve proficiency in math			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Variety of languages spoken	Tutorials, differentiated instruction, Think Central, Reflex math, Gizmos, Faast Math	Principal	Data chats, Disaggregated data, Planbook monitoring, Classroom walkthroughs	Assessments
2	Providing differentiated instruction to all learners	Provide professional development on differentiated instruction including math centers	Principal, AP	Data chats, Disaggregated data, Planbook monitoring, Classroom walkthroughs	District 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		SWD student achievement for math will increase by 10%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
53% (43 students) of SWD students were not proficient		63% of students (51 students) will achieve proficiency			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing differentiated instruction to all learners	Provide professional development on differentiated math instruction including math centers	Principal, AP	Data chats, Disaggregated data, Planbook monitoring, Classroom walkthroughs	District assessments
2	All computers in the lab and classrooms need to be working properly	Increase the use of technology including FOCUS, Achieve, CORE K12, FASSTMATH, Reflex Math and Think Central with fidelity to improve math skills.	Principal, AP, Classroom teachers, Technology teachers	Review and analyze Diagnostic reports, test scores, etc	CORE K12 assessments, Diagnostic 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		Math proficiency for economically disadvantaged students will increase by 10%			
---	--	---	--	--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(75 students) of FRL students were not proficient in math	49% (83 students) will achieve proficiency

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' acquisition of prior background knowledge	Tutorials, Gizmos, Faast Math, Go Solve, Differentiated instruction	Principal, AP	Teacher data chats, classroom walkthroughs, disaggregated data	Assessments
2	All computers in the classrooms and lab need to be working properly	Increase the use of technology including FOCUS, Achieve, CORE K12, FASSTMATH, Reflex math and Think Central with fidelity to improve math skills.	Principal, AP, Classroom teachers, technology teachers	Review and analyze diagnostic scores, test scores, etc	CORE K12 reports, classroom assessment, Reflex math reports, Think Central data

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
Differentiated math instruction and utilization of math centers	K-5	K-5 Math Program Planner for District	K-5 math teachers, ESE math teachers	October 2012	Classroom walkthroughs, lesson plans	Principal, AP
Reflex Math	1-5 math teachers	Reflex representative	1-5 Math teachers	October 2012 and throughout the year at LTM and PDDs	Classroom walkthroughs, lesson plans	Principal, AP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students' knowledge of basic math facts as a foundation for all other math skills	Purchase Reflex Math which focuses on addition, subtraction, multiplication and division.	SACC	\$2,400.00
Implement differentiated math programs for students in grades 3-5	Teachers will be paid to provide afterschool tutorials.	Title I	\$5,000.00
Subtotal: \$7,400.00			
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

Implementation of Math programs and strategies including Reflex, Common Core Standards, Think Central, differentiated math instruction, etc	Substitutes provided for teachers to attend training and workshops	Title I	\$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: \$7,900.00			

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:			Students' proficiency in Science will increase by 10% to 39% (41 students)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
35% of students (37 students) achieved a level 3 in Science			39% of students (41 students) will achieve a level 3 in Science		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of hands-on Science materials and time for experiments	utilization of Gizmos and school science lab	Principal	Teacher feedback, formative observations, disaggregated data	Teacher generated and district assessments
2	Expertise and knowledge of staff in the area of Science	Departmentalize grades 4 and 5 so that 1-2 teachers per grade level become experts in this curricular area	Principal, Assistant Principal	Teacher feedback, formative observations, disaggregated data	Teacher generated and district assessments
3	Lack of knowledge of concepts taught in previous grades that are "fair game"	Provide Science tutorials before and after school to grade 5 students	Principal, AP, Teacher	Pre and post test, attendance sheets, lesson plans	CORE K12 tests, teacher generated tests
4	Availability of hands-on Science materials and time for experiments	Teachers will differentiate instruction	Principal, AP, Teacher	Teacher feedback, formative observations, disaggregated data	CORE K12 tests, teacher generated tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The percent of students scoring level 4, 5, and 6 will increase by 10% to 32% (3 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% of students (2 students) scored a level 4, 5 and 6 in Science in 2012	32% (3 students) will achieve level 4, 5, and 6 in Science.
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are not physically capable of conducting experiments thus decreasing their understanding.	Utilize paraprofessionals, teachers and GIZMOS to simulate experiments.	Teachers, Principal, AP	Classroom walkthroughs, observation of students, anecdotal records	Anecdotal records, FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Student proficiency in levels 4 and 5 will increase by 10% to 25% (27 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (24 students) scored a level 4 or above in Science	25% of students (27 students) will achieve level 4 or 5 in Science

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Preparation for higher cut scores on Science FCAT 2.0.	Classroom learning centers and small group focus	Principal, AP	Classroom walkthroughs and review of lesson plans	District and teacher generated tests as well as CORE K12 assessments
2	Incorporation of higher level concepts into lessons	Teachers will differentiate instruction	Principal, AP	Classroom walkthroughs and review of lesson plans	District and teacher generated tests
3	Incorporation of higher level concepts into lessons	Utilization of ScienceSaurus to increase learning	Principal, AP, Classroom teachers	Classroom walkthroughs and review of lesson plans	District and teacher generated tests

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The percent of students achieving level 7 or higher will increase by 10% to 63% (5 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4 students) achieved a level 7 or higher in science.	63% (5 students) will score a level 7 or higher in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are not physically capable of conducting experiments thus decreasing their understanding.	Utilize paraprofessionals, teachers and GIZMOS to simulate experiments.	Teachers, Principal, AP	Classroom walkthroughs, observation of students, anecdotal records	Anecdotal records, FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Physical Science and concepts assessed through "fair game"	Grade 5 Science	Area 1 Science contact	Grade 5 Science teachers	Fall 2012	Walk throughs, observation, lesson plans	Principal, AP

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Science tutorials before and after school to grade 5 students	Teachers will be paid to provide afterschool tutorials	Title I	\$1,587.00
			Subtotal: \$1,587.00
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
Departmentalize grades 4 and 5 so that 1-2 teachers per grade level become experts in this curricular area	Substitutes provided for teachers to attend trainings and workshops	Title I	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Pay teachers for planning for differentiated instruction and lab use during non contract hours	Learning Team meetings, agendas, time sheets	Title I	\$150.00
			Subtotal: \$150.00
			Grand Total: \$2,137.00

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:	Student proficiency in writing will increase by 10% to 96% (106 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (96 students)	96% of students (106) will achieve level 3 or higher 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	Implementing writing program with fidelity	Daily 60 minute writing block, differentiated instruction, weekly writing assignment	classroom teacher	teacher feedback, data chats, PBW	weekly writing prompts
2	Implementing Lucy Calkins program with fidelity due to time constraints	Assign a lead teacher at grades K-2 to attend district workshops to obtain implementation strategies	Classroom teachers	Teacher feedback, PBW	weekly writing prompts
3	Funding for substitutes	Conduct student writing conferences in fourth grade	fourth grade teachers	Teacher feedback, PBW	writing prompts
4	Funding for substitutes	Attend CCSS writing workshops and writing strategies trainings offered by district	K/1 classroom teachers	Teacher feedback, data chats, PBW	Writing prompts
5	Lack of time to differentiate instruction	Provide differentiated instruction via tutorials both before and after school	Selected teachers, Principal, AP	Lesson plans, pre/post writing prompts, attendance sheets	Pre/Post writing prompts, PBW, FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring a level 4 or higher will increase by 10% to 4 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3 students) scored a level 4 or higher	55% of students (4 students) will score a level or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to provide differentiated instruction.	Work with students in small groups in order to meet their needs	Teachers, AP, Principal	Classroom observation, anecdotal records	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Achieving proficiency in writing	K-4	District Writing contact	teachers in K-4	Throughout the year during PDD and LTMs	PBW scores, writing prompts	Principal, AP

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement differentiated instruction in writing	Teachers will be paid to provide afterschool tutorials	Title I	\$2,000.00
Individual conferences with students to meet learning needs	Substitutes provided for teachers to conference with students	Title I	\$250.00
Subtotal:			\$2,250.00
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
Implementation of new writing standards (CCSS)and writing strategies	Substitutes provided for teachers to attend workshops and trainings	Title I	\$250.00
Subtotal:			\$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$2,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal # 1:	Attendance will increase 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

72%	79%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
252(28%)	227 (25%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
136(15%)	122 (13%)

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	Home to school commitment and Parental Involvement	calls home, chats with parents grade level assemblies, reporting to truancy contact	Principal, AP, Guidance Counselor	reviewing and monitoring attendance record on a monthly basis	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
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:	Through the use of Champs and the School Wide Positive Behavior Support Plan, the amount of students that will be suspended from school, both in and out of school, will decrease by 10%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
5	4				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
4	3				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
21	19				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
15	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	Achieving a shared vision for the implementation of the school wide positive behavior support plan and CHAMPS	grade level assemblies, teaching expectations, modeling	Principal, Assistant Principal, Guidance Counselor	tracking referrals, student chats, behavior contract	referrals

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
Schoolwide Positive Behavior Support	All	Professional Development Contact	School-wide	Monthly faculty meetings	Observation of SWPBS implementation, monitoring referrals	Principal, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parent involvement will increase by 5% to 39%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
34%	39%
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	reaching deeper into the community to increase involvement	Encourage all families of students in grades 3-4 to attend FCAT Family Night focusing on reading, math and writing	Principal	Collect participation data and family survey	Parent attendance/sign in sheet
2	reaching deeper into the community to increase involvement	Provide interpreters for FCAT family night	Principal	Collect participation data and family survey	Parent attendance/sign in sheet
3	reaching deeper into the community to increase involvement	Grade level "Family Literacy Breakfast Club"	Principal, AP	Attendance at Breakfast Club	Parent attendance/sign in sheet totals
4	reaching deeper into the community to increase involvement	Offer Build-a-Book Night for grade 2 students and their families to promote literacy	Principal, AP, classroom teachers, SAI teacher	Attendance at Family Night	Parent attendance/sign in sheet
5	reaching deeper into the community to increase involvement	Encourage parents to utilize the parent resource room and materials	Principal, AP, SAI teacher, Reading Leadership Committee	Monitor usage of materials	Parent sign in sheets/check out sheets for materials.
6	reaching deeper into the community to increase involvement	Advertise and encourage attendance at SAC meetings and involve parents in decision making policies	Principal, AP, SAC Chair	SAC minutes and agendas, Flyers and edline blasts	Attendance sheets at SAC
7	reaching deeper into the community to increase involvement	Provide effective communication with parents through the use of agendas, newsletter, call outs, edline blasts, notes home and marquee	Principal and AP	Edline blasts, copies of flyers to parents	Parent signatures in agendas and parent attendance at events
8	reaching deeper into the community to increase involvement	Provide information to parents regarding Family Involvement Policy/Plan and School-Parent compact at the Title I Annual Parent Meeting on 10/3	Assistant Principal, Guidance Counselor	Attendance sheets at Title I meeting, agenda and minutes	Parent attendance/sign in sheet
9	reaching deeper into the community to increase involvement	Develop volunteer and business partnerships with local agencies and community members	Guidance Counselor	Business partnership agreements, SAC membership and minutes	SAC sign in sheets, Business partnership agreements

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
Offer parent workshops on topics such as FCAT; pay teachers to present information	Teacher expertise in various subject areas	Title I	\$1,350.00
			Subtotal: \$1,350.00
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
Increase literacy through grade level Family Literacy Breakfast Clubs	Trade books for each grade level	Title I	\$768.00
			Subtotal: \$768.00
			Grand Total: \$2,118.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Foundations in K-2 to improve students' decoding and reading skills	Classroom supplies and teacher materials - Foundations	Title I	\$7,700.00
Reading	Utilize Reading Plus to improve students' comprehension and reading fluency.	Software licenses, online hosting and support and professional development	Title I	\$5,500.00
Reading	Implement differentiated reading programs for students in grades K-5	Teachers will be paid to provide afterschool and before school tutorials.	Title I	\$7,500.00
Reading	Assess students' academic levels and instruct accordingly.	Classroom reading supplies including books targeting specific benchmarks and other materials to use in class and tutorial settings	Title I	\$400.00
Mathematics	Increase students' knowledge of basic math facts as a foundation for all other math skills	Purchase Reflex Math which focuses on addition, subtraction, multiplication and division.	SACC	\$2,400.00
Mathematics	Implement differentiated math programs for students in grades 3-5	Teachers will be paid to provide afterschool tutorials.	Title I	\$5,000.00
Science	Provide Science tutorials before and after school to grade 5 students	Teachers will be paid to provide afterschool tutorials	Title I	\$1,587.00
Writing	Implement differentiated instruction in writing	Teachers will be paid to provide afterschool tutorials	Title I	\$2,000.00
Writing	Individual conferences with students to meet learning needs	Substitutes provided for teachers to conference with students	Title I	\$250.00
Parent Involvement	Offer parent workshops on topics such as FCAT; pay teachers to present information	Teacher expertise in various subject areas	Title I	\$1,350.00
				Subtotal: \$33,687.00
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	Implementation of Reading programs including Foundations, Reading Plus, Common Core Standards, etc	Substitutes provided for teachers to attend training and workshops	Title I	\$1,000.00
Reading	Train teachers in available strategies for working with non proficient students.	RTI Teacher to work with teachers	Title I	\$31,986.50
Mathematics	Implementation of Math programs and strategies including Reflex, Common Core Standards, Think Central, differentiated math instruction, etc	Substitutes provided for teachers to attend training and workshops	Title I	\$500.00

Science	Departmentalize grades 4 and 5 so that 1-2 teachers per grade level become experts in this curricular area	Substitutes provided for teachers to attend trainings and workshops	Title I	\$400.00
Writing	Implementation of new writing standards (CCSS) and writing strategies	Substitutes provided for teachers to attend workshops and trainings	Title I	\$250.00
				Subtotal: \$34,136.50
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pay teachers to screen incoming PreK students prior to the start of school.	Individual student results of screening instrument, lesson plans and differentiated instruction during guided groups	Title I	\$1,200.00
Reading	Implementation of differentiated reading programs and initiatives	RTI Teacher	Title I	\$31,986.50
Science	Pay teachers for planning for differentiated instruction and lab use during non contract hours	Learning Team meetings, agendas, time sheets	Title I	\$150.00
Parent Involvement	Increase literacy through grade level Family Literacy Breakfast Clubs	Trade books for each grade level	Title I	\$768.00
				Subtotal: \$34,104.50
				Grand Total: \$101,928.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Teacher conferences, materials for instruction including Foundations, etc, stipend for additional staff member to serve on professional development committee	\$4,000.00

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

Review mission statement and SAC bylaws

Conduct data analysis to determine strengths and weaknesses and focus of SIP

Review and revise SIP

Identify strategies for improvement

Provide input for Title I budget

Assist in recruiting and retaining SAC members

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 J. C. MITCHELL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	88%	95%	79%	346	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	65%	70%			135	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?	64% (YES)	63% (YES)			127	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					608	
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 J. C. MITCHELL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	85%	92%	66%	331	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	81%	66%			147	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?	79% (YES)	63% (YES)			142	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					620	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested